New Ways of Learning: BBELT 2022
Best and Brightest of English language Teaching

By Nik Peachey
Edited by Graham Stanley

British Council 2022
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1. Foreword

New Ways of Teaching: BBELT 2022 is a collection of classroom and online activities, and teacher education ideas for English language teachers. This publication is accompanied by recordings of development sessions by a wide range of experts in our field - talks that were originally prepared as plenary and concurrent sessions for the 2022 BBELT conference. They were then subsequently livestreamed monthly and made available as recordings on the Online Events section of our website, along with the activities in this book.

BBELT (Best and Brightest of English Language Teaching) has a history dating back to 1991, when it was first held as a face-to-face conference in Mexico City. Coinciding with its 30th anniversary, BBELT was transformed into an annual online regional event in 2021 and aims to provide teachers with new ideas and an opportunity to network with other ELT professionals in the Americas, UK, and further afield.

I believe you will find this collection of stimulating activities of interest, and I think there’s something for everyone here: from classroom ideas for primary and secondary teachers through to self-development suggestions for those teaching online. If you find them useful, then why not consider attending the next BBELT conference, held annually in February. More information can be found at https://bbelt.org/

Graham Stanley, Mexico City 2022.
Editor information

Graham Stanley is the British Council’s English Programmes Lead for the Americas, based in Mexico City. He is editor of Remote Teaching (British Council, 2019); author of the English Speaking Union’s HRH Duke of Edinburgh ELT book of the year Language Learning with Technology (Cambridge University Press, 2013) and co-author of Digital Play: Computer games and language aims (Delta Publishing, 2011), which won an ELTon (English Language Teaching Innovation award) for teacher resources.

Author information

Nik Peachey is a well-known and experienced teacher, trainer, writer and consultant. He has been working in ELT since 1992 and has worked with teachers, students and educational institutions all over the world.

He has written a number of ELT related books, resource materials and online courses and his work has been published by many of the UK’s leading ELT publishers. He has six times been shortlisted for British Council Innovations awards (ELTons) and has won in 2012 for ‘Blended Learning in ELT’, a course he developed for Bell Educational Services, and in 2016 for Digital Video – A manual for language teachers, published by his own company PeacheyPublications Ltd.

You can find more of his work at: https://peacheypublications.com
2. Introduction

This collection of activities was developed around a series of presentations from the 2022.

The presentations offer a wide range of perspectives on recent developments in English language teaching and show what a diverse and vibrant profession we work in.

The activities have been developed independently of the presentations, but have been inspired by the thoughts, ideas and practices presented in them.

The activities are a mixture of teacher training and development sessions and remote and physical classroom activities.

The ordering of the chapters doesn’t indicate a specific order that the activities should be used in, and in most cases the activities within each chapter can be used independently of each other. The reader should feel free to dip into the book wherever and whenever they feel the need for some inspiration or would like to try something a little different in their classroom.

Most of the activities have been written with a minimum specific level in mind, but most can easily be adapted for use with lower levels. All the activities provide additional background reading and resources that should help you look in more detail and some of the ideas and principles being applied in the activities.
3. A comprehensive strategy for continuous professional development

Kevin Westbrook

This chapter contains a collection of four teacher development activities, each of which could take up a full training session. These are based on ideas from Kevin Westbrook’s webinar ‘A comprehensive strategy for continuous professional development’

You can view the webinar at:

https://americas.britishcouncil.org/new-ways-of-teaching/events/comprehensive-strategy-cpd

The four activities look at different aspects of autonomous teacher development.

Social bookmarking and curation – In this activity, participants explore the process of curating online content to support their professional development and explore a range of tools they can use to capture their independent learning activities.

Reflecting on CPD learning – In this activity, participants explore three different frameworks for guiding their reflections. They evaluate the frameworks and choose one to apply to their own learning.

These activities can be used individually, or you can use them in the sequence they are presented in the book.

Needs analysis – In this activity, participants explore a method for identifying their own developmental needs based around the British Council developmental framework for continuing professional development.

SMART planning your CPD – In this activity, participants explore a range of ways of developing their own teaching and then create a SMART plan to ensure they commit to and follow through with their personalised learning plan.
Introduction

In this teacher development activity, participants learn how to analyse their own developmental needs. They do this by using the British Council’s framework for continuing professional development. Once they have identified their needs, they think of ways to address them and develop their main teaching weaknesses.

This activity draws on materials and ideas presented by Kevin Westbrook in his presentation ‘A comprehensive strategy for continuous professional development.’

Webinar time reference: 12:00 – 14:28

Time: 50 – 60 minutes

Aim: To enable teachers to use the British Council’s CPD framework to assess their own development needs.

Preparation:

- Make copies of the three task sheets from the materials section.

Procedure

- Put the participants into groups and ask them to discuss what elements of their teaching they are trying to develop at present.
Get some feedback from them and then ask them how they decide what they need to develop in their teaching.

Tell them they are going to look at the British Council CPD Framework and how they can use it to analyse their own development needs.

Tell the participants that the framework identifies 12 key elements or areas of expertise the teacher needs to deliver high quality classroom teaching.

Put the participants into small groups of 3 – 5 and ask them to try to brainstorm what they think the 12 elements should be.

Once they have finished, give them ‘The 12 elements of professional practice’, from the materials section, and ask them to compare with the list. Ask them if they think there is anything missing from the 12 elements on the handout.

Next, tell the participants that the British Council measures each of the 12 elements at four stages of development.

Show the participants the four stages.

Now give the participants the 12 stages infographic and show them that the further up the stages you move, the closer to the centre of the graphic you come.

Ask the participants to think about what stage they are at with each of the elements on the diagram, and try to mark on the diagram with a cross where they are for each element.

Once they have finished, ask the participants to stand up and mingle. Ask them to compare diagrams with other participants and find the person they have the most similar levels with.

Once they have had a chance to compare, ask the participants to sit with someone who has similar strengths and areas of development. They can be in pairs or groups of up to 4.

Now give the participants a copy or a link to a copy of ‘Teaching for Success - Continuing Professional Development (CPD) Framework for teachers’ booklet.

Tell them that the booklet contains a description of each of the elements. Ask the participants to find their two weakest elements and look at the descriptions in the booklet and select areas from the description that they can work on developing.

Ask them to work together and think of ways they could develop those areas, and write down three things they can do.

Get some feedback on the things they will do next to develop their weaker areas.
Materials:

The 12 elements of professional practice

1. Planning lessons and courses
2. Understanding learners
3. Managing the lesson
4. Knowing the subject
5. Managing resources
6. Assessing learning
7. Integrating ICT
8. Taking responsibility for professional development
9. Using inclusive practices
10. Using multilingual approaches
11. Promoting 21st-century skills
12. Understanding educational policies and practice
Teaching for Success - Continuing Professional Development (CPD) Framework for teachers

Additional resources

CPD Framework for teacher educators

- The British Council’s Continuing Professional Development (CPD) Framework is a guide to all those involved in the education of teachers.

https://www.teachingenglish.org.uk/article/cpd-framework-teacher-educators
Alison Barrett MBE explores the concept of continuing professional development frameworks and suggests practical ways for policymakers, head teachers, teacher trainers and teachers to improve professional development.


Teacher educators

Whichever role or setting you work in, the British Council can support you with your professional and career development. Our support is open to all and free of charge. Here you can find a range of resources to support your development as a teacher educator.

https://www.teachingenglish.org.uk/professional-development/teacher-educators
Activity 2

SMART planning your CPD

Introduction

In this teacher development activity, participants explore a range of ways they can develop their own teaching. They decide which ones could benefit from them and create a SMART plan to help them take forward some of the ideas and develop their own teaching.

Webinar time reference: 15:52 – 21:32

Time: 55-60 minutes

Aim: To raise participants’ awareness of things they can do to develop their own teaching knowledge and skill.

Preparation:

- Make copies of the ‘Ways of developing your teacher skills and knowledge’ from the materials section.
- Experiment with the SMART plan tool from the materials section, so you can see how it works.

Procedure:

- Put participants into groups and ask them to share and compare all the things they do to develop their own teaching.
Get some feedback and then share the ‘Ways of developing your teaching skill and knowledge’ from the materials section.

Ask the participants to check the list and see if there is anything they can add to the list.

Ask them how many of the things they are doing at present.

Ask the participants to select three new things they could try.

Ask them to create a plan for each of the three things they will try.

Tell the participants to make their plans SMART.

Smart plans include goals that are:

- Specific
- Measurable
- Achievable
- Relevant
- Time bound

Once they have created their plans, put the participants into pairs and ask them to compare their plans and get some feedback from their partner on how they could improve the plans.

Give them time to make a revised copy of their plan, and then ask the participants to find a partner to hold them accountable for completing their plan. Note: They can use this digital tool to help guide their planning and then save the plans as a document: https://bit.ly/3zX05uE

**Materials:**

**Ways of developing your teacher skills and knowledge**

1. Attend a conference (online or physical)
2. Study for a formal qualification
3. Take an online course
4. Watch a webinar recording
5. Read professional journals
6. Read blog posts and articles  
7. Find and try new resources and teaching materials  
8. Join a Facebook group  
9. Create a Twitter account and follow other ELT professionals  
10. Create a LinkedIn profile and follow other ELT professionals  
11. Find interesting YouTube videos to watch  
12. Ask to watch a peer teaching  
13. Ask a peer to watch you teaching and give you feedback  
14. Start writing a blog  
15. Listen to podcasts for teachers  
16. Create an action research project  
17. Look for new digital tools and try them with your students  
18. Ask a teacher you respect to be your mentor

Smart plan tool  
Participants can use their digital tool to structure their plans and then save them as documents.  
https://bit.ly/3zX05uE

Additional resources

Becoming a Better Teacher: Exploring Professional Development

- This is a British Council course designed to help you keep up your professional skills. This online course, broken into simple steps, will help you develop your reflective skills and improve your practice in the classroom.  
https://www.teachingenglish.org.uk/training

Teacher educator self-awareness: Cultivating openness

- In this article, Tessa Woodward explores openness as a feature of self-awareness and provides ideas on how to work on our ability to be open.  
Teacher agency: empowering teachers through self-directed peer observations

In this webinar recording, Ana Garcia-Stone describes a peer observation project carried out by two colleagues, done over a year, experimenting with three different types of observation. This process empowered both teachers, and the observations revealed different dimensions of agency.

https://www.teachingenglish.org.uk/article/teacher-agency-empowering-teachers-through-self-directed-peer-observations

Reflective teaching for the real world

In this webinar recording, Jeremy Phillips presents a framework for kick-starting or improving reflective teaching methods to make them practical and results-oriented for ELTs working in diverse contexts. The aim is to make reflective teaching painless and effective by getting teachers to examine their own personalities and perspectives as a first step.

Activity 3

Social bookmarking and curation

Introduction

In this teacher development activity, participants work together to assess and evaluate a collection of social bookmarking tools. They work in groups to do online research using a set of criteria, then share their results together before deciding on a tool to try.


Time: 50 – 60 minutes

Aim: To make participants aware of a range of digital tools to help them organize and keep track of their online studies.

Preparation:

- Make copies of the ‘Evaluating tools – criteria’ and the ‘Digital tools’ from the materials section.

Procedure

- Ask participants what they do when they find something interesting online.
- Some teachers may say they read/watch it, and others may say they save it for later.
- Ask participants how they keep track of what they read/view online, and how they find things again if they want to review them.

This activity draws on materials and ideas presented by Kevin Westbrook in his presentation ‘A comprehensive strategy for continuous professional development.’
- Get some suggestions for digital tools if they have any.
- Tell the participants that you would like them to review some digital tools that may help them track their online professional development and keep a record of what they access.
- Put the participants into groups and give each group the evaluation sheet from the materials section.
- Next, give each group a link to one of the tools and ask them to work together, find out how to use it and evaluate it.
- Give them a time limit, so they know how long they have to spend on the evaluation (15 – 30 minutes). Note: Make sure they know that they will need to be able to teach someone else how to use it by the end of the time.
- Once they have finished, put the participants into groups with one person who evaluated each tool. Ask them to share what they learned about each tool.
- Ask the groups to select one of the tools to learn more about. Ask the person who reviewed that tool to show the rest of the group how to use it.
- At the end of the session, ask the participants which of the tools they found most useful and which they will use to record and track their studies.

**Materials:**

**Evaluating tools - criteria**

- Price: [is it free?]
- Function(s): [What can you do with it?]
- Usability: [How easy is it to use? And how do you use it?]
- Benefits: [How useful will it be?]
- Recommendation: [How/Would you recommend teachers use it?]
Digital tools

Tabbles: https://tabbles.net/
Zotero: https://www.zotero.org/
Raindrop: https://raindrop.io/
Evernote: https://evernote.com/
Feeder: https://feeder.co/
FolioSpaces: https://www.foliospaces.org/

Additional resources

Digital literacies

Watch a recording of the seventh talk in our World Teachers' Day 2021 celebrations. Join Nicky Hockly talking about Digital Literacies.
https://www.teachingenglish.org.uk/article/digital-literacies

English Teaching Talks - Integrating ICT

- In this series of six short videos, Nik Peachey helps us with many important issues about integrating ICT (Information and Communication Technology), including a framework to help think about how we integrate ICT, sources and the motivation for using ICT for our professional development, practical ideas for class to build both language and digital literacies, criteria to help choose the best apps for your learners and guidance on how to plan blended work.
https://www.teachingenglish.org.uk/article/english-teaching-talks-integrating-ict
Establishing a culture of CPD

- In this webinar, Lucy Norris gives an overview of the booklets and looks in detail at the structure – A: Analyse, B: Think, C: Try, D: Work together. She discusses some teacher case studies, tries out some activities, and looks at work teachers have produced in reflection and action research activities. She also discusses how teachers can collaborate and use the resources effectively to guide and establish their own culture of CPD.

https://www.teachingenglish.org.uk/article/teaching-success-establishing-culture-cpd

Digital literacies: What are they, and why should we care?

- This article gives a definition of digital literacies and explains why they are important in the language classroom.

Activity 4

Reflecting on CPD learning

Introduction

In this teacher development activity, participants think about how they reflect on their own development. They evaluate a number of frameworks for structuring reflection. At the end of the session, they choose one of the frameworks to try.

Webinar time reference: 06:57 – 08:09

Time: 40 – 60 minutes

Aim: To make participants aware of the benefits and some frameworks for reflecting on their own development.

Preparation:

- Make copies of the three frameworks for reflection in the materials section.

Procedure

- Ask the participants how important they think it is for students to reflect on what they are learning. Get the participants to rate the level of importance from 1 to 10 (i.e., 1 = Not important – 10 = very important)

- Get the participants to share their rationale and what they think are the benefits of reflection.

- Now ask the participants how they reflect on their own learning and development. Put them into groups to share and compare what they do.
Ask if any of them use a specific structure or framework for their reflections, and ask them to share it.

Next, give the participants the three frameworks for reflection from the materials section.

Ask them to look at the three frameworks and decide which one they would find most useful.

Ask them to discuss the frameworks in groups.

When they have finished, ask them to use the framework to write a reflection on the session.

**Materials:**

**Three frameworks for reflection**

**What? So what? What now?**

After you read, view or listen to something, make notes about:

- **What?** – What did you read/view/listen to?
- **So what?** – What did you learn from it that you didn’t know before or that you will find useful?
- **What now?** – How will you use what you have learned, and how will it inform your teaching?

**CARL**

This model can be used in to guide your reflective process on experiences.

- **Context** - Briefly describe the context of your experience
- **Action** - Explain what actions you took
- **Results** - Explain what happened as a result of your actions
- **Learning** - Identify what you have learned
The 5 Rs

This framework focuses on five core stages, each addressing one aspect of reflection.

- **Reporting** - Describing the context of the experience
- **Responding** - Describing your observations, feelings, thoughts about the experience
- **Relating** – Describing the connection to knowledge and skills you already have
- **Reasoning** – Thinking about the significant factors/theory to explain the experience
- **Reconstructing** – Describing how you plan to deal with future actions for a similar experience

Additional resources

**How to include reflection in teacher training sessions and courses**

- In this talk, Sue Leather looks at how to include reflection in teacher training sessions and courses. This session briefly discusses the importance of reflection in training sessions and courses, reviews a simple reflection model for training, and offers participants a number of reflection activities that they can use in their training sessions and courses.

  https://www.teachingenglish.org.uk/article/sue-leather-how-include-reflection-teacher-training-sessions-and-courses

**Reflective teaching: Exploring our own classroom practice**

- Reflective teaching means looking at what you do in the classroom, thinking about why you do it, and thinking about if it works - a process of self-observation and self-evaluation. This article looks in more depth at how we can apply reflection within our classroom practice.

  https://www.teachingenglish.org.uk/article/reflective-teaching-exploring-our-own-classroom-practice
Journeys of Reflective Practice

- This free book demonstrates ten teacher educators' professional reflective journeys through action research. This non-academic research book, Journeys of Reflective Practice, is a compilation of the research findings and reflections from teacher educators who have effectively demonstrated their understanding of action research and classroom enquiry.

https://www.teachingenglish.org.uk/article/journeys-reflective-practice

Enhancing quality of reflection

- In this webinar recording, Tran Thi Hieu Thuy and Nguyen Thi Kim Phuong look at how to facilitate teachers' engagement in practising reflective activities.

Kevin Westbrook

Kevin Westbrook has been an EFL teacher since 1997 and a teacher trainer since 2000. He has taught in a wide range of contexts, including language schools, universities, and in-house training. He regularly gives conference presentations on CPD and jointly hosts a podcast on the subject.
4. Climate action in language education: Impactful ways to integrate environmental issues in English language teaching

Hala Ahmed

This chapter contains a collection of five that you can use with your students to develop their awareness and appreciation of the environment and things that they can do to prevent climate change. These are based on ideas from Hala Ahmed’s webinar ‘Climate action in language education: Impactful ways to integrate environmental issues in English language teaching’.

You can view the webinar at: https://americas.britishcouncil.org/new-ways-of-teaching/events/climate-action-language-education

The five activities look at different ways we can integrate climate awareness into our classes at different levels.

**Integrate your coursebook** - In this activity, students evaluate their existing coursebook to see what environmental issues it deals with. Then they find areas where environmental issues could be integrated in some way.

**Grow a plant** - In this activity, students find out how to grow a plant. They can also keep a record of its growth and the changes it undergoes.

**Solving an environmental problem** - This activity takes a Project-Based Learning (PBL) approach to selecting and looking for a solution to an environmental problem that the students select. **Earth Day** - In this activity, students research and find out more about Earth Day. They then create a presentation to tell others about Earth Day and how to make every day an Earth Day.

**Creating a poster** - In this activity, the students learn about how to protect the environment by singing a song. They learn some vocabulary and learn the lyrics of the song through mime.

These activities can be used independently of each other.
Activity 1

Integrate your coursebook

Introduction

In this activity, students evaluate their existing coursebook to see what environmental issues it deals with. Then they find areas where environmental issues could be integrated in some way.

In the webinar Juana Sagaray talked about delivering flipped learning to remote teachers but using Telegram you can also create blended and flipped learning for students.

Webinar time reference: 32:34 – 34:56

Level: Secondary A2+

Time: 30 – 60 minutes

Aim:

- To make students aware of the connection between environmental issues and other areas of life.
- To integrate environmental awareness into a wider range of the coursebook topics.
Preparation:

- Make sure you have copies of the coursebook for all your students.
- Make a copy of the contents page that they can make notes on.
- Make a digital copy to show on a data projector.

Procedure:

- Put your students into groups of 4 – 5.
- Ask them to brainstorm the causes of environmental problems. They should try to identify as many problems as possible, both big and small.
- Set the students a time limit.
- When they have finished, see which group has the most and ask them to share. Ask the other students to listen and then add any problems they missed.
- Next, ask the students to open their coursebooks.
- Ask them to work in groups and look through the coursebook pages and topics. Ask them to try to connect an environmental problem with as many of the topics and pages as possible.
- Once they have finished, put up the contents list of your coursebook and ask the students to tell you which problems connect to each of the units and pages.
- Make a note of their suggestions as you work through the book.
- Tell the students you will use their suggestions to include an environmental focus activity in each of the places they have suggested.
- Note: You can use the sources in the ‘Additional resources’ section to find lesson and activities that work with your coursebook.
Additional resources

Climate Connection
- This is a British Council site that has a collection of materials to support teachers and help them raise awareness of climate related issues in the classroom.
  https://www.britishcouncil.org/climate-connection/get-involved/resources-school-teachers

ELT Sustainable – Lesson plans
- This site has a collection of lesson plans arranged by topic that you can download for free.
  https://eltsustainable.org/lesson-by-topic/

Renewable English
- This site has a wide range of lesson plans on topics related to environmental challenges.
  https://renewableenglish.com/

Climate Action in Language Education lesson plans
- This series of twelve lesson plans provides teachers with step-by-step guidance and resources. They are an ideal starting point to help to address issues of sustainability in the classroom.
Activity 2

Growing a plant

Introduction

In this activity, students find out how to grow a plant. They can also keep a record of its growth and the changes it undergoes.

Your students will be able to keep a plant diary and take responsibility for looking after the plant.


Level: Primary A1+

Time: 30 – 40 minutes

Aim:

- To encourage students to learn how to grow and care for plants.

Preparation:

- To do this activity you’ll need some beans, some cotton wool, some glass jars and some water. Later you’ll need some pots and some soil.

- Note: If you have a small class, you could get each student to grow their own plant, but with larger classes it might be better to have one plant for each 4 – 5 students.

- Watch the video at:
  https://learnenglishkids.britishcouncil.org/how-videos/how-grow-bean-plant
Procedure:

- Ask students what they need to make a plant grow.
- Get their suggestions and show them the different objects as they guess them. You may need to help with some such as seeds or beans, sunlight and cotton wool.
- Show the students all the objects and help them say what the objects are.
- Ask what you should do with them to make the bean grow.
- Show the students the video at: https://learnenglishkids.britishcouncil.org/how-videos/how-grow-bean-plant
- Next, get them to tell you what to do with the objects, and then follow their instructions.
- You may ask them to watch again if they are giving you wrong instructions.
- Now give each student or group of students some beans, cotton wool and a jar and get them to prepare the jars.
- Next, put the water in the jars (You may want to do this yourself).
- Ask the students where the plants should go.
- Put the plants in a window so that they get some sunshine.
- Next, ask the students to draw a picture of the plants and write about what they did. You could also work through the activities from the British Council website: https://learnenglishkids.britishcouncil.org/how-videos/how-grow-bean-plant

Follow up

- Make sure that the students water their plants each day.
- At the end of each week, ask the students to draw a picture of their plant and write about how it has changed and how much it has grown.
Facts about bumblebees

Did you know there is a special day for bees in May? Watch this video to find out why bees are so important.

https://learnenglishkids.britishcouncil.org/video-zone/facts-about-bumblebees

Materials:

- Print copies of this worksheet from the British Council’s LearnEnglish Kids site:
  https://learnenglishkids.britishcouncil.org/how-videos/how-grow-bean-plant

Additional resources

Climate Action in Language Education lesson plans

- This series of twelve lesson plans provides teachers with step-by-step guidance and resources. They are an ideal starting point to help to address issues of sustainability in the classroom.

Plants

- Play a word game to learn and practise plant vocabulary.
  https://learnenglishkids.britishcouncil.org/word-games/plants

Nature flashcards

- Print sets of flashcards for places in nature, plants or nature objects, or print some for you to colour in and write the words!
  https://learnenglishkids.britishcouncil.org/flashcards/nature-flashcards

The lucky seed

- A lucky seed falls from the farmer’s cart. What will happen to it? Watch and find out!
  https://learnenglishkids.britishcouncil.org/short-stories/the-lucky-seed

Facts about bumblebees

- Did you know there is a special day for bees in May? Watch this video to find out why bees are so important.
  https://learnenglishkids.britishcouncil.org/video-zone/facts-about-bumblebees
The life cycle of a flowering plant

- This lesson plan for primary learners looks at the life cycle of flowering plants.
  https://www.teachingenglish.org.uk/article/life-cycle-flowering-plant

Peas!

- This lesson plan for A1 level primary learners aged 5 to 6 years old explores ecology, the environment and nutrition.
  https://www.teachingenglish.org.uk/article/peas
Activity 3

Solving an environmental problem

Introduction

This activity takes a Project-Based Learning (PBL) approach to selecting and looking for a solution to an environmental problem that the students select.

The activity takes place over a number of lessons and at the end of the cycle students select their own method of presenting the outcome of their project.

The lesson cycle finishes with guided student reflection on the learning process. Encouraging students to reflect on their learning processes can enable them to become much more effective learners.

Webinar time reference: 25:13 – 26:38

Level: Secondary B1+

Time: 2 hours (The time can be split between a number of lessons)

Aim:

- To develop students’ abilities to work collaboratively to address a problem.
- To encourage students to reflect on their learning process.
**Preparation:**

- If you aren’t familiar with PBL, check through the additional resources section, and you’ll be able to find out more.

**Procedure:**

**Lesson 1**

- Put your students into small groups and ask them to brainstorm local environmental problems.

- Set them a time limit and ask them to think of as many as possible, big or small.

- Next, find out which group thought of the most problems and ask them to share them with the class as you list them on the board.

- Ask the other students if they can add any to the list.

- Next, ask the students to decide which 4 – 5 they are most concerned about.

- Get the students to vote and select the top 5.

- Divide your students into 5 groups and give each group one of the problems. Note: You may want to let the students choose which group they want to be in according to their interest, but try to have a similar number of students in each group.

- Now ask the groups of students to work together to share and write down everything they know about the problem.

- Once they have finished, ask them to write down 8 - 10 things they don’t know about the problem.

- For homework, ask the students to research the things they don’t know and try to find the information.
Lesson 2

- Put the students into their groups and ask them to share what they discovered about the problem.

- Now that students better understand the problem, ask them to brainstorm ways of solving the problem. Again, ask them to focus on quantity of ideas rather than quality and set them a time limit. Note: If you have sticky notes, get the students to write each idea on a note.

- Ask the students how many ideas they have for solving their problem.

- Now ask the students to divide their ideas into two groups – Those that may work and those that could never work.

- Ask them to look at the ideas again and think about whether they can combine any of the ideas together to make better ideas.

- Next, ask them to pick two of the best ideas and develop them in more detail to see how they could be made to solve the problem.

- Next, ask half of the students from each group to change to a different group. Get the students to share their ideas for fixing the problems in their new group and get feedback and suggestions on the ideas.

- Ask the students to move back to their original groups and share the feedback they got from their peers. Ask them to evaluate the feedback and use the useful feedback to adapt their ideas.

- Next, ask them to compare the two ideas and decide which is the most viable.

- For homework, ask the students to think about how they could present their idea to potential investors and what they would need to tell them to raise money to make their idea a reality.

Lesson 3

- Ask the students to prepare some form of presentation of their ideas and how they could make them a reality. They can use the presentation guide in the materials section to help them.

- Tell them they can decide on the format of their presentation. It could be a video, a poster or a formal presentation using PowerPoint slides.
Give the students time to work on their presentation together.

When they are ready, ask the students to share their presentations. Note: You could ask students from other classes to come along and view the presentations.

Lesson 4

Ask the students to reflect on the process of creating a solution to the problem, and ask them if they can remember the steps.

Give the students the reflection task and give them some time to work through the questions alone.

Get some feedback from the students and ask them to share their reflections.

Materials:

Presentation guide

Choose the format of presentation you think is most suitable for your message. In your presentation, you should include the following points.

- The problem
- The cause of the problem
- Who is impacted by the problem
- How they are impacted by the problem
- Your solution
- Why your solution will work
- What resources you need to make your solution a reality
**Project reflection guide**

Think about the steps that you took to produce a solution to the problem. Which steps did you find most difficult?

1. Identifying a problem
2. Defining what we know about the problem
3. Defining what we don’t know about the problem
4. Researching the problem
5. Brainstorming solutions
6. Evaluating solutions
7. Getting feedback on solutions
8. Revaluating solutions
9. Presenting a solution

What part of the process would you like to do better?

How could you improve your ability to do better?

What did you learn from using this process?

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**Additional resources**

**Climate Action in Language Education lesson plans**

This series of twelve lesson plans provides teachers with step-by-step guidance and resources. They are an ideal starting point to help to address issues of sustainability in the classroom.

Gold standard PBL: Essential project design elements

A research-informed model for improving, calibrating, and assessing your practice. Student learning goals for projects include standards-based content as well as skills such as critical thinking, problem-solving, communication, self-management, project management, and collaboration.

https://www.pblworks.org/what-is-pbl/gold-standard-project-design

Project work in the secondary classroom

Are you looking for a way to keep your secondary students interested and motivated in class? In this session we will examine how a project-based approach can increase student engagement and promote collaborative learning as well as provide a setting in which students practise their language skills in an authentic way, with genuine reasons for communication.

https://www.teachingenglish.org.uk/article/project-work-secondary-classroom

Global North-South project-based learning: Student to student telecollaboration for language learning

Watch a recording of this webinar looking at student to student projects across continents.


Project work with teenagers

Project work is becoming an increasingly popular feature within the ELT classroom. Common projects are class magazines, group wall displays about students' countries and designs for cities of the future.

https://www.teachingenglish.org.uk/article/project-work-teenagers
Activity 4

Earth Day

Introduction

In this activity, students research and find out more about Earth Day. They then create a presentation to tell others about Earth Day and how to make every day an Earth Day.

This activity involves students in doing research on the Earth Day website at: https://www.earthday.org/ and completing a digital treasure hunt. They can do this part of the activity either in the classroom or at home if they don’t have internet access at school.


Level: Secondary B2

Time: 90 – 120 minutes (some of this can be homework)

Aim:

- To raise students’ awareness of Earth Day and how to find and share more information about protecting the environment.

Preparation:

- Make copies of the worksheets for students.
Procedure:

Lesson 1

- Write up the title of the lesson “Earth Day” on the board.
- Ask students what they know about Earth Day.
- Try to elicit information by asking questions, e.g.
  - What day of the year is Earth Day?
  - When did Earth Day start?
  - Who started Earth Day?
  - What happens on Earth Day?
  - Why do we need an Earth Day?
- Elicit as many answers as possible from them, but don’t confirm them.
- Give the student a link to the Earth Day website and ask them to explore the site and try to answer the questions. Note: If students can’t access the internet from school, ask them to do this for homework.
- Next, ask the students to share what they discovered and clarify their answers.
- Next, tell the students you want them to do a digital Treasure Hunt.
- Tell them they will search the Earth Day website and try to find a variety of resources.
- Give the students the treasure hunt worksheet and ask them to try to find the information. Tell them to copy a link to the page where they find the information.
- Note: If students can’t access the internet from school, ask them to do this for homework. They could ask their parents or carers to help.
- Check and clarify the students’ answers.
- Discuss Earth Day with the students, or get them to discuss in groups:
  - How effective do you think Earth Day is?
  - What do you think it has achieved?
  - How do you think you could help?
  - How could everybody help?
- When they have finished the discussion, get some feedback from them.
Follow-up

- Ask the students to work in groups to prepare a presentation about Earth Day. Ask them to include an explanation of:
  - What Earth Day is and how it started.
  - What it aims to achieve and how.
  - What we can all do to help.
  - The most important issues to help with.
They could do their presentations to students in other classes.

Materials:

Reading activity 1

1. What day of the year is Earth Day?
2. When did Earth Day start?
3. Who started Earth Day?
4. What happens on Earth Day?
5. Why do we need an Earth Day?

Earth Day - Treasure Hunt

1. Where can you find a fact sheet about bees?
2. How many species of bees exist on Earth?
3. Where can you find a quiz about upcycling food?
4. What percentage of the food we produce is never eaten?
5. Where can you find out about artists for the earth?
6. How can artists for the earth help?
8. Where can you find the Earth Day Instagram page?
9. What is the aim of the Canopy Project?
10. Where can you find out if the Earth Day organization is active in your country?
Earth Day - Treasure Hunt - Answers

1. Where can you find a fact sheet about bees?
https://www.earthday.org/fact-sheet-bees/
2. How many species of bees exist on Earth? (20,000)
3. Where can you find a quiz about upcycling food?
https://www.earthday.org/upcycled-foods-quiz/
4. What percentage of the food we produce is never eaten? (25%)
5. Where can you find out about artists for the earth?
https://www.earthday.org/campaign/artists-for-the-earth/
6. How can artists for the earth help? (Art has the power to reach people personally, establishing a deeper understanding and emotional connection with what is happening to our planet.)
7. Where can you find out how to get involved?
https://www.earthday.org/take-action-now/
8. Where can you find the Earth Day Instagram page?
https://www.instagram.com/earthdaynetwork/
9. What is the aim of the Canopy Project?
https://www.earthday.org/campaign/the-canopy-project/
The Canopy Project improves our shared environment by planting trees across the globe. Since 2010, tens of millions of trees have been planted with The Canopy Project, working worldwide to strengthen communities.
10. Where can you find out if the Earth Day organization is active in your country?
https://www.earthday.org/countries-we-serve/

Additional resources

Climate Action in Language Education lesson plans

- This series of twelve lesson plans provides teachers with step-by-step guidance and resources. They are an ideal starting point to help to address issues of sustainability in the classroom.
https://www.teachingenglish.org.uk/article/climate-action-language-education-lesson-plans

Earth Hour

- Earth Hour is an annual event which asks you to switch off all your lights for one hour. The aim is to involve as many people as possible in positive change for our planet. This article includes language development activities for students.
https://learnenglish Teens.britishcouncil.org/study-break/magazine-zone/earth-hour
The world water crisis

- World Water Day takes place every year on March 22nd. How much do you know about the water you drink and use every day? Watch this video and learn about the world water crisis. This article includes language development activities for students.

https://learnenglishteens.britishcouncil.org/study-break/video-zone/world-water-crisis

Sustainable development goals

- How can we make the world a better place? Listen to this song and learn how people plan to improve the world. This article includes language development activities for students.

https://learnenglishteens.britishcouncil.org/study-break/video-zone/sustainable-development-goals

A Plastic Ocean

- A Plastic Ocean is a new documentary that looks at the problems that are caused when plastic waste goes into the sea. Watch the trailer and find out more about how plastic can be dangerous to sea animals and human health.

https://learnenglishteens.britishcouncil.org/study-break/video-zone/plastic-ocean

Environmental problems

- This lesson plan for teachers of teenage and adult students at level B1 and above is based on the theme of climate change. Students will develop their dictionary skills pronunciation of weak syllables in long words.

https://www.teachingenglish.org.uk/article/environmental-problems
Creating a poster

Introduction

In this activity, the students learn about how to protect the environment by singing a song.

They learn some vocabulary and learn the lyrics of the song through mime. Once they have learned the song, they create a poster to encourage others to protect the environment.

Webinar time reference: 35:10 – 36:00

Level: Primary A2+

Time: 30 - 60 Minutes

Aim:

- To make students aware of things they can do to help protect the environment.

Preparation:

- Print copies of the song worksheet and lyrics for your students.

Song activities:


Song lyrics:

Procedure:

Lesson 1

- Ask the students what they do to help the environment.
- Get their suggestions and help them with vocabulary. Note: You may need to translate some of them.
- Give the students the first of the song activities and ask them to try to match the words to the images.
- Correct the students’ answers and model and drill the pronunciation of the words.
- Now tell the students they are going to listen to a song. Tell them to say stop if they hear one of the words from the sheet in the song.
- Play the video https://learnenglishkids.britishcouncil.org/songs/its-up-me-and-you and pause it every time they think they can hear one of the words. Ask them to tell you what the words were.
- Once you have played through the whole song, give the students the matching activity from the worksheet.
- Play the song again and ask the students to listen and match the two parts of the sentence.
- Next, ask the students to think of a mime for each of the sentences.
- Choose the best suggestions and practice the mimes together as you say the sentence.
- Ask the students to stand up and do the mimes as they hear the sentences in the song.
- Play the video again and mime together with the song.
- Now give the students a copy of the lyrics and this time ask them to try to sing along with the video.
- If the students are confident enough, you can play it again and ask them to sing and mime.
Now ask the students to choose one of the things they think is important and make a poster to persuade people to do this.

You can ask the students to work in pairs or small groups to do this.

Once they have made their posters, you can hang them up, and they can look at each other’s posters. They can also post them around the school to persuade other students to look after the environment.

Materials:

**Video – It’s up to you and me**
https://learnenglishkids.britishcouncil.org/songs/its-up-me-and-you

**Song activities:**

**Song lyrics:**

Additional resources

**Climate Connection**

- This is a British Council site that has a collection of materials to support teachers and help them raise climate related issues in the classroom
  https://www.britishcouncil.org/climate-connection/get-involved/resources-school-teachers

**Insect extinction**

- Did you know that insects are disappearing? Watch the video to find out why and what you can do to help.
  https://learnenglishkids.britishcouncil.org/video-zone/insect-extinction
Plastic ocean campaigner

- What is a 12-year-old boy doing to reduce the amount of plastic in our oceans? Watch the video to find out!
  https://learnenglishkids.britishcouncil.org/video-zone/plastic-ocean-campaigner

Planet Earth

- The children are visiting the Planet Earth Museum. What will they learn about our planet? Watch and find out!
  https://learnenglishkids.britishcouncil.org/short-stories/planet-earth

LearnEnglish Kids – Songs

- Do your students like listening to songs in English? Singing songs is a great way to get better at speaking English and there are lots of great songs for you to enjoy. Listen to songs, print activities and lyrics.
  https://learnenglishkids.britishcouncil.org/songs

Climate Action in Language Education lesson plans

- This series of twelve lesson plans provides teachers with step-by-step guidance and resources. They are an ideal starting point to help to address issues of sustainability in the classroom.
  https://www.teachingenglish.org.uk/article/climate-action-language-education-lesson-plans

The world water crisis

- World Water Day takes place every year on March 22nd. How much do you know about the water you drink and use every day? Watch this video and learn about the world water crisis. This article includes language development activities for students.
  https://learnenglishteens.britishcouncil.org/study-break/video-zone/world-water-crisis
Sustainable development goals

- How can we make the world a better place? Listen to this song and learn how people plan to improve the world. This article includes language development activities for students.

  https://learnenglishteen.britishcouncil.org/study-break/video-zone/sustainable-development-goals

A Plastic Ocean

- A Plastic Ocean is a new documentary that looks at the problems that are caused when plastic waste goes into the sea. Watch the trailer and find out more about how plastic can be dangerous to sea animals and human health.

  https://learnenglishteen.britishcouncil.org/study-break/video-zone/plastic-ocean

Environmental problems

- This lesson plan for teachers of teenage and adult students at level B1 and above is based on the theme of climate change. Students will develop their dictionary skills pronunciation of weak syllables in long words.

  https://www.teachingenglish.org.uk/article/environmental-problems
Sustainable development goals

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https://www.teachingenglish.org.uk/article/environmental-problems
Hala Ahmed

Hala is based in Cairo and leads on British Council Teacher Professional Development Programmes in Egypt. In more than 11 years with the British Council, Hala has been a teacher, a teacher trainer, a teacher mentor, and an academic manager of several English programmes including national and regional projects to support refugees to access higher education, build the capacity of schoolteachers and teacher educators, and develop and roll out the English for Interfaith Dialogue programme, strengthening teacher networks and communities of practice in MENA. She has been a speaker several times in international conferences such as IATEFL, IMMLE, CIES, NileTESOL, and TESOL Arabia. Aside from that, Hala enjoys practising sports, going to the cinema, playing the guitar, and singing.
5. Collaborative approaches to teacher learning and innovation

Silvana Richardson

This chapter contains two different cycles of teacher development sessions. Each of these cycles can be used with teachers to help them approach their own teacher development in a more innovative and collaborative way. These are based on ideas from Silvana Richardson’s webinar ‘Collaborative approaches to teacher learning and innovation’.

You can view the webinar at:


The two cycles of development sessions that look at different ways of encouraging teacher to work collaboratively to develop their own teaching based on their teaching context and the challenges they face in their classrooms each day.

**Lesson Study** - Lesson Study uses a cycle of collaborative tasks that involves groups of three teachers working together to plan a cycle of lessons that address a challenge in student learning that they identify together.

**Supported Experiments** – This cycle of sessions is designed to help you implement a series of supported experiments in your school. The setup and implementation of these experiments will usually take place within a cycle of development sessions, with teaching practice experiments taking place in the middle of the cycle.

These training sessions can be used independently of each other.
Lesson Study

Introduction

This document is designed to help you implement a ‘Lesson Study’ approach to teacher development in your school.

Lesson Study uses a cycle of collaborative tasks that involves groups of three teachers working together to plan a cycle of lessons that address a challenge in student learning that they identify together.

What’s Lesson Study

May involve extended preparation (training, reading and collaboration)

The Lesson Study process involves three cycles of joint planning, teaching and observation, and analysis.

At the end of the three cycles, the group of teachers usually presents and shares their findings to the other members of staff so that everyone in the school can benefit from the insights gained and the resources that have been developed.
Lesson Study process

**Stage 1 Initial meeting**

In this initial meeting, teachers should work together in groups of 3. This will probably work best if the teachers work with people they are comfortable with and who have similar interests and who teach similar levels and age groups.

**Procedure**

- Put the teachers into groups and ask them to brainstorm areas that they would like to improve, either with their own teaching or the students’ learning.
- Ask the teachers to focus on quantity of ideas rather than getting into detailed discussion.

To find out more about Lesson Study, you can watch Silvana Richardson’s webinar ‘Collaborative approaches to teacher learning and innovation’.

**Time reference**: 30:02 - 35:53.

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**Session plan**

**First cycle**

- **RL1**: Joint planning of first research lesson
- **RL1**: Teach/observe first research lesson
- **RL1**: Interview students
- **RL3**: Post discussion and initial plans for RL2

**Second cycle**

- **RL2**: Joint planning of second research lesson
- **RL2**: Teach/observe second research lesson
- **RL2**: Interview students
- **RL2**: Post discussion and initial plans for RL3

**Third cycle**

- **RL3**: Joint planning of third research lesson
- **RL3**: Teach/observe third research lesson
- **RL3**: Interview students
- **RL3**: Post discussion and agree findings

**Presents findings**
● It may help to set them a time limit of five minutes to produce as many ideas as possible.

● Next, ask the teachers to decide which of the topics they brainstormed have the most impact on students learning. You can let each teacher decide and then try to create groups of three teachers that have similar interests.

● Ask the teachers to work together to find research, reading and resources that can help them develop a deeper understanding of their chosen area. **Note:** You may want to give the teachers time to do this outside of the training session.

● Get the teachers to share their research and resources together and ask them to complete the template Lesson Study - Research

**Lesson Study - Research**

1. What do you want to find out from your lesson study research?

2. How will your research inform your teaching?

3. What useful resources did you find?

**Stage 2 Planning**

In this second stage, the teachers start to plan the first experimental lesson and decide which of them will teach the lesson and which will observe and support.

**Procedure**

● Ask the teachers to work together and plan a lesson.
● Ask them to decide who will teach the first lesson.
● Ask them to write some notes about what they think will happen in the lesson.
● Ask them to complete the template Lesson Study - Lesson Focus
Stage 3 Observing

In this stage of the Lesson Study process, the teachers will work together to design an observation task for the two teachers not teaching the lesson.

Procedure

- Ask the teachers to work together to prepare an observation task that helps them to focus on student-behaviour and any changes they expect to see in student-behaviour.
- Tell the teachers that aren’t teaching the class they can either observe the live class or the teacher can record a video of the class for them to watch.

Lesson Study - Observation task notes

Focus of the lesson:

1. The focus of my observation will be:

2. My observations from the lesson are:
**Stage 4 Teaching**

During this stage of the cycle the teachers will deliver their classes and enable the other two teachers to observe either in the classroom or using a recorded video of the lesson.

**Stage 5 Student interviews**

During this stage of the cycle, the teacher who taught the class carries out student interviews. These interviews could be done one-to-one, in small focus groups, or the teacher could hand out a questionnaire or a link to a digital questionnaire to all the students.

**Procedure**

- Get the teacher who taught the class to use the student interview questions to interview their students about how they felt about the lesson.
- Ask the teachers to either focus on a small group of students and interview them one-to-one, or give a copy of the questions to all the students and get them to answer them.
- Tell the teachers they can use the Lesson Study student interview questions template below, or they could adapt it to suit their own lesson.

**Lesson Study - Student interview questions**

1. What did you enjoy most about the lesson?

2. What did you learn from the lesson that you didn’t know before the lesson?

3. What part of the lesson worked best for you?

4. Were there any parts of the lesson when you felt lost or confused?

5. If the same lesson was taught to another group, what would you change? Why?
Stage 6 Analysing

During this stage of the cycle the teacher groups work together and analyse their findings from the student interviews and the teacher observation tasks as well as the teachers’ own impressions of the lesson.

Procedure

- Get the groups of teachers together and give them the analysis notes template.
- Ask them to analyse the student responses and share their observations.
- Ask them to work together and complete the Lesson Study - Analysis notes template.

Lesson Study - Analysis notes

1. What progress did each pupil make? Was this enough?
2. What about others in the group?
3. How did the approach help or hinder the lesson?
4. What surprises were there?
5. What aspects need to be changed next time?
6. How do we want the outcome to change?

What’s next?

Once the teachers have completed this first cycle, they will need to repeat the cycle two more times working through stages 2 - 6 again with a different teacher leading the class each time.
Final stage - Sharing findings

During this final stage of the cycle, the teacher groups will present and share their findings to other teachers from the school.

Procedure

● Ask the groups of teachers to plan and deliver a short presentation to share their research and any outcomes, findings and resources.

● Ask them to include:
  ○ The aims of their Lesson Study.
  ○ What they did in each lesson and what they discovered from the lesson.
  ○ What informed the changes they made.
  ○ What conclusions they made.
  ○ What lessons learned and materials they can share with the other teachers.

● After each presentation, give the other teachers time to ask questions, then put the teachers into groups to discuss what they can take and use in their own teaching from their colleague’s Lesson Study.

● Ask the teachers to feedback to the Lesson Study group and share what they took from their presentation.

● Repeat this procedure with the other teaching groups.

Additional resources

The Lesson Study Handbook
● This is Pete Dudley’s Lesson Study Handbook. It is a 28-page PDF document packed with advice and further reading for any teacher or trainer that wasn’t to learn more about Lesson Study.

https://lessonstudy.co.uk/2015/11/download-a-free-copy-of-the-lesson-study-handbook/

Lesson Study blog
● This is the lesson study website with links to more articles, videos and case studies connected with Lesson Study.

https://lessonstudy.co.uk/
Lesson Study case report template

- This is a template designed to help teachers share their findings with other teachers who may be interested in finding out more.

https://lessonstudy.co.uk/capture-and-share-your-lesson-study/

Videos showing a Lesson Study in primary literacy

- This is a sequence of videos that show teachers going through some of the stages of the lesson study process.

https://lessonstudy.co.uk/2444-2/

Becoming a better teacher: Exploring professional development

- This is a British Council course designed to help you keep up your professional. This online course, broken into simple steps, will help you develop your reflective skills and improve your practice in the classroom.

https://www.teachingenglish.org.uk/training
Activity 2

Supported experiments

Introduction

This document is designed to help you implement a series of supported experiments in your school.

The setup and implementation of these experiments will usually take place within a cycle of development sessions, with teaching practice experiments taking place in the middle of the cycle.

These developmental cycles can be repeated throughout the year as an ongoing process of teacher development within your school.

As you can see from the image below, the cycle goes through seven stages, with stage 5 being carried out by the teachers in the classroom.

The supported experiment cycle

1. Explore context
2. Explore present practice
3. Explore pedagogy
4. Plan experiment
5. Explore present practice
6. Share strategies
7. Embed practice

You can find out more about how this cycle can be used in practice in Silvana Richardson’s webinar.

Time reference: 35.56 - 42:16
Session Plan

Stage 1 - Explore context

In this stage of the session, teachers consider the key issues and problems that impact on learning with the courses and learners they teach.

Procedure

● Put the teachers into groups of 3- to 4 and ask them to brainstorm issues and problems they have with their students’ learning.

● Ask them to focus on quantity of issues and ask them not to start discussing the actual issues.

● Give them a time limit of about 5 minutes to think of as many issues as possible.

● Next, ask the teachers to discuss the issues in more detail and try to put the top five issues in order of priority. Note: Priority in this case should be the ones they most urgently need to address.

● Next regroup the teachers, so they are working with a new group and ask them to share their top five priorities and compare them to those of teachers from a different group.

● Ask them to work in their new groups and choose one of the issues each that they personally would like to address.

Stage 1 - Explore present practice

In this stage of the session, the teachers think about how they are dealing with the problem at present.

Procedure

● Working in groups of 3 - 4 ask the teachers to share and discuss the issue they chose to address.

● Ask the teachers to share how they deal with the issue at present and how they think their teaching impacts on the issue.

● They should get the opinions and views of the other teachers in their group.
Stage 3 - Explore pedagogy

In this stage of the session, teachers find out about and identify other strategies they could use that might lead to better learning. This part of the session may require reading and research, so it would be possible to do this at home, online or in the staffroom library.

Procedure

● Ask the teachers to work alone and research articles or resources that relate to the issue they want to address.

● Ask them to create a summary of the main 3-5 resources that they find.

● In the session, put the teachers into groups and ask them to share the summary of the resources they found and to see if any of the other teachers in their group can add to the information they’ve found or suggest additional resources.

Stage 4 - Plan an experiment

In this stage of the lesson, the teachers decide which new teaching strategy they will be trialling and how they will trial it.

Procedure

● Ask the teachers to decide which strategy they would like to experiment with in their classroom and to plan how they will carry out their experiment.

● This could be a specific lesson that they design or a technique that they implement over a series of lessons.

● Once they have decided, give them the template below and ask them to complete it the first part of it. (Up to I will 8.)

● Next, ask them to decide who from their group they would like to support them. This can be one person or more than one.

● Ask the teachers to work with their support buddies and plan how they will help and support the experiment. This could be through observing the class, a recording of the class, coaching or assisting with the planning and materials. This can be decided by the teachers.

● They should then complete the rest of the template.
Stage 5 - Carry out the supported experiment

The next stage of the session will be carried out by the teacher and their support buddies independently.

Procedure

- Ask the teachers to submit a deadline by which they will have finished their experiment.
- Ask them to carry out their experiment and work with their support buddy(s).
- Ask them to make notes of what happens in each lesson and of the input and response from the buddy to each lesson using the template below.

Supported experiment:

The issue I want to address:

   I will ...
   1.
   2.
   3.
   4.
   5.
   6.
   7.
   8.

I will be supported by:

They will support me by:

This experiment will be completed by: [date]
Stage 6 - Share strategies

In this stage of the session, teachers will report back to other teachers on what they have learned from the experiment and any further steps or ongoing research they would like to try.

Procedure

● Ask the teachers to prepare a short presentation to what they have learned from their experiment.

● Ask the teachers to present and share the results of their experiment with the group.

They can either do this in small groups or working as a complete group, depending on time.

● Ask the teachers listening to the presentation to make notes about what they liked about the experiment and what they would like to take into their own teaching.

Stage 7 - Embed practice

In this part of the session, the teachers should agree together which elements from each of the experiments they would like to implement in their own teaching or across the school.
Procedure

- Put the teachers into groups to discuss what they have learned from the various experiments.
- Ask the teachers to try to decide what elements of each of the experimental strategies could be adopted in their own teaching.
- Used across the whole school
- Get some feedback from the teachers and make notes of any ways to communicate and support the implementation of these new strategies.

Additional resources

**Putting teacher action research into action**
- A short article about the implementation of action research.
  - [https://www.teachingenglish.org.uk/article/putting-teacher-action-research-action](https://www.teachingenglish.org.uk/article/putting-teacher-action-research-action)

**Teacher educator self-awareness: Cultivating openness**
- In this article, Tessa Woodward explores openness as a feature of self-awareness and provides ideas on how to work on our ability to be open.

**Teacher agency: empowering teachers through self-directed peer observations**
- In this webinar recording, Ana Garcia-Stone describes a peer observation project carried out by two colleagues, done over a year, experimenting with three different types of observation. This process empowered both teachers, and the observations revealed different dimensions of agency.

**Reflective teaching for the real world**
- In this webinar recording, Jeremy Phillips presents a framework for kick-starting or improving reflective teaching methods to make them practical and results-oriented for ELTs working in diverse contexts. The aim is to make reflective teaching painless and effective by getting teachers to examine their own personalities and perspectives as a first step.
Becoming a better teacher: Exploring professional development

- This is a British Council course designed to help you keep up your professional. This online course, broken into simple steps, will help you develop your reflective skills and improve your practice in the classroom.

https://www.teachingenglish.org.uk/training
Silvana Richardson

Silvana has worked in English language teaching for over 25 years. She holds an MA in Teacher Education, is PGCE and Delta qualified and has trained teachers all over the world. Silvana is the Academic Director of Studies for Bell Teacher Academy and has previously worked as Course Director for the Bell Online Delta. She writes teacher training materials for the Bell Delta and Cambridge English Teacher and is a regular speaker at international industry conferences, such as IATEFL UK, an industry-leading teaching conference.
6. Composing ‘music’ to enhance pronunciation

Clark von Heller

This chapter contains five activities that can be used with students at various levels. The activities model a range of techniques which exploit the rhythmic ‘music’ of the English language to make the development of pronunciation skills more engaging. These are based on ideas from Clark von Heller’s webinar ‘Composing ‘music’ to enhance pronunciation’

You can view the webinar at:

https://americas.britishcouncil.org/new-ways-of-teaching/events/composing-music-enhance-pronunciation

These five activities address different aspects of English pronunciation in an easy-to-understand and engaging way.

**Sentence stress for correction** - In this activity, students explore the impact of shifting sentence stress and how it can impact on and change the meaning of a sentence.

**Word stress** - In this activity, students explore groups of words and try to deduce a common rule for the placement of the stressed syllable in the word. They then practice saying the words and try to find other words that follow the rule.

**Musical words** - In this activity, students learn about word stress and learn a creative technique for recording and remembering which syllables in a word are stressed. The technique uses a musical stave and encourages students to explore the connection between language and music.

These activities can be used independently of each other.

**Reciting a poem** - In this activity, students learn to recite a poem in English. Students also learn to clap the stressed syllables in each sentence.

**English song share** - In this activity, students select songs in English that they like and learn how to find the lyrics of the songs. They share the songs they like and talk about why they like them.
Activity 1

Reciting a poem

Introduction

In this activity, students learn to recite a poem in English. Students also learn to clap the stressed syllables in each sentence.

By the end of the lesson, students should be able to recite the poem from memory and feel the rhythm of the words.

This activity draws on materials and ideas presented by Clark von Heller in his presentation ‘Composing music to enhance pronunciation.’

Webinar time reference: 11:10 – 14:06

Level: A1 + Any age

Time: 25 – 30 minutes

Aim: To expose students to the rhythmic nature of English.

Preparation:

- Make copies of the poem and learn to recite it.

Procedure

- Tell students they are going to listen to a poem about their name.
- Read the poem.
- Next, read the poem again and clap in time with the stressed syllables.

Now ask the students to clap with you as you recite the poem.
- Do this 2 – 3 more times.
- Now ask the students to try to join in with you.
- Give the students a copy of the poem and ask them to underline the parts where you clap (the stressed syllables)
- Now ask them to read the poem and whisper it to themselves.
- Finally, ask everyone to stand and read and clap the poem.

**Materials:**

Names

Everybody
Has a name
Some are different
Some the same
Some are short
Some are long
All are right
None are wrong
I like my name
It's special to me
It's exactly who
I want to be.

**Materials:**

Names

Everybody
Has a name
Some are different
Some the same
Some are short
Some are long
All are right
None are wrong
I like my name
It's special to me
It's exactly who
I want to be.

**Additional resources**

**LearnEnglish Kids Poems**

Do your students like listening to poems? Listening to poems is a great way to improve pronunciation and think about different topics. This site has links to lots of poems with interactive exercises that students can work on alone or in the classroom.

https://learnenglishkids.britishcouncil.org/poems
Using poems to develop receptive skills

- Poems work well because it is possible to work with a whole text, and sometimes with more than one poem in the same lesson. This can be done successfully at any post-beginner level, so long as the poems are selected with care and with the needs, interests, and language level of the students in mind.

https://www.teachingenglish.org.uk/article/using-poems-develop-receptive-skills

Using poetry

- The reasons for using poetry are similar to those for using songs, and many activities that you do with songs can be adapted to poetry. Find out more about how and why you should use poems in this article from Jo Budden.

https://www.teachingenglish.org.uk/article/using-poetry

Complete poetry resuscitation

- Mark Augustine offers some tips and insights into how to make using poetry in the ELT classroom easy and fun.

https://www.teachingenglish.org.uk/article/complete-poetry-resuscitation
Activity 2

English song share

Introduction

In this activity, students select songs in English that they like and learn how to find the lyrics of the songs. They share the songs they like and talk about why they like them.

Webinar time reference: 02:48 – 04:15

Level: A2+ Secondary

Time: 20 – 40 minutes

Aim: To encourage students to listen to music with English lyrics.

Preparation:

- Choose a song in English that you like and find it on YouTube.
- Go to Google and type in ‘Lyrics + name of the song’ and find the lyrics to the song.
- Make copies of the lyrics for your students.

Procedure

- Tell the students that you are going to share with them an English song that you like.
- Give the students a copy of the lyrics (or show them on the board) and play the recording of the song.
- Ask them to listen and follow the words.

This activity draws on ideas presented by Clark von Heller in his presentation ‘Composing music to enhance pronunciation.’
Tell them why you like the song and what was happening in your life when you first heard it.

Ask the students to find a song in English that they like. Show them how to find the lyrics using Google.

Note: They can find the song and the lyrics for homework.

Ask them to share a link to the song and lyrics with you.

At the beginning of each lesson, ask one of the students to tell the class about the song they chose and play the song and show the lyrics.

Additional resources

Kids and songs

Sue Clarke shares activities which you can use with your learners to exploit songs in the classroom. They can be used with specific teaching points in mind, or just for fun to motivate children.

https://www.teachingenglish.org.uk/article/kids-and-songs

LearnEnglish Songs

On the LearnEnglish Kids website, you can find a wide range of both modern and traditional songs to use with your learners, together with accompanying worksheets written by our young learner specialists and aimed specifically at children learning English as a second or foreign language.

https://learnenglishkids.britishcouncil.org/ja/songs

Developing pronunciation through songs

Balbina Ebong & Marta J. Sabbadini, offer a range of ideas for using songs specifically to develop pronunciation.

https://www.teachingenglish.org.uk/article/developing-pronunciation-through-songs
Using music and songs

- Jo Budden suggests a range of activities that you can use to exploit songs with teenagers.
  

A framework for planning a listening skills lesson

- In this article, Nik Peachey uses a song as an example to demonstrate a listening skills lesson framework that you can use with any song or listening text.
  
  [https://www.teachingenglish.org.uk/article/framework-planning-listening-skills-lesson](https://www.teachingenglish.org.uk/article/framework-planning-listening-skills-lesson)
Activity 3

Sentence stress for correction

Introduction

In this activity, students explore the impact of shifting sentence stress and how it can impact on and change the meaning of a sentence.

They explore a collection of sentences and practice moving the stressed words and syllables. They finish by playing a game in pairs to identify how the stress has moved.

This activity draws on ideas presented by Clark von Heller in his presentation ‘Composing music to enhance pronunciation.’

Webinar time reference: 20:50 – 20:22

Level: B1+ Secondary

Time: 40 – 60 minutes

Aim: To make students aware how moving stress within a sentence can be used for correcting a misunderstanding.

Preparation:

● Make copies of the shifting stress sentences
● Practice saying the sentences with stress on different words.

Procedure

● Tell the students that in English sentences, some words are more loudly stressed than others.

● Give them the example, “I’m going to the beach at the weekend.”

● Ask the students to try to say the sentence with you and emphasise the stressed words.
Tell the students that sometimes words are given extra stress in a sentence to change the meaning of the sentence. Tell them this is often done to correct misunderstandings.

Read through the different stress variations of the first sentence, “I asked you to buy me a bunch of red roses.”

Ask the students if they can hear the difference.

Now ask them to listen and think about how the meaning changes.

Say each of the versions of the sentence, then ask students to discuss how the meaning changes.

Get some feedback and clarify their answers.

Next, give the students the other sentences and ask them to practice saying them with the stress on different words.

Get the students to work together in pairs and practice saying the sentences with the stress on different words. Their partner should tell them how it changes the meaning.

Give out the answer sheet with all the variations of the sentences.

Say some yourself and get students to tell you the meaning. Note: You could also play this as a group game, with students taking it in turns to say sentences and then others guessing the meaning.

**Materials:**

**Moving sentence stress**

1. I asked you to buy me a bunch of red roses.
2. I wanted to buy her a new dress.
3. I don’t think we should fire him.
4. I didn’t cheat in the exam today.
5. We should think about selling the house.
6. I can see the beach from the balcony.
Answers
I asked you to buy me a bunch of red roses.
I asked, not someone else.

I asked you to buy me a bunch of red roses.
I asked you, but you didn’t do it.

I asked you to buy a bunch of red roses.
I asked you, not someone else.

I asked you to buy me a bunch of red roses.
I asked you buy them, not steal them.

I asked you to buy me a bunch of red roses.
I asked you to buy them for me, not for someone else.

I asked you to buy me a bunch of red roses.
I asked for a bunch, not just one.

I asked you to buy a bunch of red roses.
I asked for red roses, not a different colour.

I asked you to buy a bunch of red roses.
I asked for roses, not a different kind of flower.

I wanted to buy her a new dress.
I wanted to. I didn’t want someone else to.

I wanted to buy her a new dress.
I wanted to, but I didn’t buy one.

I wanted to buy her a new dress.
The dress was for her, not for someone else.
I wanted to buy her a new dress.
I wanted a new one, not an old or second hand one.

I wanted to buy her a new dress.
A dress, not some other piece of clothing.

I don’t think we should fire him.
Someone else thinks we should fire him.

I don’t think we should fire him.
Correcting misunderstanding.

I don’t think we should fire him.
I’m sure we should fire him.

I don’t think we should fire him.
I think you should fire him.

I don’t think we should fire him.
I think we must fire him.

I don’t think we should fire him.
I think we should do something different (promote him, send him on a course etc)

I don’t think we should fire him.
I think we should fire someone else.

We should think about selling the house.
We should discuss it together.

We should think about selling the house.
Correcting a misunderstanding and emphasising the importance of the action.
Teaching the schwa

● In this article, Catherine Morley looks at the role of the schwa in English pronunciation and how it works with other syllables to create the rhythm of English.

https://www.teachingenglish.org.uk/article/teaching-schwa

Rhythm

● Rhythm is both a feature of and product of the phonological structure of English. In this article, Steve Darn looks at what creates the characteristic rhythm of English.

https://www.teachingenglish.org.uk/article/rhythm

Pronunciation whispers

● Del Spafford explains how to use this creative technique to develop students’ pronunciation.

https://www.teachingenglish.org.uk/article/pronunciation-whispers-0
Activity 4

Word stress

Introduction

In this activity, students explore groups of words and try to deduce a common rule for the placement of the stressed syllable in the word. They then practice saying the words and try to find other words that follow the rule.

This activity draws on materials and ideas presented by Clark von Heller in his presentation ‘Composing music to enhance pronunciation.’

Webinar time reference: 21:20 – 23:40

Level: B1+ Secondary

Time: 25 – 30 minutes

Aim: To make students aware of word stress and some of the ‘rules’ of word stress.

Preparation:

- Make copies of the four worksheets from the materials section.

Procedure

- Write up these words on the board: progress – television – artistic – zoology
- Ask students to think about how the words sound.
- Ask the students how many syllables each word has.
- Get their feedback (Answers: progress = 2 – television = 4 – artistic = 3 – zoology = 4)
• See if the students can count the syllables on their fingers as they say the word.

• Now ask them which syllable is loudest in each word.

• Say the words and elicit the answers. (progress = first – television = 3rd – artistic = 2nd – zoology= 2nd)

• Tell the students that the loudest syllable is the ‘stressed’ syllable, and that knowing which syllable is stressed is an important part of pronunciation.

• Now tell the students there are some rules that can help them know where the stressed should be.

• Divide the class into four groups and give each group one of the four worksheets.

• Ask them to identify the stressed syllable in each word, and then to try to see what the rule is.

• Give the students time to work together.

• Put the students into groups of 4 with one student from each of the groups.

• Ask them to show the other students the words and tell them what they think the stress rule is.

• Get some feedback from the groups and clarify the answers.

• Answers:

  Nouns that can be verbs = 1st syllable stressed for noun and 2nd syllable stressed for verb.
  Words ending in sion/tion = penultimate syllable is stress
  Word ending in tic = penultimate syllable is stressed
  Words ending in ology = antepenultimate syllable is stressed

• Ask the students to try to think of other words that fit into each of the four groups.

• Get some feedback and get them to share the other words.
### Answers

**Nous that can be verbs**

1. conduct vs conduct
2. produce vs produce
3. export vs export
4. escort vs escort
5. object vs object
6. refund vs refund

**Words ending in sion/tion**

1. attention
2. relation
3. obsession
4. projection
5. collection
6. admission
7. instruction
8. correction
9. expression
10. explosion

**Word ending in tic**

1. romantic
2. domestic
3. magnetic
4. scientific
5. historic
6. artistic
7. dramatic
8. strategic
9. dynamic
10. exotic
Additional resources

Teaching pathways: How to teach pronunciation

● Our free course 'Teaching pathways - How to teach pronunciation' helps you develop your skills in teaching pronunciation effectively to your students.

https://www.teachingenglish.org.uk/professional-development/teachers/teaching-pathways-how-teach-speaking

What to teach before you teach sounds

● The British Council sponsored the live-streaming of the IATEFL Pronunciation SIG - NATECLA London conference 'Accentuate: bringing pronunciation to the fore'. Here we have the session given by Piers Messum on 'What to teach before you teach sounds'.

https://www.teachingenglish.org.uk/article/what-teach-you-teach-sounds

Doing things with sounds: Practical pronunciation activities for your classroom

● This is a series of short videos, Mark Hancock shows you a range of pronunciation activities you can use with your students.

https://www.youtube.com/playlist?list=PLvCfA99qTst_VcAJVRAW4IrZYYWcFC61p

Words ending in ology

1. Archaeology
2. Astrology
3. Biology
4. Criminology
5. Ecology
6. Musicology
7. Morphology
Activity 5

Musical words

Introduction

In this activity, students learn about word stress and learn a creative technique for recording and remembering which syllables in a word are stressed. The technique uses a musical stave and encourages students to explore the connection between language and music.

Webinar time reference: 26:50 – 33:25

Level: B1+ Secondary

Time: 30 – 40 minutes

Aim: To make identifying stressed syllables in words more fun and easier to remember.

Preparation:

- Choose some words that students know and write them below the music stave in the materials section.

Procedure

- Tell the students that music is a form of language and has many similarities with language.
- Ask the students if they know how music is written.
- Show the students the musical stave and ask them if they know what it is.
Now show the students the example with the words written below the stave and the notes above the words.

Ask the students what they think each of the notes represents. They should tell you they are syllables.

Tell the students that you have written the syllable on the stave, with the first syllable starting on the middle line.

Then the higher syllables are the ones that go louder.

Say the words and point to the notes as you sound out the syllables.

Next, give out your musical stave with the words you have chosen on it.

Ask the students to try to mark the syllables on the stave above these words.

Give the students time to work together in groups.

Get some feedback and then show them your answer.

The main thing for students to recognize is that the stressed syllables are higher ones.

Get some feedback from students and ask them if they think this will help them remember the words stress.

If they like the activity, try it with some other words.

You could also follow this up by doing the same thing with sentences.

**Materials:**

![Musical Words Example](image)
Additional resources

Word stress

● In this article, Emma Pathare gives an overview of word stress in the English language and how it can be taught in the classroom. She also gives some examples of word stress rules.

https://www.teachingenglish.org.uk/article/word-stress

Teaching speaking - Unit 4: stress and intonation

● In the video you will see teachers in their classrooms and the trainer, John Kay, talking about how to help students be more aware of the stress, rhythm and intonation of English.

https://www.teachingenglish.org.uk/article/teaching-speaking-unit-4-stress-and-intonation

Global English and the teaching of pronunciation

● The emergence of so many different kinds (or 'varieties') of international English has caused a number of linguists to question the use of native speaker pronunciation models in the teaching of English. This article presents my research into the pronunciation of global English and gives some teaching implications.

Integrating pronunciation into classroom activities

In this article, Barney Griffiths looks at a range of practical ways you can start teaching pronunciation in your classroom.

https://www.teachingenglish.org.uk/article/integrating-pronunciation-classroom-activities
Clark von Heller

Dr Clark von Heller has served as a teacher of ESL/EFL on the Texas-Mexico border since 1978. In 1982, he launched into TESOL teacher training and advocacy. In 2002, he graduated from a two-week intensive EFL course at Oxford University sponsored by Continuing Education. In 2006, he published ESL Doxography which outlines history, theory and effective ESL practices. In 2012, he completed an intensive 100-hour TESOL certification from Oxford Seminars. Dr Heller has given plenary sessions in many conferences in the US, Peru and México. He continues to teach and research with adult learners at South Texas College in McAllen Texas with Spanish speakers, primarily Mexican Americans.
7. Developing remote teaching through observations

Florencia Ramos, Mariela Masuyama

This chapter contains two types of observation sheets that teachers can use independently to take control of their own teacher development through peer or self-observation. The sheets give teachers a process to follow and a number of different types of observation tasks they can apply the process to. These are based on ideas from Florencia Ramos and Mariela Masuyama’s webinar ‘Developing remote teaching through observations’

You can view the webinar at:

https://americas.britishcouncil.org/new-ways-of-teaching/events/developing-remote-teaching-through-observations

Autonomous peer observation cycle - This is a self-access activity designed to encourage you to get involved in a structured cycle of peer observations. The activity includes the cycle structure that each peer observation should move through and in the materials section, you can find a number of peer observation tasks that you can use with a colleague. These tasks have been designed to be informal and to encourage mutual sharing of expertise rather than evaluative.

These activities can be used independently of each other.

Self and peer observation - This is a self-access activity designed to encourage you to get involved in self and peer observation. The materials section includes a collection of observation tasks that you can use yourself or with a peer to help focus on specific elements of your teaching.
Activity 1

Self and peer observation

Introduction

This is a self-access activity designed to encourage you to get involved in self and peer observation. The materials section includes a collection of observation tasks that you can use yourself or with a peer to help focus on specific elements of your teaching.

This activity draws on materials and ideas presented by Florencia Ramos and Mariela Masuyama in their presentation ‘Developing remote teaching through observation.’

Webinar time reference: 09:49 – 14:53

Time: Variable

Aim: To enable teachers to work autonomously or with peers to develop their own teaching.

Preparation:

- Make a copy of the observation template and choose a set of focus questions to add.

Self-observation procedure:

- Choose one of the sets of focus questions that interest you and create your observation sheet.
- Record your lesson.
- Wait at least a day, then watch your lesson and as you do so make notes on the observation template about the various focus questions.
- Try to include specific things that happened during the lesson along with a time reference to where in the lesson it happened.

- Pay particular attention to the final question and think about what you have learned from the lesson.

- Plan your next lesson with these learning points in mind, and use the same observation sheet to see how your lesson improves.

**Peer-observation procedure:**

- Choose a colleague who you respect and ask them to watch your lesson.

- Choose one of the sets of focus questions that interest you and create your observation sheet. Note: You can discuss your choice of questions with your colleague.

- Record your lesson or invite your colleague to join the live class if it is at a convenient time.

- After your colleague has observed the lesson, give them time to make notes and also make your own notes. Note: Ask your colleague to give specific examples and include time references if possible so that you can refer back to the recording.

- Arrange a time to meet with your colleague and talk through your own and your colleagues’ notes.

- Try to make some plans for how to improve your next lesson. Note: You could also allow your colleague to repeat the process with the same questions to see what has improved.

- If your colleague agrees to it, you can also observe their lesson and use the same questions.

**Important:** Discuss together what you learned from watching each other’s lessons.
Materials:

Observation Template

Date:       Class:

Lesson theme:

Aims:

Observation focus:

Focus questions

Using the webcam

- How did I use the webcam?
- Was I clearly visible to students?
- Was I making eye contact?
- Did I adjust my position within the frame for different stages of the lesson?
- Was I able to use body language and gestures effectively during the lesson?
- How did my use of the webcam positively contribute to the overall lesson?
- What can I learn from my use of the webcam in this lesson to improve my future lessons?

Students’ use of the webcam

- How did I encourage student use of the webcam?
- Were students asked to switch on their webcams?
- Were students asked to use the webcam for specific tasks within the lesson?
- How did I develop students’ understanding and development of body language and non-verbal communication during the lesson?
- What can I learn from my students’ use of the webcam in this lesson to improve my future lessons?
Use of voice

- How did I use my voice?
- Did I use my voice differently at different stages of the lesson?
- Was speaking naturally?
- Was I speaking at an appropriate speed?
- Did I use my voice appropriately to make my instructions clear?
- What can I learn from the way I used my voice in this lesson to improve my future lessons?

Tools & platform

- How did I use the tools of the platform?
- Which tools were used at different stages of the lesson?
- Were these tools used appropriately?
- How did the use of these tools improve the learning outcomes of the lesson?
- Were students given hands on use of any digital tools during the lesson?
- Were they able to use these tools to enhance their learning?
- What can I learn from my use of digital tools in this lesson to improve my future lessons?

Breakout rooms

- How did I use the breakout rooms?
- Did I use the breakout rooms at appropriate times?
- Did I monitor the students while they were in the breakout rooms?
- Were the students in the breakout rooms for an appropriate amount of time?
- Were students able to access the materials they needed while in the breakout rooms?
- Did the students stay engaged with the tasks while they were in the breakout rooms?
- What can I learn from my use of breakout rooms in this lesson to improve my future lessons?
Feedback

- How did I give feedback?
- Did students get clear feedback on the tasks they completed?
- How was feedback productive and focused on improving student performance?
- How did the students respond to feedback?
- What did they do in order to use/remember the feedback they were given?
- What can I learn from my use of feedback in this lesson to improve my future lessons?

Student Participation

- How did I encourage participation from all students?
- Were all students equally encouraged to participate in the lesson?
- Were some students more reluctant to participate? Why?
- Did students find the tasks engaging and motivating?
- What can I learn from the way I encouraged students to participate in this lesson to improve my future lessons?

Materials

- How appropriate were my materials?
- Did the materials work well within the environment?
- Were there any problems with the materials?
- Did I adapt the materials in any way to make them more appropriate for my students?
- What can I learn from my use of materials in this lesson to improve my future lessons?
Input
- What new input did students get?
- How did students respond to the new input?
- Were they able to use it within the lesson?
- Did they leave the lesson with any record of the new input?
- What can I learn from the way I provided input in this lesson to improve my future lessons?

Student practice time
- How much time did students spend working with the language?
- What percentage of the lesson time did students spend actively using the language?
- What percentage of the time did students spend listening to instructions and teacher input?
- How well-balanced was the lesson between teacher talking and students’ engagement in tasks?
- What can I learn from this lesson to improve my future lessons?

Instructions
- Were there times when my students were confused?
- What was the cause of the confusion?
- How did I deal with the confusion?
- Was the confusion satisfactorily resolved?
- What was the impact of the confusion on the lesson?
- What can I learn from the causes of students’ confusion in this lesson to improve my future lessons?

Student engagement
- When were my students most/least engaged?
- What factors caused their levels of engagement to change?
- How did their level of engagement impact on the lesson?
- What can I learn from student engagement in this lesson to improve my future lessons?
### Note-taking

- How did students take notes during the lesson?
- Were the students' notes checked or shared in any way?
- Were all students taking notes?
- What methods and tools for note-taking were students using?
- Was there any student collaboration around note-taking?
- What can I learn from student note-taking in this lesson to improve my future lessons?

### Student knowledge

- How did I use my students existing knowledge and experience in this lesson?
- When did I call on my students to use their existing knowledge and experience?
- What/How did their existing knowledge contribute to the lesson?
- How did I acknowledge their existing knowledge?
- What can I learn from accessing my students' existing knowledge in this lesson to improve my future lessons?

### Student behaviour

- Were there any behaviour problems during the lesson?
- What caused these problems?
- How were they dealt with?
- How could they have been prevented?
- How did they impact the lesson?
- What can I learn from the problems in this lesson to improve my future lessons?
Additional resources

Teacher agency: empowering teachers through self-directed peer observations

- as defined by Biesta et al. This talk describes a peer observation project carried out by two colleagues, done over a year, experimenting with three different types of observation. This process empowered both teachers and the observations revealed different dimensions of agency.

A guide to continuing professional development: peer observation

- Peer observations can be a powerful learning tool for teachers. They help teachers to learn from each other, to develop a more reflective approach to their teaching and to identify development goals. This guide looks at how to promote a positive attitude towards peer observation and a shared sense of collaboration, which will in turn enhance the satisfaction and performance of individual teachers and teaching teams.

Peer observation - how can we make it work?

- Based on research into peer observation systems that work (and ones that don't) this webinar seeks to present some ideas for helping make your school's peer observation system as successful and useful as possible, thereby developing both the school itself and the teachers in it.

Organising classroom observation

- Lorraine Kennedy, Fiona Dunlop and Dan Humm Soriano discuss some of the benefits of peer observation and more formal observation, and the importance of these as part of the professional development process. Watch the videos and download our observation guides at the bottom of the page.
Autonomous peer observation cycle

Introduction

This is a self-access activity designed to encourage you to get involved in a structured cycle of peer observations. The activity includes the cycle structure that each peer observation should move through and in the materials section, you can find a number of peer observation tasks that you can use with a colleague. These tasks have been designed to be informal and to encourage mutual sharing of expertise rather than evaluative.


Time: You could continue this cycle through any number of lessons.

Aim: To make peer observation a constructive part of your professional development.

Preparation:

- Find a colleague who you respect and who also wants to develop their teaching.
- Look through the observation tasks in the materials section and see which one would be most appropriate for you.

Procedure:

- Meet with your peer/colleague and choose an observation task together.
- Give your peer observer a copy of your lesson plan before they observe your lesson.
Teach the class while they watch and follow your plan. Note: If you are teaching remotely, you can record the lesson for them. The observer should follow the lesson plan as they watch and make notes of any points for feedback on the different stages of the plan.

After the lesson, you should both take some time to think and reflect on the lesson before you meet up.

After reflecting on the lesson, you should both meet up for a conversation and talk through the observation task and share your reflections and insights.

After you have discussed the lesson, take some time to reflect again and think about how you would like to use your next observation cycle.

Materials:

Similarities and differences
The observer watches and makes notes of things that they do differently in their own class.

After the lesson, think/talk about:

- How they were different
- How the different approach impacted on the lesson
- What they learned from the differences

Peer reactions
While watching the lesson, the observer makes notes under headings.

Something that:

- Surprised me
- Confused me
- Inspired me
- Amused me

After the lesson, share the list and discuss.
**Stolen goods**

While watching the lesson, the observer identifies they would steal to use in their own lessons.

After the lesson they discuss the stolen goods, what the observer likes about those things and how they think they would impact on their own students’ learning.

**Things to keep and things to change**

While watching, the observer makes notes of 2 – 3 things they would keep from the lesson and 2 – 3 things they would change.

After the lesson, the teacher does the same thing. Then they compare lists.

Discuss how they would expect the changes to impact on the lesson.

**Leaving the plan**

While watching, the observer makes notes at any point where you leave or change the lesson plan.

After the lesson, discuss why you changed the plan and the impact of these changes.

**Technology interventions**

While watching the lesson, the observer makes notes about any technology use and its impact on the lesson.

After the lesson, discuss why it was used and how it impacted students’ learning. Talk about other technologies that could be used in the lesson.
Additional resources

Peer observation panel discussion

- Taking place over 45 minutes, this discussion includes presentations from Huma Riaz and Anastasia Nikulenko and leads into a participant-led discussion around the issues raised in each of the two talks.

https://www.teachingenglish.org.uk/article/peer-observation-panel-discussion

I can see clearly now: rethinking teacher training observation tasks

- As tools given to trainees when they watch peers or experienced teachers, observation tasks aim to develop awareness of teaching methods. However, we have been wondering whether they prove as effective as hoped for in prompting reflection. This talk will present findings of research using observation tasks with a different focus also discussing the principles of task design.


A guide to continuing professional development – formal observations

- Formal observations are part of the performance management process in a learning centre. They may have a developmental and/or an evaluative function. This guide provides valuable information and suggestions on how to make formal observations effective and useful.

Florencia Ramos & Mariela Masuyama

Florencia Ramos is an English Teacher who holds a postgraduate degree in Education Technologies and a master’s degree in Educational Processes. She joined the British Council in 2015 as a Remote Teacher for the Ceibal en Inglés project. Currently, she is the Academic Quality manager.

Mariela Masuyama is a graduate English teacher from IESLV “Juan Ramón Fernández” and holds a degree in English from UNSAM. She joined the British Council in 2018 as a Quality Manager for Ceibal en Inglés and moved on to the role of Teacher Development Manager in 2021.
8. Graphic facilitation for ELT: Using simple drawings to engage learners

Emily Bryson

This chapter contains six activities that make use of teacher and student produced graphics to engage students in creative language learning. These are based on ideas from Emily Bryson’s webinar ‘Graphic facilitation for ELT: Using simple drawings to engage learners’

You can view the webinar at:


The six activities use a range of different techniques that can be applied to learners at different levels to make their language learning more creative and engaging.

Sketch-noting the lesson - This activity is designed to introduce students to the practice of sketch-noting. This is an alternative way to take notes that only involves the use of images and graphics.

Roadmap futures - This activity is designed to help students think about why they are learning English and goals they want it to help them achieve.

Feedback fairy - This activity is designed to encourage students to reflect on their lessons, remember what they have learned and to give some feedback to the teacher.

Holiday questions - This activity is designed to help students to think about the concept behind questions. In the first part of the lesson students have to deduce what the questions are based on a questions word and an image prompt.

These activities can be used independently of each other.

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These activities can be used independently of each other.
Introduction

This activity is designed to encourage students to share information about themselves and to become curious about the other students in the class.

Webinar time reference: 00:42 – 02:15

Level: Any age or level

Time: 15 – 20 minutes

Aim: To help students share some information about themselves in a memorable way and get to know each other better.

Preparation:

- Create a sketch about yourself like the one in the introduction. Include your name and some of your interests and information about you.

Procedure

- Show students the image that you created about yourself.
- Ask them to look at it and try to guess what the images represent.
- Listen to their suggestions and then use the images to tell them about you.

It uses the technique of graphic facilitation from Emily's webinar. Students create a graphic like the one here about themselves, and then ask and answer each other’s questions about the images on the graphic.
Now give them a piece of paper and ask them to create a similar sketch about themselves.

Once they have finished, put the students into small groups of 4 – 5 and ask them to find out about the other people in their group.

Once they have finished, ask them to change groups and repeat the process with the people in the new group.

Get some feedback and ask them what they found out about other people in the group.

You could take the drawings and use them to help you remember more about your students, or you could hang them up in the classroom, so they can look at each other’s drawings.

Additional resources

Happy graph

- This is a valuable warmer activity for any teenage class. It gives the students the chance to get to know you a little more, and it gives you the opportunity to find out about how your students are feeling before you start your lesson.

  https://www.teachingenglish.org.uk/article/happy-graph

Personalised speaking

- People spend a huge chunk of their everyday conversation time talking about themselves and the people they know, so the most natural thing in the world is for us to invite our students to do the same.

  https://www.teachingenglish.org.uk/article/personalised-speaking

David Dodgson: Defining personalisation

- Many teachers will say personalisation is important, but what do we mean by a 'personalised lesson' or 'personalising the learning process'? As ever, it is vital to explore and define this idea before we attach any importance to it.

  https://www.teachingenglish.org.uk/blogs/davedodgson/david-dodgson-defining-personalisation
Creating a positive learning environment

- This workshop relates to the “Managing the Lesson” professional practice, as specified in the British Council’s Continuing Professional Development (CPD) Framework for teachers. The aims of this workshop are to exchange ideas about the role and importance of creating and maintaining a positive learning environment, and share useful ideas on how to establish rapport in the classroom.

https://www.teachingenglish.org.uk/professional-development/teachers/managing-lesson/articles/creating-positive-learning-environment

Emily Bryson ELT blog

- Emily’s blog has a collection of ideas and articles relating to the use of graphic facilitation techniques.

https://emilybrysonelt.com/blog/
Activity 2

Conceptual vocabulary

Introduction

This activity is designed to help students remember their vocabulary conceptually. Students use images that they create to represent the words.

Webinar time reference: 30:34 – 31:35

Level: Any age or level

Time: 15 – 20 minutes

Aim: To help students remember vocabulary and understand how the use of images can help.

Preparation:

- Collect around ten words that your students have learned and that you want them to review and remember.
- Prepare a definition for each word.

Procedure

- Tell the students that you are going to have a quiz.
- Put them into teams.
- Tell them you will read a definition, and they must guess the word being defined.
- Read out the first definition and see if they can guess the word.
Give points to the team that guesses the word first.

Now give or ask the students to get some small squares of paper.

Tell the students you will say a word, and you want them to draw a picture on one of the squares of paper that represents the word. Note: Emphasise that you don’t want them to write the word, only a picture.

Read out the words and give the students time after each one to draw the picture to represent the word.

Once they have finished, ask the students to partner with someone from across the room.

Ask them to exchange paper squares and try to guess which words each image represents.

Say the words again and ask the students to hold up their image. Invite them to look around and try to choose the image they think best represents the word.

Additional resources

Teaching vocabulary

- Find out about flashcards, backs to the board and word bag activities in our teaching vocabulary poster that you can take into your classroom or have in the staffroom.

https://www.teachingenglish.org.uk/article/teaching-vocabulary

Remembering vocabulary

- This article presents ideas on how to help your students remember vocabulary.

https://www.teachingenglish.org.uk/article/remembering-vocabulary

Recycling vocabulary

- In your classes, students will have a valuable opportunity to pick up new vocabulary on a variety of topics. It is a good idea for you to encourage your students to revise this vocabulary on a regular basis in order for students to take ‘ownership’ of these words and to start to use them confidently.

https://www.teachingenglish.org.uk/article/recycling-vocabulary
Vocabulary activities

- Have you tried these practical activities to help students with vocabulary learning? There's something for all ages and levels.
  
  https://www.teachingenglish.org.uk/article/vocabulary-activities

The Noun Project

- Noun Project is building a global visual language resource. Here you can download collections of icon images to use in your materials and lessons.

  https://thenounproject.com/
Activity 3

Sketch-noting the lesson

Introduction

This activity is designed to introduce students to the practice of sketch-noting. This is an alternative way to take notes that only involves the use of images and graphics.

In the activity, students get the opportunity to try and evaluate the technique for themselves. They can then decide whether they want to use this technique each lesson.

Webinar time reference: 31:35 – 33:18

Level: A1 + Secondary

Time: The complete lesson

Aim: To introduce the concept of sketch-noting and help students remember and review what they learn during the lesson.

Preparation:

- None.

Procedure:

- Give students a piece of paper at the beginning of the lesson.
- Ask them to use the paper during the lesson to make notes.
- Tell them that their notes should only include images, not words.
At the end of the lesson, ask them to review the images they have made and see what they can remember from the lesson.

Put them in pairs to compare their sketch-notes and help each other remember the stages and main learning points of the lesson.

Discuss with the students whether they felt this method of note-taking helped them remember more of the lesson.

Use the sketches in the next lesson to help students remember the learning points from the previous one.

Additional resources

Doodles: Psychoanalysis

- This is a simple speaking activity that can provide practice for describing personalities. The lesson is designed for adults, but could also be used with older teenagers.

[https://www.teachingenglish.org.uk/article/doodles-psychoanalysis](https://www.teachingenglish.org.uk/article/doodles-psychoanalysis)

Graphic Organisers

- Visual representations of information are by no means an innovation in education. The use of graphs and charts to represent statistical information and time-lines showing the sequence of historical events have long been accepted tools, while in language teaching, the mind map is already a common aid to brainstorming a topic.

[https://www.teachingenglish.org.uk/article/graphic-organisers](https://www.teachingenglish.org.uk/article/graphic-organisers)

Sketch Note-taking for students

- This video uses sketch-noting and graphic techniques to show you what sketch-noting is and how it can work in the classroom

[https://www.teachingenglish.org.uk/article/graphic-organisers](https://www.teachingenglish.org.uk/article/graphic-organisers)

Emily Bryson ELT blog

- Emily’s blog has a collection of ideas and articles relating to the use of graphic facilitation techniques.

[https://emilybrysonelt.com/blog/](https://emilybrysonelt.com/blog/)
Vocabulary activities

- Have you tried these practical activities to help students with vocabulary learning? There's something for all ages and levels.
  
  [https://www.teachingenglish.org.uk/article/vocabulary-activities](https://www.teachingenglish.org.uk/article/vocabulary-activities)

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  [https://thenounproject.com/](https://thenounproject.com/)
Activity 4

Roadmap futures

Introduction

This activity is designed to help students think about why they are learning English and goals they want it to help them achieve.

Once they have established their goals, students have to think about steps they can take to make their dreams a reality. They do this by drawing a graphic version of their roadmap, which helps them visualize their goals.

Webinar time reference: 36:31 – 38:31

Level: Secondary A2+

Time: 20 – 30 minutes

Aim: To encourage students to think about what they need to do to achieve their goals.

Preparation:

- Make copies of the roadmap visual template for the students.
- Complete your own roadmap template. This could be about something you want to achieve. Try to include 6 to 8 images of the steps you will need to take to achieve your goal.
Procedure

- Show the students your roadmap and use it to tell the students about the things you want to achieve and the steps that you will take to achieve your goal.

- Now give the students a copy of the blank roadmap template.

- Ask them to draw and label a picture of themselves, now in the classroom, at the bottom.

- Now ask them to think about their English learning goal in the future. This could be passing an exam, or it could be further ahead, such as a good job that requires a high level of English or travel or study abroad.

- Ask the students to draw themselves at the top of the roadmap once they have achieved their goal.

- Now ask the students to draw in 6 – 8 things that they will need to do along the way to achieving their goal.

- Give them some time to complete their roadmaps, and then put the students into pairs or small groups of up to 4 to compare and find out about the other students’ roadmaps. Tell the students if they see any good ideas to help with their journey, they can steal them for their own roadmap.

- Monitor while they compare and make notes of any good ideas.

- When they have finished, share some of the best ideas you found from their roadmaps.

Materials:

Roadmap to your goals
Additional resources

Simple drawings to support life skills

- One fun activity is to create a five-year plan with students. Making plans for the future is a common tool for professionals wishing to enhance their careers, and clarify their goals and plans. In fact, there’s some evidence to suggest that you’re more likely to succeed if you set goals.

https://emilybrysonelt.com/simple-drawings-to-support-life-skills/

Motivating our learners: actualising the vision

- A vivid vision of their future L2 self is highly motivating for students. Vision alone is not enough however: this practical workshop, based on ideas in Motivation (Hadfield and Dornyei, 2013), will explore four ways to help students turn vision into reality

https://www.teachingenglish.org.uk/article/motivating-our-learners-actualising-vision

Motivating the students

- Keeping your students motivated to learn is one of the biggest challenges any teacher faces. Here you can find lots of helpful tips.

https://www.teachingenglish.org.uk/article/vocabulary-activities

Counselling learners

- Counselling involves talking through their strengths and weaknesses. It is an interactive process in which they are able to say how they feel about their learning, the course, and their teacher.

https://thenounproject.com/
Activity 5

Feedback fairy

Introduction

This activity is designed to encourage students to reflect on their lessons, remember what they have learned, and to give some feedback to the teacher.

Webinar time reference: 40:14 – 42:25

Level: Any age or level

Time: 10 – 20 minutes at the end of the week or lesson

Aim: To encourage students to reflect on their learning and to get feedback on your teaching.

Preparation:

- Make copies of the feedback fairy template.

Procedure

- Show the students the template image.
- Ask them if they know what it is and elicit ‘fairy’.
- Explain that it’s a feedback fairy and the different parts are to help them reflect on the lesson(s).
Tell them:
- The star on the magic wand is for making wishes about things they would like to know/understand related to the lesson(s).
- The brain is for things they want to remember or think they have learned from the lesson(s).
- The speech bubble is for things they would like to tell someone else about the lesson(s).
- The heart is for things they really liked about the lesson(s).
- The case is for something they will take away and use from the lesson(s).
- The bin is for something they didn’t think was useful or didn’t like from the lesson(s).

Ask the students to think about the lesson and try to put things in each of the spaces. Note: They can do this in their first language if they are lower levels, as the reflection is more important than the language practice.

Once they have finished, you could give them time to compare with other students and edit their feedback if they wish.

Once they have finished, take the fairy and check through them at home.

Try to remember to return them next lesson.

You can use these after every lesson or series of lessons.

**Materials:**

`Feedback fairy template`
Additional resources

Feedback comes in many forms. But the best is a fairy!

- In this blog post, Emily shares a range of different ways of encouraging reflection and getting feedback using graphic facilitation templates and methods.
  

Getting student feedback

- Developing 'metacognitive awareness' (understanding of our own learning processes) is an essential skill for a learner and underlines the need for them to be active participants in the learning process.
  
  https://www.teachingenglish.org.uk/article/getting-student-feedback

How technology can revolutionise the way we give feedback

- Russell Stannard outlines some changes that technology is driving in English language teaching, particularly in EAP.
  
  https://www.teachingenglish.org.uk/article/how-technology-can-revolutionise-way-we-give-feedback
Holiday questions

Introduction

This activity is designed to help students to think about the concept behind questions. In the first part of the lesson, students have to deduce what the questions are based on a question word and an image prompt.

In the second part of the lesson, students produce their own questions with images on a topic of their choice.

Webinar time reference: 34:24 – 36:20

Level: Secondary B1+

Time: 30 Minutes

Aim: To encourage students to create and remember questions.

Preparation:

• Make copies of the question sheet images.

Procedure

• Tell the students that they are going to talk about holidays.

• Give them the worksheet from the materials section and ask them to look at the images and the question words.

• Ask the students to work in pairs and try to write out the questions.

• Once they have finished, give them time to compare in small groups.
Elicit the correct form of the questions. Note: There may be some variation on the answers given, so be flexible.

Next, put the students into pairs to interview each other about their last holiday.

**Follow-up**

- Ask the students to prepare a group of questions about another topic (e.g., sport, art, music)
- Give them the second worksheet from the materials section and ask them to draw the image prompts, but not to write the questions.
- Once they have finished, they can exchange questions with another student and see if they know what the questions are.

**Materials:**

**Your questions**

**Topic:**

- Did
- Where
- When
- Who
- What
- How

**Additional resources**

2 myths and 1 lesson plan: proof that drawing online is quick and simple

- Some more ideas from Emily on how to use drawings in the online classroom.
  
  [https://emilybrysonelt.com/2-myths-and-1lesson-plan-proof-that-drawing-online-is-quick-and-simple/](https://emilybrysonelt.com/2-myths-and-1lesson-plan-proof-that-drawing-online-is-quick-and-simple/)
Asking questions

- Questioning is crucial to the way teachers manage the class, engage students with content, encourage participation and increase understanding.

https://www.teachingenglish.org.uk/article/asking-questions

Games for question practice

- Students sometimes get lots of chances to answer questions, but here is how you can get them to make some questions themselves! These activities can be used with a whole range of levels.

https://www.teachingenglish.org.uk/article/games-question-practice

Using mind maps to develop writing

- Mind maps can be used for a multitude of purposes. This article outlines how they can effectively be used to help support and develop students' writing skills.

Emily Bryson

Emily Bryson is an Author, ELT Materials Writer, Graphic Facilitator, ESOL Lecturer, Teacher Trainer and Project Manager. She helps ELT professionals to create innovative, engaging resources for print and digital, and develops their teaching skills through tailored, bespoke in-house training, webinars and online courses. She has been involved in ELT since 2006.
9. Managing training and the adoption of technology

Maria Luisa Castanedo and Higinio Ordonez

This chapter contains two teacher development sessions which look at different aspects of the application of new technologies to the delivery of language learning. These are based on ideas from Maria Luisa Castanedo and Higinio Ordonez’s webinar ‘Managing training and the adoption of technology’

You can view the webinar at:

https://americas.britishcouncil.org/new-ways-of-teaching/events

These two training sessions look at very different approaches to applying educational technology to the delivery of English language learning.

Flipping the classroom project - This teacher development session has been designed to explore the concept of flipped learning and to enable teachers to create a pilot project to flip their classroom.

These training sessions can be used independently of each other.

Developing teacher competencies for remote teaching - This teacher training session has been designed to encourage participants to understand the various competencies involved in teaching remotely and formulate a plan for improving their competencies.
Developing teacher competencies for remote teaching

Introduction
This teacher training session has been designed to encourage participants to understand the various competencies involved in teaching remotely and to help them formulate a plan for improving their competencies.

Webinar time reference: 08:23 – 29:11

Time: 60 minutes

Aim: To develop participant's understanding of the key competencies of remote teachers, and to help them self-evaluate and formulate a plan for improving their competencies.

Preparation:

- Make copies of the ‘Ways of developing your teaching’ document from the materials section. Note: You may wish to edit it and add some more.

- Make copies of the SMART plan template. You could also check to see how the digital version works at: https://bit.ly/3zXO5uE
Procedure

- Write up “Remote Teaching Competencies” on the board and put the participants into groups of 4 – 5.

- Make one participant in each group a secretary, and ask the groups to brainstorm the necessary competencies to be an effective remote teacher.

- Give them plenty of time to work together and create a list.

- Next, ask the secretaries from each group to change places with another group.

- In the new group, each secretary should share their list of competencies, get feedback and see if the new group can add anything to their list.

- Next, ask the secretaries to return to their original groups and share any new additions to the list.

- Ask the participants if they can try to group these competencies. You can suggest these headings or let participants create their own. Note: Suggesting headings might prompt them to think of more competencies.
  - Methodological
  - Emotional
  - Behavioural
  - Technological
  - Interpersonal/Intrapersonal

- Next, ask the participants to think about their own abilities in relation to these competencies. Ask them to rate themselves at one of three levels for each competency.
  - Level 1 - Developing – This means that they have some awareness of the need for this competency, but it isn’t something they feel very confident about
  - Level 2 – Present – This means that they have some ability, but that it is inconsistent/superficial and still needs more work.
  - Level 3 – Consistent – This means that they can apply the knowledge and skills necessary for the competency.

- Once they have finished rating themselves on each of the competencies, ask the participants to mingle and try to find one person who has a very similar competency profile and one who has a very different competency profile.

- Ask the participants to select one or both of the people as their study buddies.

- Ask them to sit together and discuss how they can best develop the weaker competencies.
Give the participants the list of ways of developing their teaching from the materials section. Ask them to discuss which of these might be most useful in helping them to develop their weaker competencies.

Ask the participants to choose 2 – 3 competencies they would most like to develop and create SMART plans outlining what they will do over the next month to improve their competencies. Note: They can use the SMART plan template for each of the 3 competency goals they work on. Note: If they use the digital template, they will be able to export and save it.

Make sure the participants share their completed templates with their buddy(s) and that they schedule a time to review progress on the SMART plan.

Ask the participants to work on their competencies and then report back after they have met with their buddies. Note: You could organise another group session where they can do this.

**Materials:**

**Ways of developing your teaching**

**Peer Observation** - Observe or be observed by another teacher. Ask them to focus specifically on the competency you are trying to develop, and give you feedback after the lesson. Note: They can watch a recording of the lesson if this is more convenient.

**Action Research** - Create an action research project. Plan and implement small interventions to develop your target competency, then evaluate the impact and think about how your evaluation can inform your next intervention.

**Research Articles** - Look for and read articles, papers and blog posts that address the competency you want to develop.

**Research videos** - Find videos and webinar recordings that offer advice on the competency you want to improve.

**Source related materials** - Find teaching materials and resources that support the competency you want to develop.

**Journaling** - Create a teaching journal and make notes and reflections after each lesson about how you have progressed with the competency you want to develop.
**CPD session** - Create a teacher development session for other teachers about the competency you want to develop.

**Mentor** - Seek the advice of a mentor or a knowledgeable teacher you respect and get their advice about how to improve.

**Lesson recordings** - Record one of your lessons and then watch it and assess yourself. Think of ways you can improve what you do.

**Courses** - Try to find an online course you can do that will help you develop your competencies.

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**Smart Plan Template**

- **Specific** - The specific goal you want to achieve
- **Measurable** - A description of how the goal will be measured
- **Achievable** - A description of what you will need to do to achieve this goal
- **Relevant** - A description of how you feel the goal is relevant to this course
- **Time-bound** - A date or deadline by which you will achieve the goal

<table>
<thead>
<tr>
<th>Name:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Target Competency:</td>
<td></td>
</tr>
<tr>
<td>Date:</td>
<td></td>
</tr>
</tbody>
</table>

Describe your first goal and try to make it specific. Think about what you really want to accomplish and what you will need to do. Think about why the goal is important and who and what resources will be involved.
Smart Plan Template

Describe how your goal will be measurable. A measurable goal should address questions such as:

- How much?
- How many?

Describe how your goal will be achievable. An achievable goal will usually answer questions such as:

- How can I accomplish this goal?
- How realistic is the goal, based on other constraints, such as financial factors?

Describe how you feel your goal is relevant to the course and the way you want to use what you have learned to develop your teaching.

Here you should include a deadline by when you will have achieved your goal. Make sure that this isn't too long term. Try to create goals that can be achieved within the next 4 to 10 weeks.

Digital version: [https://bit.ly/3zX05uE](https://bit.ly/3zX05uE)
Additional resources

Remote teaching tips

- These tips provide new ideas for teachers less familiar with remote teaching, and provide fresh insights for teachers who already teach remotely.
  https://www.teachingenglish.org.uk/article/remote-teaching-tips

Teaching online - supporting and mentoring teachers remotely

- How do you manage a teaching team without a bricks-and-mortar meeting point? How do you maintain engagement and motivation for teachers working from home? This webinar will consider the challenges and make practical suggestions for supporting a dispersed and remote teaching team. These include innovating ways of delivering INSETT, conducting observation, and building a professional community.

Action research

- Cheron Verster, teacher trainer and materials developer, gives tips and advice on how to implement action research projects.
  https://www.teachingenglish.org.uk/article/action-research

21 Best SMART goals examples for teachers and educators

- SMART goals are one of the practices that teachers and educators can train their students to adopt. However, it is also equally important for them to adopt this practice themselves. Proper goal-setting is an essential part of ensuring that their work can proceed effectively and in a positive direction.
Activity 2

Flipping the classroom project

Introduction
This teacher development session has been designed to explore the concept of flipped learning and to enable teachers to create a pilot project to flip their classroom.

Webinar time reference: All
Time: 60 – 90 minutes
Aim: To introduce the concept of flipped learning and enable participants to plan a pilot flipped learning lesson for their students.

Preparation:
- Make copies of the documents from the materials section

Procedure
- Tell the participants that they are going to explore ‘Flipped Learning’.
- Put the participants into groups and ask them to share and compare their experience and what they know about flipped learning.
- Give the participants the quotes about flipped learning and ask them which ones best match their own impressions and experience.
● Get the participants to share their experiences with the class.

Show the slide with the definition of flipped learning on and the diagram.

● Ask the participants to work in groups and brainstorm the pros and cons of flipped learning. Note: You could have some groups brainstorming the pros and others brainstorming the cons, and then have them debate the effectiveness of flipped learning.

● Give the participants the pros and cons list from the materials section below and see if they have included all of them and whether they can add to them.

Next, ask the participants to brainstorm what they would need to be able to flip their classroom.

Give the participants the text, ‘What you need to flip your class.’ Ask them to read and check that they have included all the points.

Now ask the participants to work in groups and plan a pilot flipped lesson. Tell them they only need to plan one lesson, not a whole course. Ask them to think about the following things:

○ What will we teach?
○ How will we create and deliver the digital content to the students before the class?
○ What will we ask students to do with the digital content?
○ What activities will the students do in the classroom?
○ How will we evaluate this pilot project?
○ What will success look like?

● When the teachers have finished planning their pilot project, ask them to switch groups and compare their project with the one participants in their new group have planned.

● Ask them to give feedback and try to get ideas from the other groups.

● Move the participants back to their original groups and give them time to discuss what they have learned from the other groups and to make any adjustments to their plans.

● Ask the participants to try their pilot project before the next teacher development session.

● Agree a time to meet again to share and evaluate the success of the pilot projects.
Flipped learning quotes

1. Flipped learning turns the classroom upside down. The students do the lesson work at home and then do the homework during the class.
2. The students learn from videos at home and then come to class to practice.
3. The teacher doesn’t have to do anything. They just give the students some videos to watch for homework, and then they do lots of speaking activities in class.
4. The students need to become more autonomous and take control of their own learning.
5. Sometimes not all the students do the preparation work, so it can be a problem.

Flipped learning definition

“In a flipped learning model, independent study is used to input core ideas, concepts, or language prior to group study time. In group study time, students focus on practical tasks that enable them to develop a deeper understanding of their new knowledge and extend their skills. The traditional model of a classroom – where students receive input, then complete practice tasks for homework – is therefore ‘flipped’.”

Source: Nik Peachey - The Flipped Classroom for English Language Teaching - Nik Peachey - OUP

https://elt.oup.com/feature/global/expert/focus-papers
**Tradditional Classroom**

- The teacher inputs new knowledge in the classroom
- The student studies and tries to remember the new knowledge

**Flipped Classroom**

- The student watches videos and does interactive tasks before the lesson
- The students work together and do tasks to reinforce the new knowledge while the teacher monitors and supports

---

**Pros and cons of flipped**

**Pros learning**

- Increases learner autonomy
- Makes classes more engaging and interactive
- Enhances information retention (according to some research)
- Takes the focus away from the teacher
- Once created, materials can be used multiple times.
- Allows for a higher degree of personalisation and adaptation

**Cons**

- Not all students are ready to take responsibility for their own learning
- Materials have to be adapted
- Some students don’t do the work before the lesson
- Teacher and student roles need to change, and this can take time
- Parents may not like the increased emphasis on homework
What you need to flip your classroom.

Support

Trying to flip your class without the support of other teachers and your institution can be challenging. Flipping works better if everyone works together, especially when it comes to developing your digital content. Creating digital materials can take time and tech skills, but once these have been created, they can be used multiple times.

Digital Tools

Creating video content for your flipped classroom requires some digital tools. These don’t have to be complex. You can create very effective digital content with only a mobile phone and some presentation software. You can also look for free digital whiteboard and screen recording tool that you can use on your computer to create tutorial videos.

Platform

At the simplest level, you can upload your digital video content to a platform like YouTube and then send students links. If you want something a bit more versatile and interactive, you could use free tools like Telegram or WhatsApp so that students can access the materials easily through their mobile devices. At the more complex level, there are platforms like Edmond or Moodle that have a Learning Management System (LMS) that enables you to create interactive activities for your videos and track whether students have accessed them and completed the task successfully.

Digital task

Giving students videos to watch before the lessons can be more effective if you also provide tasks for them to do while they watch the video. This can make the content more engaging, and students are more likely to watch the videos with some concentration if they have to complete a task. You can provide the tasks using a simple document, or you can create interactive tasks that give students some feedback on their answers using tools like Quizzlet, Kahoot or Edmodo.
Classroom activities

Once you move the main instructional part of your teaching to flipped learning, you have much more time for interaction and practical practice in the classroom time. You’ll need to make sure you have more student focused group, pair work and project tasks that get students working together and using what they have learned.

Student cooperation

Whenever you try something new it’s good to get the students and if possible, the parents involved too. Let them know that you are trying a new way of learning. Tell them why and let them know what you expect of them, and be sure to get their feedback so that you can learn more, evaluate and improve what you do.

Roles

Flipped learning requires a change in roles both for teachers and students. Teachers need to become more facilitative. This means that you organise students, monitor interactions and give supportive feedback to help students improve rather than leading from the front of the class. For students, it requires that they become much more active, and they take more responsibility for their own learning.

Realistic expectations

You need to be careful about your own and your students’ expectations. As with all new changes, they take time to become effective, and you should expect to be persistent and learn from a few failures along the way.

Additional resources

Flip learning

- This site is dedicated to supporting teachers in their efforts to flip learning. This section has a collection of articles and resources specifically to support English teachers.

https://flippedlearning.org/category/english/
Is the flipped classroom relevant to ELT?
- This article from EFL magazine examines the suitability of a flipped classroom approach for English language teaching.

https://eflmagazine.com/flipped-classroom-relevant-elt

The flipped language classroom for English language teaching
- This ‘Focus On’ paper from Oxford University Press has advice and links to further resources for flipping your classroom.


Blended learning in English language teaching: Course design and implementation
- This British Council publication, which contains twenty case studies from around the world, explores different perspectives of blended learning by illustrating blends being employed on EAP, ESP, Teacher Development and general EFL courses.

Maria Luisa Castaneda
& Higinio Ordóñez

María Luisa Castaneda has been involved in ELT or over 25 years. She is a licensed tutor for World Learning SIT TESOL Certificate, and was an ICELT tutor, and Speaking Examiner for 15 years. She holds a BA in Chemical Engineering, and an MA TESOL from Canterbury Christ Church University.

Higinio Ordóñez was born in Atlacomulco, México. He holds an MA in Administration in Education. He has been involved in ELT for many years. He was the State Coordinator of PRONI in Estado de México. He is currently a freelance consultant in topics related to teacher training and young learners.
10. Sharing good language teaching practice in the new normal

Joe Dale

This chapter contains six activities that use a range of different digital tools to enhance different aspects of language learning for students. The activities address learning at a variety of different levels. These are based on ideas from Joe Dale’s webinar ‘Sharing good language teaching practice in the new normal’

You can view the webinar at:


These activities demonstrate the use of a variety of different digital tools that can make language learning more engaging and effective.

Image Story - In this activity, students use Flipgrid to record themselves telling a story about an image. The students then watch and listen to each other’s stories and post some encouraging feedback.

Short Audio Dictation - In this activity, the students use the tool to listen to a recording. As they listen, they write what they hear. Once they have written down the text, they then record their own version of it and return the recording to the teacher for feedback and evaluation.

Daily Routine - 3rd person - This activity uses a video to help students notice the difference between first and third-person verb forms when using present simple to talk about daily routine.

Vocabulary revision – Spelling - This is a simple vocabulary revision activity that you can use to practice spelling. It uses one of the games from a tool that Joe introduced called Flippity:

https://www.flippity.net/

This one is a game called The Snowman:

https://www.flippity.net/Snowman.htm

These activities can be used independently of each other.
Activity 1

1 Minute speaking activity

Introduction

This activity uses https://wheelofnames.com/ to add a game show type element to a common classroom speaking activity.

In the activity, students have to speak for one minute about a random topic, which is chosen by spinning the wheel. Students who can speak for one minute about the topic win a point for their team.

With lower levels, you can reduce the time they need to speak to 30 seconds or less.

Tech tip

Wheel of Names is a digital spinning wheel that you can use for a range of games and activities. You can edit the spinning wheel and add your own content. The wheel automatically removes items once they have been selected. You can also upload images to the wheel. If you want to save your games, you’ll need to create a free account. Students don’t need to register.

Webinar reference: 31:10 - 36:06

Level: Secondary B1 +

Time: 20 + minutes

Aim: To develop students’ abilities to speak fluently about topics they are interested in.
**Preparation:**

- Select 8 - 10 topics that you think your students will be interested in.
- Go to: [https://wheelofnames.com/](https://wheelofnames.com/)
- Replace the existing topics with your new topics.
- Click on the ‘Share’ icon and follow the instructions to get a link to your game.

**Procedure:**

- Put your students into teams.
- Show them the wheel with the topics in.
- Click on the wheel and spin it.
- Once it stops on a topic, ask your students to work in their groups to share all the things they could say about the topic in one minute.
- Give them time to prepare and then select a group and get them to choose a volunteer from their group to talk about the topic.
- While the volunteer talks, they must not repeat themselves or pause for too long, if they do the other teams get a point.
- The other students should listen and check to make sure they don’t repeat any information.
- When they have finished, click on the topic to remove it and then click the spinner again and repeat the process with a new student from a different group.

**Variation:**

- Once students understand the game, you can give them a link to the spinner, and they can play together in pairs or small groups while you monitor and make notes of any language errors or problems they need help with.
Additional resources:

**Wheel of Names tutorial | 10 Easy ESL games & activities**

- In this Wheel of Names tutorial, Charlie explains how to use wheel of names in 10 different activities designed for the ESL and EFL classroom. He also shares Wheel of Names wheels that you can use in your own classroom.

  [https://youtu.be/WQvizWWRvCo](https://youtu.be/WQvizWWRvCo)

**Fluency activities for higher levels**

- These activities from Clare Lavery provide opportunities for learners to speak at length on various lighter topics.

  [https://www.teachingenglish.org.uk/article/fluency-activities-higher-levels](https://www.teachingenglish.org.uk/article/fluency-activities-higher-levels)

**Fluency activities for lower levels**

- Developing spoken fluency with learners at low levels can be very challenging, but here are some tips and activities from Clare Lavery which may help.

  [https://www.teachingenglish.org.uk/article/fluency-activities-lower-levels](https://www.teachingenglish.org.uk/article/fluency-activities-lower-levels)

**Teaching pathways: How to teach speaking**

- Our online training course 'Teaching pathways - How to teach speaking' helps you learn how to design speaking tasks and improve the speaking skills of your students.

  [https://www.teachingenglish.org.uk/article/teaching-pathways-how-teach-speaking](https://www.teachingenglish.org.uk/article/teaching-pathways-how-teach-speaking)
Activity 2

A Chain Story with Flipgrid

Introduction

In this activity, students use Flipgrid to create a chain story. They listen to the start of the story and then each add a part to the story until it is complete. They can also choose which parts to add to the story.

Tech Tip

Flipgrid [https://info.flipgrid.com](https://info.flipgrid.com) is a powerful tool that enables teachers to create video based interactive tasks for students. Teachers can track and manage their learners work by creating groups, and then they can add engaging tasks that their students respond to using video and audio-based tools. The platform requires students and teachers to register and create an account, but registration is free. There is also a mobile app for both Android and iOS devices that allows students to respond to the tasks using their mobile phone.

Webinar reference: 05:16 - 15.15

Level: Primary A1+

Time: 60 minutes

Aim: To develop students’ abilities to follow and add to simple narrative.

Preparation:

- Create a Flipgrid account at: [https://info.flipgrid.com/](https://info.flipgrid.com/)
- Then create a Flipgrid group for your students. (You can create multiple groups in Flipgrid, so you should create one for each class you use Flipgrid with).
- Find an interesting image that you think will spark your students’ curiosity and creativity and download it.
You can find royalty free images on these websites:

- https://pixabay.com/
- https://unsplash.com/

Add a new topic to your group and upload the image.

Add a title for the story you want your students to create and then add instructions, so the students know what they need to do.

Add the first part of the story.

Here's an example: https://flipgrid.com/71489372

Before you record video of your students, it is also important to let the parents know what you are doing and why you are doing it, and to get their consent.

Here is an example consent form: https://static.flipgrid.com/docs/Flipgrid_consent_form.pdf

**Procedure:**

- Show the students the activity and if this is their first time using Flipgrid, show them how to open and respond to a Flipgrid topic.
- Ask the students to look at the image and listen to the story, and to discuss what they think will happen next in the story.
- As homework, ask the students to create a login for the Flipgrid site.
- Give the students the link to your activity and ask them to add another part to the story.
- In the next class, ask the students to listen to the new parts to the story and ask the students which ones they like best and why.
- Put the students into groups of three and as homework, ask the students to add to the stories of the other people in their group using the comments feature.
In the next class, ask the students to choose the best of the suggestions from their peers and then add the end to the story.

If your students enjoy this activity, they can take turns and continue adding to the story.

Alternatively, you can put students into pairs and get them to take turns adding to each other’s story.

Additional resources:

Chain story telling

- In this short article Arizio Moreira explains how to do a chain story in the physical classroom as a mingle activity.
  https://www.teachingenglish.org.uk/article/chain-story-telling

Flipgrid tutorial for teachers

- In this 15-minute tutorial, you learn about the main features of Flipgrid, how to create tasks and how to get your students to post a range of video and audio responses.
  https://youtu.be/aLzX13jw7bw

How to use Flipgrid text comments to reply to video responses

- This is a shorter video that looks specifically at how to use the text comments feature of Flipgrid.
  https://youtu.be/bRLceBQGQyU

Infusing Flipgrid in the classroom

- This is a useful article which includes more ideas for how to use Flipgrid with students.
  https://www.hollyclark.org/2020/04/25/infusing-flipgrid-into-your-classroom
Flipgrid on Twitter

- This is the Flipgrid Twitter stream where you can find lots of information from the company about updates, teaching ideas, new features and lots more. Well worth following if you want to become a regular Flipgrid user.
  
https://twitter.com/Flipgrid

Picture stories in the communicative classroom

- In this article, Jennifer Goodman makes the case for using picture stories in the English language classroom.

https://www.teachingenglish.org.uk/article/picture-stories-communicative-classroom
Activity 3

Image story

Introduction

In this activity, students use Flipgrid to record themselves telling a story about an image. The students then watch and listen to each other’s stories and post some encouraging feedback.

Tech Tip

Flipgrid [https://info.flipgrid.com](https://info.flipgrid.com) is a powerful tool that enables teachers to create video based interactive tasks for students. Teachers can track and manage their learners work by creating groups, and then they can add engaging tasks that their students respond to using video and audio-based tools. The platform requires students and teachers to register and create an account, but registration is free. There is also a mobile app for both Android and iOS devices that allows students to respond to the tasks using their mobile phone.

Webinar reference: 05:16 - 15.15

Level: Primary A2+

Time: 60 minutes

Aim: To develop students’ abilities to create a short narrative around an image.

Preparation:

- Create a Flipgrid account at [https://info.flipgrid.com/](https://info.flipgrid.com/)
- Then create a group for your students.
- Find an interesting image that you think will spark your students’ curiosity and creativity and download it.
Before you record video of your students, it is also important to let the parents know what you are doing and why you are doing it, and to get their consent. Here is an example consent form:

https://static.flipgrid.com/docs/Flipgrid_consent_form.pdf

Add a new topic to your group and upload the image.

Add a title for the story you want your students to create and then add instructions, so the students know what they need to do.

Here’s an example: https://flipgrid.com/7adb9b74

Before you record video of your students, it is also important to let the parents know what you are doing and why you are doing it, and to get their consent.

Here is an example consent form:
https://static.flipgrid.com/docs/Flipgrid_consent_form.pdf

Procedure:

- Show the students the activity and if this is their first time using Flipgrid, show them how to open and respond to a Flipgrid topic.
- Ask the students to look at the image and work with the students to brainstorm what might be happening in the picture.
- Help the students with vocabulary by pointing things out in the picture.
- Ask them what they think might happen next.
- Give the students the link to the activity and ask them to create a short story about the image. They can do this in the class or for homework.
- With lower-level students, it might be helpful to get them to write what they want to say before they record. You may also want to get them to rehearse the story.
- Once the stories have been recorded, ask the students to watch and listen to each other’s stories and leave a comment about something they liked in the story.

You can find royalty free images on these websites:

https://pixabay.com/
https://unsplash.com/

Add a new topic to your group and upload the image.

Add a title for the story you want your students to create and then add instructions, so the students know what they need to do.

Here’s an example: https://flipgrid.com/7adb9b74

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- Ask the students to look at the image and work with the students to brainstorm what might be happening in the picture.
- Help the students with vocabulary by pointing things out in the picture.
- Ask them what they think might happen next.
- Give the students the link to the activity and ask them to create a short story about the image. They can do this in the class or for homework.
- With lower-level students, it might be helpful to get them to write what they want to say before they record. You may also want to get them to rehearse the story.
- Once the stories have been recorded, ask the students to watch and listen to each other’s stories and leave a comment about something they liked in the story.

You can find royalty free images on these websites:

https://pixabay.com/
https://unsplash.com/
Again, with lower levels, you may need to give them some useful phrases to use for feedback.

- i.e.
  - The [...] was great.
  - I really liked [...]
  - I was surprised when [...]
  - You [...] really well.

Additional resources:

Flipgrid tutorial for teachers

In this 15-minute tutorial, you learn about the main features of Flipgrid, how to create tasks and how to get your students to post a range of video and audio responses.

https://youtu.be/aLzX13jw7bw

How to use Flipgrid text comments to reply to video responses

This is a shorter video that looks specifically at how to use the text comments feature of Flipgrid.

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Picture stories in the communicative classroom

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https://www.teachingenglish.org.uk/article/picture-stories-communicative-classroom
Activity 4

Short audio dictation

Introduction

This activity uses the Vocaroo https://vocaroo.com/ tool that Joe presented in his talk.

In this activity, the students use the tool to listen to a recording. As they listen, they write what they hear. Once they have written down the text, they then record their own version of it and return the recording to the teacher for feedback and evaluation.

This activity can be done in the classroom, a computer room or can be set as homework.

This activity will work with any level, but you will need to select a text that is appropriate for the level of your students.

Tech tip

Vocaroo https://vocaroo.com/ is a very simple to use free tool for recording audio. Vocaroo works in the web browser on desktop or mobile devices. Once recorded, the audio files can be downloaded or shared using a QR code or link. The site is free to use and doesn’t require registration.


Level: A1 +

Time: 20 - 30 minutes, depending on the length of the text.
Aims:

- To develop students’ listening and speaking skills
- To identify any pronunciation problems

Preparation:

- Choose a short text. This could be a text from your course book, a short poem, or a text from the internet.
- Use Vocaroo [https://vocaroo.com/](https://vocaroo.com/) to make a recording of yourself reading the text.
- Copy the link to the recording so that you can share it with students during the lesson.
- You could also download a copy if you want to save it to use again.

Procedure:

Part 1

- Tell the students that you are going to play a recording for them.
- Ask the students to listen and try to write down what they hear.
- Tell them you will play the text a number of times, so they don’t need to worry about getting everything right the first time.
- Play the recording to the end.
- Now play it again and pause the recording after each sentence or chunk to give students time to write.
- Put the students in pairs and ask them to compare their texts and help each other.
- Play the recording again.
- Give the students another opportunity to compare their texts.
Part 2

- Give the students a link to Vocaroo: https://vocaroo.com/.
- Ask the students to record themselves reading the text. Note: You may need to demonstrate how to do this.
- Once the students have made a recording they like, ask them to send a link of their recording to you.

Part 3

- Listen to your students’ recordings.
- Make notes of any errors in pronunciation.
- Record a short message for each student with encouragement and model some of the words they were finding difficult.

Variation

- Send the students a link to the recording and ask them to listen and write down what they hear.
- Tell them that once they have written down the text, they should make their own recording of the text and send it back to you.
- Listen to their recording of the text and make notes.
- Record a short message for each student with encouragement and model some of the words they were finding difficult.
- Send the recordings to the students.

Notes:

If you have a lot of students, you can look for common pronunciation problems and send one recording to all the students.

Additional resources:

A guide to Vocaroo voice recorder

- This is a very short video tutorial showing you how to use Vocaroo. https://youtu.be/OBLhq_I-TN4
Using dictation

- In this article, Amy Lightfoot examines the benefits and problems associated with dictation, as well as exploring some variations on the traditional approach. Dictation doesn't work for everything or for everyone, but by looking again at this traditional method, we can add to our classroom techniques a touch of the familiar with a little innovation.
  [https://www.teachingenglish.org.uk/article/using-dictation](https://www.teachingenglish.org.uk/article/using-dictation)

Drawing dictation

- This lesson is for teenagers or young adults with a language level of A2-B2 and focuses on using prepositions of place to describe and draw a picture.
  [https://www.teachingenglish.org.uk/article/drawing-dictation](https://www.teachingenglish.org.uk/article/drawing-dictation)

Stop, go back dictation

- This is a dictation activity which pushes students to make sense of the language they hear by writing it down as accurately as possible. Different to traditional dictations, the learners themselves control the dictation, with learners asking the teacher to stop and go back as many times as they want.

Mutual dictation

- This is a pair work activity that works well with learners of all ages. It is especially appropriate for low level learners. The aim of a mutual dictation is for pairs of students to dictate information to each other to get a complete text. When students have got the complete text, they need to do something with it, such as solve a riddle or answer true/false questions.
  [https://www.teachingenglish.org.uk/article/mutual-dictation](https://www.teachingenglish.org.uk/article/mutual-dictation)
Activity 5

Daily routine - 3rd person

Introduction

This activity uses a video cartoon with multiple choice questions. You can use the video in the classroom with students working on a mobile device, you can set the video as homework, or you can use the video from the front of the class and get students to work on it together.

Here’s an example of the video quiz, which you can try before the class:

https://edpuzzle.com/media/6283aa709bc366410d801bf6

Tech tip

Edpuzzle [https://edpuzzle.com/] is a powerful tool for creating a variety of video-based quiz type activities to check and develop comprehension. Students and teachers need to create free accounts and then the platform can track your students’ results. There are a number of ready-made video activities that you can use or adapt for your students, or you choose your own videos and build the activities. The site is free to use.


Level: A2

Time: 15 - 20 minutes

Aim:

• To review daily routine.

• To understand the verb change from first to third person.
Preparation:

- Create a profile on the Edpuzzle site at: https://edpuzzle.com
- Create a class.
- Give your class a name and a description.
- Click on ‘Add Content’ and then ‘Discover Video Content’
- Search for ‘Daily Routine’ and find the example video created by Nik Peachey.
- Then click on ‘Assign the video to a class’ and choose your class.

Procedure:

- Log in to your Eduzzle profile at: https://edpuzzle.com
- Select your class from the classes list and then select the video.
- Click on ‘Live mode’ and then click on ‘Start live mode’
- Your students can then follow the onscreen link to do the activity on their mobile devices.
- As they answer the questions, you’ll be able to see how many of your students were correct.
- Alternatively, you can work through the video as a group and elicit the answers from the students.
- You can also give the students a link to the activity, so they can do it at home with their parents.

Follow up

- Find another video quiz that you can use with your students.
- Create your own quiz questions for the video. The tutorial links below will help you.
Additional resources:

**Getting started with Edpuzzle - Tutorial**

- This is a short (6:49 minutes) tutorial video that shows you how to use Edpuzzle to create learning materials.
  

**Edpuzzle - A guide for language teachers**

- This is a PDF downloadable booklet by Joe dale that shows step by step how to use Edpuzzle to create interactive video activities.
  

**Video and young learners 1**

- This first article by Lynn Gallacher gives an introduction to some issues surrounding video with young learners. It discusses the benefits but also the potential drawbacks of using video, the different roles video can take, and then present criteria for selecting videos.
  

**Video and young learners 2**

- This second article concentrates on classroom activities. The way the video is used, and the materials prepared for use with the video, will depend on the role the video is to take.
  

**Using film and video clips**

- Film and video are very effective ways of both motivating our students and helping them to understand language, but they do need to be used with care and an understanding of some of the dangers and potential involved.
  
Activity 6

Vocabulary revision - Spelling

Introduction

This is a simple vocabulary revision activity that you can use to practice spelling. It uses one of the games from a tool that Joe introduced called Flippity: https://www.flippity.net/

This one is a game called The Snowman: https://www.flippity.net/Snowman.htm

This is really a spelling test, but using the game format lowers the stress and anxiety level for students.

Tech tip

Flippity https://www.flippity.net has a wide range of game types that are very suitable for the development of language skills. Each of the games has a version for demonstration and another version that you can edit and add your own content to. Flippity is free to use and doesn’t require registration.

Webinar reference: 38:44 - 45:06

Level: Primary A1+

Time: 20+ minutes

Aim:

- To revise vocabulary and help students with spelling.
- To develop the pronunciation of the letters of the alphabet.
Preparation:

- Choose a list of words that the students have been learning.
- Go to: https://www.flippity.net/Snowman.htm
- Replace the word list on the page with your own word list.
- Give the activity a name that matches the topic of your vocabulary, e.g., colours.
- Choose from one of the four images for the game - Snowman, Flower power, Apple Picker or Bomb Squad.
- Click on the ‘Generate’ button. This will create your activity.
- Click on the share icon and make a copy of the link to the activity and copy the QR code.

Procedure:

- You can do this activity as a whole group class or get students to do it alone at home.
- Tell the students it’s time to revise the vocabulary from previous lessons.
- Open the link to the activity and show the students how it works by Asking them to suggest letters.
- Type the letters in and show the students that the incorrect letters appear above the image and the correct letters appear in the word.
- Keep eliciting letters from the students until they either get the word or they run out of attempts.
- Once the word appears, check the students’ pronunciation of the word and ask them to tell you what it means.
- Go on to the next word and continue until all the words are complete.
- If your students have digital devices in the classroom, then give them the link or ask them to scan the QR code and they can work through the words alone or in pairs.
- You could also share the link to the activity with their parents, so they can work on it together at home.
Additional resources:

**Spelling myths and enchantments**

- Everybody seems to have something terrible to say about English spelling. But how much of that talk is true? And how much of it focuses on practical solutions for the English language classroom? Thankfully, Jo Stirling shines some positive light on the subject.
  
  https://www.teachingenglish.org.uk/article/spelling-myths-and-enchantments

**Remembering vocabulary**

- This article by Richard Frost presents ideas on how to help your students remember vocabulary.
  
  https://www.teachingenglish.org.uk/article/remembering-vocabulary

**The ABC fruity band**

- This is a video-based song activity to develop students' ability to say and hear the letters of the alphabet. It includes downloadable activities.
  
  https://learnenglishkids.britishcouncil.org/songs/the-abc-fruity-band

**Vocabulary activities**

- Have you tried these practical activities to help students with vocabulary learning? There's something for all ages and levels.
  
  https://www.teachingenglish.org.uk/article/vocabulary-activities
Joe Dale

Joe Dale is an independent consultant from the UK who works with a range of global organisations such as The British Council. He was host of the TES MFL forum for six years, former SSAT Languages Lead Practitioner, a regular conference speaker and recognised expert on technology and language learning.
11. Social media and ELT: Using WhatsApp to teach receptive skills

Khassoum Diop

This chapter contains four activities that are designed to help teachers understand how to deliver a reading skills lesson using a combination of Facebook and WhatsApp. The activities can be used independently, but they can also be used in the sequence they are presented. These are based on ideas from Khassoum Diop’s webinar ‘Social media and ELT: Using WhatsApp to teach receptive skills’

You can view the webinar at:

https://americas.britishcouncil.org/new-ways-of-teaching/events/social-media-elt-using-whatsapp

These activities can be adapted to a range of different texts at different levels. The content used gives an example of how learning can be delivered using a combination of social media apps.

**Reading comprehension on WhatsApp** - In this activity, you will find out how to create and deliver a reading comprehension activity to students using the WhatsApp application.

**Post reading activity – Facebook posting** - In this activity, you will find out how to do a follow-up writing activity using Facebook.

**Teaching with WhatsApp** - In this document you will learn how to set up a group and use WhatsApp as a teaching platform for remote lessons.

These activities can be used independently or in sequence.

**Doing a wordsearch activity on WhatsApp** - In this activity, you will learn how to create a wordsearch activity and deliver it to students using the WhatsApp application.
Teaching with WhatsApp

Introduction
In this document, you will learn how to set up a group and use WhatsApp as a teaching platform for remote lessons.

WhatsApp has some advantages over other remote teaching platforms in that it is connectivity light, works on mobile devices as well as computers and is already a very popular app and so many students will already have it on their device and know how to use it.

Tech tip
WhatsApp is commonly known as a text messaging app, but it can be used to create groups and to deliver lessons or training sessions to groups or individuals.

WhatsApp has several useful features for delivering group lessons. You can use it to deliver both synchronous and asynchronous lessons.

You can use it for group video conferences or group audio conferences as well as to deliver attachments, images, links to online resources and both video and audio messages.

WhatsApp can be installed on both phones and computers: https://www.whatsapp.com/

Webinar time reference: All
Level: WhatsApp is suitable for use with ages 16 and older
Aim: To enable the delivery of remote lessons through WhatsApp
Preparation:

- Download and install WhatsApp onto your mobile device and your computer. We recommend that when you teach you use your computer rather than your mobile device as the computer interface is more user-friendly for teaching.

- Create a new group on WhatsApp and add the students that you want to teach to the group.

- Post an introductory video message telling the students about how you will use the app with them and share a schedule for your live classes (if you intend to deliver live classes)

- Prepare some tasks that students can do before the lesson and share them with the group.

- Prepare the materials and tasks that you will use during the lesson (worksheets are best converted to images to make them easier to share during the lesson).

- If you want to use a presentation, convert your slides to images that you can share during the lesson.

- Prepare some post lesson materials that students can use to consolidate what they learn during the lesson.

Procedure

- When you are ready to start your live class, ask students to send a thumbs up emoji to let you know they are ready to start.

- Depending on how you want to deliver your class, start sharing your video/audio and start posting the materials and activities.

- Remember, it’s best to post the instructions first using text and then post the materials.

- When you want students to participate or interact, ask them to turn on their video or audio.

- If the students’ connectivity is poor, you can ask them to respond by posting audio messages or typing in text.
Work through your activities and provide feedback as the students respond.

At the end of the lesson, post a summary or ask students to post a summary of what they have learned from the lesson.

Share some homework/follow-up tasks that the students can use to consolidate what they have learned.

Additional resources

Teaching on WhatsApp

- This guide provides instructions on how to design and deliver an interactive training course through the WhatsApp messaging platform. Drawing on the Grassroots’ pilot teaching leadership and storytelling through WhatsApp, the document shares tips on pedagogy, participant engagement, and the technical aspects of launching a distance-learning course on WhatsApp.


LearnEnglish Teens

- Here you can find lots of materials and activities that you can use to develop your students’ skills, grammar, and vocabulary. These activities can be adapted for delivery through WhatsApp and can be shared for your students to do as homework activities.

https://learnenglish teens.britishcouncil.org/

Using mobile messenger apps to teach English remotely

- Using a mobile messenger app such as WhatsApp is one way to support the remote learning of English and other subjects. This is especially useful when learners or teachers can only use the internet on their mobile phones or have limited data. There are a variety of ways that these apps can be used. You will need to think about the situation that most of your students are in and then design your approach and activities.

Navigating language learning through WhatsApp during the lockdown


  https://www.teachingenglish.org.uk/article/navigating-language-learning-through-whatsapp-during-lockdown

Using WhatsApp for interactive tasks

- As teachers, we are constantly looking for opportunities to exploit the learning potential of the tools and resources that our learners are already using. WhatsApp, or other free messaging platforms, are now almost ubiquitous in many contexts. This interactive workshop reports on a project designed to increase EFL learners' exposure to English outside class through a programme of tasks on the social media platform ‘WhatsApp’.

  https://www.teachingenglish.org.uk/article/using-whatsapp-interactive-tasks

Teaching pathways: Skills for remote teaching

- In this practical five-week course, you will develop the skills you need for remote teaching and reflect on how they relate to your learners’ learning. You will learn about different approaches to remote teaching and consider what factors make the transition from the physical to online classroom successful.

  https://www.teachingenglish.org.uk/training/teaching-pathways-online-skills-21st-century-teachers

Remote teaching tips

- This publication offers a range of practical tips and advice for remote teaching in all contexts.

  https://www.teachingenglish.org.uk/article/remote-teaching-tips

Getting started with online teaching

- Many classes and school systems all over the world are taking steps to offer lessons online. However, stepping into the digital world overnight can be challenging for many teachers. This guide is useful for teachers and teacher educators who have little experience of online teaching and need some advice on where to start.

  https://www.teachingenglish.org.uk/article/getting-started-online-teaching
While there are many similarities between face-to-face lessons and virtual lessons, there are a lot of differences too. Take a look at these ideas for structuring live online lessons.

https://www.teachingenglish.org.uk/article/lesson-planning-teaching-live-online
Activity 2

Reading comprehension on WhatsApp

Introduction

In this activity, you will find out how to create and deliver a reading comprehension activity to students using the WhatsApp application.

This involves preparing screen capture images of the tasks and the text. This is done because the images are easier for students to download than the documents, students don’t require additional software, and students can easily store the images on their mobile phones or devices.

Tech tip

The activity uses two different technologies.

- A free screen capture tool from: https://www.screencastify.com/
- The mobile and desktop communication app WhatsApp from: https://www.whatsapp.com/download
- Reading texts for the activity can be found at: https://learnenglishteens.britishcouncil.org/skills/reading

This activity has been designed to use on the WhatsApp messaging app. The activity can be used synchronously during a live teaching session.

WhatsApp is a very powerful free application that you can download onto your mobile device and/or laptop computer. The application supports a number of forms of synchronous and asynchronous communication, including text, and audio messages. You can also share documents, images, audio files and videos that you upload.

WhatsApp also enables communication between groups as well as individuals, and can even support synchronous voice and video calls.

WhatsApp is also very light on connectivity, so is very popular among mobile users in rural areas where access to connectivity is limited.
**Webinar time reference:** 07:36 – 09:02

**Level:** Any level depending on the text you choose. WhatsApp users should be 16 or older.

**Time:** 20 – 40 minutes, depending on the length of the text you choose.

**Aim:** To develop students’ reading skills and comprehension.

**Preparation:**

- Find a text that is suitable for the level of your learners. You can find reading texts for all levels of teens at: [https://learnenglishteens.britishcouncil.org/skills/reading](https://learnenglishteens.britishcouncil.org/skills/reading)
- Create a screen capture image of the text using [https://www.screencastify.com/](https://www.screencastify.com/)
- Create your comprehension activities for the text using a document, and then make a screenshot of each one. Note: Each of the texts on [https://learnenglishteens.britishcouncil.org/skills/reading](https://learnenglishteens.britishcouncil.org/skills/reading) has suggestions for activities, but you will need to copy these into a Word document before creating an image of each one.
- You should also produce an answer sheet and make a screen capture image of it.

**Procedure**

- Ask your students to post a ‘hands-up’ emoji to show that they are ready to start the lesson.
- Send your students the captured image of their first reading task and check that they understand the task. Note: They can indicate they understand by using the raised hand emoji, or they can post a question if they don’t understand.
- Post the captured image of the text and ask the students to read it and look for the answers.
- Ask the students not to post any answers until you give them a signal (You can use a ‘thumbs up’ emoji for this.)
Additional resources

Teaching on WhatsApp

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LearnEnglish Teens

- Here you can find a large collection of reading texts that have been divided into levels. The site also has suggestions for activities for each of the texts.

[https://learnenglishteens.britishcouncil.org/skills/reading](https://learnenglishteens.britishcouncil.org/skills/reading)

Using mobile messenger apps to teach English remotely

- Using a mobile messenger app such as WhatsApp is one way to support the remote learning of English and other subjects. This is especially useful when learners or teachers can only use the internet on their mobile phones or have limited data. There are a variety of ways that these apps can be used. You will need to think about the situation that most of your students are in and then design your approach and activities.

Navigating language learning through WhatsApp during the lockdown


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  https://www.teachingenglish.org.uk/article/using-whatsapp-interactive-tasks

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Lesson planning for teaching live online

• While there are many similarities between face-to-face lessons and virtual lessons, there are a lot of differences too. Take a look at these ideas for structuring live online lessons.

https://www.teachingenglish.org.uk/article/lesson-planning-teaching-live-online
Post reading activity – Facebook posting

Introduction

In this activity, you will find out how to do a follow-up writing activity using Facebook.

In the webinar, Khassoum Diop describes how he uses Facebook for short asynchronous homework assignments.

Tech tip

Facebook is one of the most popular social media platforms in the world and enables people all over the world to communicate with each other, share ideas and exchange opinions. The most common form of Facebook communication is the status update. User can post images, emojis, text or links to video and audio to share how they are feeling or what they are thinking about.

You can access Facebook at: https://www.facebook.com/ or download a Facebook app for your mobile device.

Note: If you are using Facebook with your students regularly for teaching purposes, it is useful to ask them to create a new profile to use when studying. You could also create a teaching profile. This will enable both you and your students to separate your personal and academic work. You could also create a private Facebook Group where you and your students could post materials and assignments.

Webinar time reference: 17:58 – 19:15

Level: Any level, but students using Facebook should be 13 years or older.

Time: 10 - 15 minutes

Aim: To develop writing skills.
Preparation:

- Make sure that all of your students have access to Facebook, and they add you as a connection.
- Choose a follow-up writing task that consolidates the language the students learned from the content of the text.
- Here are some possible suggestions.
  - Write example sentences using the vocabulary you learned.
  - Write your three key learning points from the text.
  - Write about what surprised you about the text.
  - Write advice based around the text.
  - Write a summary of the text.
  - Find out something more about the theme of the text and share their research.

Procedure

- After finishing your reading tasks, set your students one of the writing tasks as homework.
- Set a deadline for completing the tasks and posting it in their Facebook status update.
- Visit your students’ Facebook pages and respond to their posting and leave a comment. Note: You could also put students into pairs or groups to peer check for any errors or respond to the messages posted by other students in their group.
- In the next class, share some of the best posts Note: you can do this by creating an image of the posting.

Additional resources

Using Facebook to teach English remotely

Facebook is a widely used social media platform. In places where teachers and their learners may not have access to advanced digital tools or infrastructure for learning, Facebook is a quick and readily available platform. Learning through Facebook is also likely to build learners’ digital skills.

Facebook and social networking

- This lesson plan for teachers of teenagers and adults at level B1 and above explores the theme of social media. Students will create an imaginary online 'wall' where they can interact with each other.

https://www.teachingenglish.org.uk/article/facebook-and-social-networking

Using social networks and media to support our continuing professional development

- Ann Foreman is a classroom teacher and teacher trainer based in Bilbao, Spain. Her interests include finding the best ways of using new technology in the classroom and coming to terms with the changing needs and aspirations of learners in today’s digital world. Ann manages the TeachingEnglish Facebook page and works on developing new teaching and learning applications, such as What kind of teacher are you?


LearnEnglish Teens – Writing

- Find activities to practise and improve your students’ writing skills for school studies and English exams. There are activities for different levels, so find your students’ level and make a start.

https://learnenglishteens.britishcouncil.org/skills/writing

Teaching pathways: Skills for remote teaching

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https://www.teachingenglish.org.uk/training/teaching-pathways-online-skills-21st-century-teachers

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Activity 4

Doing a word search activity on WhatsApp

Introduction

In this activity, you will learn how to create a word search activity and deliver it to students using the WhatsApp application.

Tech tip

This activity uses three different technologies.

- A free word search puzzle creator from: https://puzzlemaker.discoveryeducation.com/word-search
- A free screen capture tool from: https://www.screencastify.com/
- The free mobile and desktop communication app WhatsApp from: https://www.whatsapp.com/download

This activity has been designed for the WhatsApp messaging app. The activity can be used synchronously during a live teaching session.

WhatsApp is a very powerful free application that you can download onto your mobile device and/or laptop computer. The application supports a number of forms of synchronous and asynchronous communication, including text, and audio messages. You can also share documents, images, audio files and videos that you upload. WhatsApp enables communication between groups as well as individuals, and can even support synchronous voice and video calls.

WhatsApp is also very light on connectivity, so it is very popular among mobile users in rural areas where access to connectivity is limited.
Webinar time reference: 07:06 - 07:35

Level: Any level. WhatsApp users should be 16 or older.

Time: 15 – 20 minutes, depending on how many words you want the students to learn.

Aim: To develop students’ vocabulary knowledge.

Preparation:

- Create a group on WhatsApp and add your students to it.
- Choose the words you want your students to learn or revise.
- Go to: https://puzzlemaker.discoveryeducation.com/word-search add your words and create a puzzle.
- Use a screen capture tool (https://www.screencastify.com/) to make an image of the puzzle. Note: Alternatively, you can produce a word search activity on paper and simply take a picture of it with your phone’s camera.
- Create a document with the list of words and their definitions (along with any additional information such as pronunciation you would like your students to know).
- Create a screenshot of your document.

Procedure

- Ask your students to post a ‘hands-up’ emoji to show you that they are ready to start the lesson.
- Post the image of the word search to your group.
- Ask your students to type any words they can see in the word search puzzle.
- Once your students have typed all the words, ask the students to try to type in the definitions for each word.
- Next, post the image of the answer sheet with the definitions, so the students can check their answers.
- Finally, you can post a recording of yourself saying each of the words so that your students have an audio record of the words. If you want to check their pronunciation, you could also get the students to record the words and post them back.
Additional resources:

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Khassoum Diop

I am a teacher and teacher trainer. I am also member of ATES Pedagogical Commission and the current Executive Secretary of Africa ELTA. I attended and presented at Nile TESOL Conference, BELPAF Symposium, Africa ELTA Conference.
12. Synchronous online teacher training: A possible model

Sarah J Brown and Martha Carrillo

This chapter contains three teacher training sessions that explore different aspects of delivering effective remote learning. These are based on ideas from Sarah J Brown and Martha Carrillo’s webinar ‘Synchronous online teacher training: A possible model’

You can view the webinar at:

https://americas.britishcouncil.org/new-ways-of-teaching/events/synchronous-online-teacher-training

These activities explore three important areas of remote learning delivery.

Designing course materials - This training session has been designed to encourage teachers to work together planning lessons and sharing ideas, and to help them compare the differences and similarities between teaching remotely and teaching in the physical classroom.

These training sessions can be used independently and in any order.

The challenges of teaching online - This teacher training session has been designed to help teachers work together and examine some of the challenges they face when teaching remotely.

The social emotional learning core competencies - This teacher training session has been designed to raise participants awareness of the social emotional core competencies and how to help their students develop them.
Activity 1

The challenges of teaching online

Introduction

This teacher training session has been designed to help teachers work together and examine some of the challenges they face when teaching remotely.

Webinar time reference: 04:40 – 08:44

Time: 40 – 60 minutes

Aim: To help teachers share some of the challenges they are facing and work together on some solutions.

Preparation:

- Make a list of what challenges you feel teachers have and try to brainstorm some possible solutions.

Procedure

- Put the participants into groups of 4 – 5 and ask them to share and brainstorm some of the challenges of teaching online.

- Ask them to focus on the challenges and NOT to start thinking about solutions.

- If possible, give them a large sheet of paper and make one participant, ‘the secretary’ responsible for writing down the challenges.

During the sessions, they will brainstorm the challenges and work together to find solutions to the challenges they have identified.
• Once they have finished, ask the secretary to take the list of challenges and move to a new group.

• Tell the secretaries they should share their challenges with the new group and ask them to suggest solutions. The secretary can make notes of their suggested solutions.

• Note: If you have time, you could move the secretary again and see if the next group can improve on the solutions.

• Ask the secretary to return to their original group and share the solutions they have collected from the other groups.

• The groups can discuss the solutions together and decide whether they can use these solutions to help with their students.

• When they have finished, get some group feedback from the participants about the challenges they have and the solutions they worked on together.

• Show them the challenges and solutions you identified before the sessions, and discuss any similarities and differences.

Additional resources

Teaching pathways: Skills for remote teaching

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https://www.teachingenglish.org.uk/training/teaching-pathways-online-skills-21st-century-teachers

Teaching online - supporting and mentoring teachers remotely

• This is the fourth in a series of webinars, which offers guidance in key areas. This webinar is for managers, coordinators and school owners and focuses on supporting and mentoring teachers remotely.

https://www.teachingenglish.org.uk/article/teaching-online-supporting-and-mentoring-teachers-remotely
Remote language teaching is the practice of teaching a language live online through videoconferencing. In Uruguay, the British Council has been working in partnership with Plan Ceibal to cater for the lack of trained and qualified English language teachers in the country, project managing the remote teaching of 80,000 primary schoolchildren aged 8-11. In this presentation, we share some findings that are also supported by the publication Remote Teaching (British Council, 2019), a book of research and case studies.

What makes a good remote teacher?

- [https://www.teachingenglish.org.uk/article/what-makes-good-remote-teacher](https://www.teachingenglish.org.uk/article/what-makes-good-remote-teacher)

Innovations in education: Remote teaching

- This collection of articles, research papers and case studies offers an insight into live online language teaching.

  [https://www.teachingenglish.org.uk/article/innovations-education-remote-teaching](https://www.teachingenglish.org.uk/article/innovations-education-remote-teaching)

Inclusion in remote teaching contexts

- Remote learning can be difficult for everyone, but it can be especially difficult for vulnerable communities. This guide describes the ways that access and engagement can be blocked in remote learning and suggests practical ideas to increase learning opportunities for all.

  [https://www.teachingenglish.org.uk/article/inclusion-remote-teaching-contexts-0](https://www.teachingenglish.org.uk/article/inclusion-remote-teaching-contexts-0)
Activity 2

The social emotional learning core competencies

Introduction

This teacher training session has been designed to raise participants' awareness of the social emotional core competencies and how to help their students develop them.

During the session, participants will refresh their knowledge of the core competencies, think of activities they use to develop them and categorise a list of suggested activities for developing social emotional competencies. They will finish by selecting some activities to try with their students.

Webinar time reference: 08:45 – 10:10

Time: 50 – 60 minutes

Aim: To help participants develop their students' social and emotional competencies.

Preparation:

- Make copies of the three worksheets from the materials section.

Procedure

- Tell the participants that they are going to explore how they can develop the five social emotional core competencies in their classroom.

- First, ask participants what the five core competencies are and what they relate to.

- Give them some time to discuss and then show them the list from the materials section.
Put the participants into groups and ask them to brainstorm activities they can do to help develop each of these areas with their students.

Once they have brainstormed a list, give the participants the list of suggested activities from the materials section and ask them to work together and decide which activities support each of the goals.

Give them time to work together and discuss, and then give them a copy of the answer sheet to compare with their own list. Note: Be aware that there could be some disagreement about some of the activities, as they could fit into more than one category.

Ask them to check it and select some activities they already do with their students and some they would like to try with their students.

Finish the session by asking participants to share and compare the activities they chose and why they chose them.

Materials:

Developing social emotional learning core competencies

- 1st & 2nd goals - To develop self-awareness and self-management - Who am I right now?
- 3rd goal - To develop social awareness - How do I see others?
- 4th goal - To develop relationship skills - How am I with others?
- 5th goal - To develop responsible decision-making – Assessing good choices and bad choices!

Activities for developing social emotional skills

A. Allow students thinking time after asking a question and pause before allowing students to respond.

B. Ask students to discuss: What does it mean to be responsible? How is responsibility linked to decision-making?

C. Ask students to identify the choices and decisions they make every day. Get them to think about how carefully they consider these choices and what alternatives they have for each choice.
D. Ask students to consider: How can I show kindness towards others? What will I do? And how will I measure my success?

E. Ask students to find out more about the feelings and perspectives of others.

F. Ask students to find pictures from magazines or on the Internet that represent friendship, healthy relationships, and effective communication.

G. Ask students to interview a classmate about how the other students see them.

H. Ask students to write a learning journal. Review the journals and respond.

I. Building up a poster on skills learned, presenting it to their classmates.

J. Encourage students to create a learning portfolio and to update and evaluate what they include in it.

K. Get students to ask a classmate to tell them something about their relationship skills to give a suggestion for higher engagement.

L. Give students a relationship skills inventory. Encourage the students to select someone from the class to give them feedback on their development of the skills.

M. Give students controversial statements and get them to play devil’s advocate and argue against their own views.

N. Give students sets of self-reflection cards to complete at the end of each lesson.

O. Give students two stars for areas where their work excelled and a wish for an area where there could be some improvement. They can award the stars and wishes to other students.

P. Pyramid 3-2-1: Ask students to identify 3 things they have learned about their relationship skills, 2 things they are proud of connected to relationship skills, and 1 thing they should develop.
Q. Use follow-up enquiries that encourage students to probe their reasoning when they answer questions.

R. Using feedback with an alternative point of view and challenge students to think outside the box in problem-solving.

Answers

1st & 2nd goals - To develop self-awareness and self-management - Who am I right now?

- Encourage students to create a learning portfolio and to update and evaluate what they include in it.
- Ask students to interview a classmate about how the other students see them.
- Give students sets of self-reflection cards to complete at the end of each lesson.

3rd goal - To develop social awareness - How do I see others?

- Ask students to find out more about the feelings and perspectives of others.
- Ask students to consider: How can I show kindness towards others? What will I do? And how will I measure my success?
- Building up a poster on skills learned, presenting it to their classmates.
- Give students two stars for areas where their work excelled and a wish for an area where there could be some improvement. They can award the stars and wishes to other students.

4th goal - To develop relationship skills - How am I with others?

- Ask students to find pictures from magazines or on the Internet that represent friendship, healthy relationships, and effective communication.
● Pyramid 3-2-1: Ask students to identify 3 things they have learned about their relationship skills, 2 things they are proud of connected to relationship skills, and 1 thing they should develop.

● Ask students to write a learning journal. Review the journals and respond. Give students a relationship skills inventory. Encourage the students to select someone from the class to give them feedback on their development of the skills.

● Get students to ask a classmate to tell them something about their relationship skills to give a suggestion for higher engagement.

5th goal - To develop responsible decision-making - Assessing good choices and bad choices!

● Allow students thinking time after asking a question and pause before allowing students to respond.

● Ask students to discuss: What does it mean to be responsible? How is responsibility linked to decision-making?

● Use follow-up enquiries that encourage students to probe their reasoning when they answer questions.

● Ask students to identify the choices and decisions they make every day. Get them to think about how carefully they consider these choices and what alternatives they have for each choice.

● Give students controversial statements and get them to play devil’s advocate and argue against their own views.

● Using feedback with an alternative point of view and challenge students to think outside the box in problem-solving.
Emotional Intelligence and ELT

- EQ is one of many concepts and models originating in psychology which are being incorporated into language teaching. Goleman defines EQ as ‘the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships.’


Social and emotional approaches to teaching with technology

- Recorded in January 2014, this webinar by Sylvia Guinan looked at helping teachers to think for themselves about creative applications of technology.


Teacher educator self-awareness: Empathy

- In the introductory article in this series, you looked at Teacher educator self-awareness, what it is and why it is important in our work. You offered a couple of ideas for self-observation, which is a starting point for self-awareness. In this article, you will explore the idea of empathy as a feature of self-awareness.


What Is the CASEL Framework?

- This framework provides a foundation for communities to use evidence-based SEL strategies in ways that are most meaningful to their local context. It can be applied to many different priorities and aligned with each community’s strengths, needs, and cultures.

Additional resources

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Activity 3

Designing course materials for remote learning

Introduction

This training session has been designed to encourage teachers to work together planning lessons and sharing ideas, and to help them compare the differences and similarities between teaching remotely and teaching in the physical classroom.

In the session participants will have an example text to use as the basis for designing a session cycle including pre-lesson, while-lesson and post-lesson activities. They will finish by discussing the differences between classroom and remote delivery of the lesson.

Webinar time reference: 10:20 – 25:40

Time: 60 minutes

Aim: To enable participants to collaboratively design a remote lesson.

Preparation:

- Make copies of the example text and the session structure from the materials section below.

Procedure

- Tell the participants that they are going to design a lesson.

- Show the participants the suggested lesson structure and explain that the lesson can consist of three parts.
  1. What the students do before the lesson,
  2. What the students do in the classroom during the lesson,
  3. What the students do after the lesson.
Tell the participants that they are going to work on an example lesson about diversity.

Put the participants into groups and give them the example text and ask them to brainstorm activities they could get students to do before the lesson to help them prepare for the lesson.

Set them a time limit and ask them to focus on quantity of ideas rather than quality.

Get the participants to stop and regroup them, so they are with people from a different group. Ask them to share the ideas they brainstormed.

Ask each group to select 2 – 3 ideas that they liked best and share them with the class.

Next, ask the participants to think about what they would do during the lesson and how they could build a lesson around the example text. Again, ask them to brainstorm ideas in groups.

Once they have finished, ask them to plan the first two parts of the lesson structure using the ideas they have brainstormed.

Once they have finished, ask them to compare their lessons with participants from another group and see if they can get some feedback and steal some ideas to enhance their own lesson.

Give them time to adjust their lesson plans and work in any of the new ideas or feedback they got from other groups.

Next, ask the groups to brainstorm and post lesson activities they could get students to do at home.

Get them to share their ideas with the class, and then ask the participants to select ideas to complete their lesson cycle.

Finish with a discussion on how the lesson plans would differ if they were delivering the lesson remotely or face to face.
Exploring Diversity

What is diversity?
At its most basic, diversity is about differences. It’s often viewed as being differences in culture, but it really goes beyond that to all the wonderful things that make people unique individuals, even within their own culture. Every person is as unique as their own fingerprints, and diversity is about understanding and appreciating that.

Why has diversity become important?
Technology has made international communications much cheaper and more powerful. This has made it possible for companies to employ people almost anywhere in the world or you can study or even teach in a university in another country and never leave your home.

The biggest factor though is human migration. Many more people are moving to other countries to look for work, better conditions or to escape war or other types of violence.
What’s good about diversity?
Having diverse groups of people can lead to great creative innovations in the development of new products, arts and ideas. Research has shown that companies that employ a diverse range of people from across cultures are generally much more successful than those that don’t.

What are the problems with diversity?
Being confronted by people with different ideas, culture and beliefs can be challenging. We take a lot of our own culture and ways of life for granted, but when people see these things changing, they can feel confused and afraid.

How do we overcome these problems?
To be able to embrace and benefit from diversity, we need to be able to engage in dialogue. We need to be able to talk and ask questions to find out more about other cultures. We need to be open to people engaging with us about our own culture and beliefs, and accept that we don’t need to impose our culture and beliefs on others. We can exist side by side and enhance each other.

Additional resources

Teaching pathways: Skills for remote teaching

- Learn and reflect on the skills you need to develop when you make the change from classroom to remote teaching with this free 5-week course.
  
  https://www.teachingenglish.org.uk/training/teaching-pathways-online-skills-21st-century-teachers

Remote teaching tips

- Technology has already transformed our century. Smartphones, cloud computing, social media and videoconferencing are only a few of the major innovations that have exploded onto the scene. This publication offers a range of practical tips and advice for remote teaching in all contexts.
  
  https://www.teachingenglish.org.uk/article/remote-teaching-tips
Teaching online - supporting and mentoring teachers remotely

- This is the fourth in a series of webinars, which offers guidance in key areas. This webinar is for managers, coordinators and school owners and focuses on supporting and mentoring teachers remotely.


Professional practice pathway: Planning lessons and courses

- Download this professional practice pathways document to help you develop your skills in the professional practice 'Planning lessons and courses'.

https://www.teachingenglish.org.uk/professional-development/teachers/taking-responsibility-professional-development/professional-1

Inclusion in remote teaching contexts

- Remote learning can be difficult for everyone, but it can be especially difficult for vulnerable communities. This guide describes the ways that access and engagement can be blocked in remote learning and suggests practical ideas to increase learning opportunities for all.

https://www.teachingenglish.org.uk/article/inclusion-remote-teaching-contexts-0
Sarah has an undergraduate degree from the University of Wales, and an M.Ed. in TEFL from the University of Bristol. Sarah has accompanied teachers as both a trainer and an academic coordinator for many years. Her main areas of interest are teacher development, observation, and EMI.

Martha has been an English teacher for 25 years. She started teaching at ITESO in 2003 and became an academic coordinator in November 2012. She was an ICELT tutor from 2011 to 2014 and has been a teacher trainer in projects with ITESOL and SEP.
13. Teach creatively to empower of the 21st-century learner

Susan Hillyard

This chapter contains five activities that can be used in the physical or remote classroom. Each activity takes a creative approach to engaging students in language use. These are based on ideas from Susan Hillyard’s webinar ‘Teach creatively to empower of the 21st-century learner’.

You can view the webinar at:


These activities five activities help students to use language in a creative way to express and talk about themselves.

Nonsense or creativity - This activity is designed to help students explore the concept of creativity and its connection to people. In the activity, students explore two poems. One is created by a computer and the other by a human.

What I like about you - This activity is designed to create a positive atmosphere in the classroom. It also helps students to learn about the power of compliments.

Brainstorming a story - This activity is designed to get students brainstorming vocabulary that they already know and using the words to create sentences or stories.

These activities can be used independently.

Face up - This activity is designed to help students in a new remote class to become more comfortable with each other and with using the camera.

Quotes - This activity is designed to encourage students to share their views about a topic. It is based on quotes and memes and can be used with a range of different topics. You can use it as a quick warmer or as a longer activity.
Activity 1

Face up

Introduction

This activity is designed to help students in a new remote class to become more comfortable with each other and with using the camera.

The activity requires them to use the camera to respond to a collection of sentences.

The activity can easily be adapted for any level, and can also be used in the physical classroom as an icebreaker or to reinvigorate students.

Webinar time reference: 2:40 – 3:50

Level: Any level or age group.

Time: 10 – 20 minutes.

Aim: To help students get to know each other and to encourage students to use the webcam in the remote classroom.

Preparation:

- Prepare a list of 8 – 10 suitable sentences that your students will be able to understand. e.g. I love ice-cream, I prefer books to films, etc. Note: We have included some examples in the materials section, but you should change these to suit the level of your students.

Procedure

- Make sure your students have their cameras on.

- Tell the students that you are going to say a sentence. If the sentence is true about them, they should lean into the camera and say, “Yes. That’s me!” enthusiastically. Note: You could demonstrate this yourself, as that will help to break the ice.
● If it’s not true, they should move back away from the camera and say, “Oh No! – Not me!” Note: You can also demonstrate this.

● Demonstrate with the first sentence, e.g. I love ice-cream.

● If you are sure the students understand, continue with the other sentences.

● Once you have finished, you could ask students to take turns saying sentences and seeing who agrees and doesn’t agree.

● At the end of the activity, ask the students to try to remember which sentences were true about themselves and others in the class, and which of the students had the most true sentences.

**Materials:**

**Face up sentences**

1. I love ice-cream.
2. Blue is my favourite colour.
3. I don’t like dogs.
4. I love the beach.
5. I always tell the truth.
6. I love sunshine.
7. I prefer the book to the film.
8. I want to go to America.
9. I don’t like chocolate.
10. I’ve seen the Statue of Liberty.

**Additional resources**

**Activities for first lessons 1**

● The activities that you use in your first lessons are very important and are likely to set the tone for the rest of your classes. In your first lessons, it’s a good idea to focus on getting to know each other, developing rapport and getting an idea of the learners’ interests and language level.

Activities for first lessons 2

- The following activities focus primarily on fluency and are suitable for intermediate level and up. They will give you a chance to get to know the class, break the ice and estimate their language level.


Remote teaching tips

- These tips provide new ideas for teachers less familiar with remote teaching, and provide fresh insights for teachers who already teach remotely. This publication offers a range of practical tips and advice for remote teaching in all contexts.

[https://www.teachingenglish.org.uk/article/remote-teaching-tips](https://www.teachingenglish.org.uk/article/remote-teaching-tips)

Teaching pathways: Skills for remote teaching

- In this practical five-week course, you will develop the skills you need for remote teaching and reflect on how they relate to your learners’ learning. You will learn about different approaches to remote teaching and consider what factors make the transition from the physical to online classroom successful.

[https://www.teachingenglish.org.uk/training/teaching-pathways-online-skills-21st-century-teachers](https://www.teachingenglish.org.uk/training/teaching-pathways-online-skills-21st-century-teachers)
Activity 2

Quotes

Introduction

This activity is designed to encourage students to share their views about a topic. It is based on quotes and memes and can be used with a range of different topics. You can use it as a quick warmer or as a longer activity.

The activity can be used both in the remote and physical classroom. We have provided some example quotes, but you can easily replace these with ones more suitable for your students.


Level: B1 + Secondary

Time: 15 – 20 minutes

Aim: To encourage students to share their views and get to know each other better.

Preparation:

- Collect 6 -10 images, quotes or memes.
- Put them onto a single slide or document.
- We have included some samples for you to try in the materials section.

Procedure

- Show students the slide with the images/memes/quotes on.
- Ask the students to choose one that they feel has relevance for their life.
Choose one yourself and give students an explanation of why you chose it and why it appeals to you.

Now ask the students to explain which image they chose and why they chose it. The students can work in groups to do this, or you can do it as a class.

You can repeat the process with other images or quotes.

Ask the students what they discovered about some of the people in their group.

Materials:

Quotes

- To the world you may be just one person, but to one person you may be the world.
  - DR. SEUSS

- Speak your mind, even if your voice shakes.
  - MAGGIE KUHN

- Life is not a problem to be solved, a reality to be experienced.
  - Soren Kierkegaard

- Failure is not the opposite of success, it is part of success.

- ALL WE HAVE IS NOW.

- “Everything has beauty, but not everyone sees it.”

Additional resources

Using poems, quotations and proverbs

- Learning a language does not just mean saying something new. It also helps to practise saying words and sounds.

Fun discussion of controversial topics - the 'Tap-In Debate'

- The 'Tap-In Debate' is a fun way for students to discuss controversial topics. It is excellent for speaking and listening practice.
  
  [https://www.teachingenglish.org.uk/article/fun-discussion-controversial-topics-tap-debate](https://www.teachingenglish.org.uk/article/fun-discussion-controversial-topics-tap-debate)

ARM exercises - speaking activity to wake up a sleepy class

- This is a great way to start a lesson with a free-speaking activity. I call it ‘ARM exercises’ which is simply short for Accept, Reject or Modify statements.
  
  [https://www.teachingenglish.org.uk/article/arm-exercises-speaking-activity-wake-sleepy-class](https://www.teachingenglish.org.uk/article/arm-exercises-speaking-activity-wake-sleepy-class)

Classroom issues

- Learners have a lot of ideas about how they should learn a language, and it is important to encourage them to discuss these and to communicate them to the teacher.
  
  [https://www.teachingenglish.org.uk/article/classroom-issues](https://www.teachingenglish.org.uk/article/classroom-issues)

Rachael Roberts - Breaking the ice

- There is some truth in the idea that many students find it difficult to take the risk of expressing themselves in a foreign language. They can feel shy, or embarrassed. For this reason, activities at the start of a new course, often called icebreakers, are much more than just a way to have some fun and create a nice atmosphere. They can really help you to promote a level of trust and openness in the class, which will encourage students to take more risks with language and with what they are willing to contribute.
  
Activity 3

Nonsense or creativity

Introduction

This activity is designed to help students explore the concept of creativity and its connection to people. In the activity, students explore two poems. One is created by a computer and the other by a human.

Students have to try to identify the one created by the computer. They then share their views about creativity and whether a computer can be creative. They can also use a free website to use artificial intelligence to help them make a poem.


Level: B1+ Secondary

Time: 30 – 45 minutes

Aim: To encourage students to think and talk about creativity.

Preparation:

- Make copies of the two poems in the materials section.

Procedure

- Ask the students if they know any poems.
- Ask the students if they can recite a poem from memory and if they can get a few students to recite their poems.
- Ask the students what kind of person becomes a poet and what qualities a poet needs.
Get the students to discuss this together and then tell you what they think.

Next, ask the students if they think a computer could create poems.

Give the students the two poems and ask them to try to decide which one they like best and which they think was created by a computer.

Give the students time to read and discuss, then get a show of hands about which they think was written by a real person. (The answer is Poem 2 was written by a real person and Poem 1 was generated by a computer using random sentences based on the style of a well-known poet – Emily Dickenson)

Now that the students know poem 1 is a ‘fake’ ask them whether they think it is creative or not and what makes the work by a human creative and the work by the computer not creative.

If you have time and access to the internet, you could give the students a link to the site where the poem was created, and they could create their own:
https://sites.research.google/versebyverse/

Materials:

Poem 1
To you, I must say,
Pale as a rainbow’s raiment,
Of the never happy thing.
Swift as a purple creature
Eyes of water, in the air
Spend me with patriot hands.
Yield the blue, and dust the night.

Poem 2
It was midnight in November
One October last July.
The moon was shining brightly
And the sun was in the sky.
The flowers were gently singing.
And the birds were in full bloom,
When I went up to the cellar
To sweep the attic room.

Additional resources

Using poems, quotations and proverbs

Learning a language does not just mean saying something new. It also helps to practise saying words and sounds.

Using poetry

- Any authentic material exposes students to some ‘real English’ and can be very motivating for your students, provided they are supported throughout the task. The other great thing about poems is for students to have the opportunity to see the language work creatively and freely. Poems can be used in many ways, and the more you use them, the more uses you’ll find for them.

https://www.teachingenglish.org.uk/article/using-poetry

Kids and poetry

- Using poetry in the classroom may seem daunting at first, but below you’ll find steps and tips to help you get your learners appreciating and writing poems.

https://www.teachingenglish.org.uk/article/kids-and-poetry

A Handful of Poems by Tony Mitton

- The four poems in this collection are all by Tony Mitton. Each kit includes the text and audio of the poem as well as learning activities, teacher’s notes and visual support.

https://www.teachingenglish.org.uk/article/handful-poems-tony-mitton

Creativity in the language classroom

- The focus of this book is on practical activities which can help to nurture, develop and motivate our students. The activities will help teachers to explore the role of creativity in the classroom, both in the sense of helping students to express their unique creative identity and also by helping them to think about and use language in a creative way.

https://www.teachingenglish.org.uk/article/creativity-english-language-classroom
Activity 4

What I like about you

Introduction

This activity is designed to create a positive atmosphere in the classroom. It also helps students to learn about the power of compliments.

The teacher starts by modelling the activity with some of the students, and then the students can work in pairs or groups to elicit compliments using a fixed structure. The activity is great for the physical or remote classroom.

Webinar time reference: 33:49 – 36:30

Level: Any level or age

Time: 10 – 15 minutes.

Aim: To build positive classroom dynamics.

Preparation:

- Think of some things you like about each of your students.

Procedure

- Write the question on the board, “Do you know what I like about you?”
- Ask one of the students and wait for them to answer, e.g. “I’m hard-working.”
- Then reply, “Yes you are, but that’s not what I was thinking. I really like ...” and complete the sentence (e.g., I really like your great sense of humour).
- Make sure you do this with enthusiasm.
• Repeat the process with a few more students, then write the structure of your reply on the board.

• Get one of the students to ask you and when they tell you what they like, say “Wow! Thank you!”

• Now nominate students to ask and answer around the class. Each time a student asks someone, that person should be the next person to ask. Encourage the students to do this with a smile and lots of enthusiasm, and remind them to say thank you.

• You could also put students into groups to continue the activity.

• Note: You could also ask the students how they feel at the end of the activity. Tell the students about the power of compliments and how they can make people feel good and make them more positive about you, but you have to be sincere. With older students, you should remind them that it is better to compliment qualities and behaviour rather than appearance.

Additional resources

How to pay a compliment

• Learn some words and phrases to pay or accept compliments. Do the preparation task first. Then watch the video and do the task. You can read the transcript at any time.

https://learnenglish.britishcouncil.org/general-english/video-series/how-to/how-to-pay-a-compliment

Emotional Intelligence and ELT

• EQ is one of many concepts and models originating in psychology which are being incorporated into language teaching. Goleman defines EQ as ‘the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships.’

https://www.teachingenglish.org.uk/article/emotional-intelligence-and-elt
Maintaining student motivation while teaching remotely

- Helping students to stay motivated while learning remotely and without face-to-face support from the teacher or their peers can be challenging. In this guide, we'll explore different strategies you can use to keep your students engaged and learning.

https://www.teachingenglish.org.uk/article/maintaining-student-motivation-while-teaching-remotely

Coaching and Emotional Intelligence

- In this webinar, to celebrate the launch of the British Council’s Teacher Educator Online Community, Nik Peachey explores coaching techniques for teacher development.

Activity 5

Brainstorming a story

**Introduction**

This activity is designed to get students brainstorming vocabulary that they already know and using the words to create sentences or stories.

This is a simple activity that works online or in the physical classroom, and it encourages students to think divergently and work collaboratively.

**Webinar time reference:** 36:49 – 39:20

**Level:** A2+ Any age

**Time:** 20 – 30 minutes

**Aim:** To develop students’ creative thinking and use of vocabulary.

**Preparation:**

- None

**Procedure**

- Give students a shape or colour to think about.

- Put the students into groups and ask them to brainstorm as many things as they can think of that are the shape or colour you suggest. Give them a time limit of 5 – 10 minutes.

- When they have finished, put them into pairs from different groups and ask them to share and compare their words.
Next, ask the pairs to create a story using as many of the words as possible. Note: They could create the story orally using the words as prompts or write the story.

Ask the pairs to change partners and tell their new partner their story.

Listen while they tell their stories and try to make notes of sentences or phrases that you really like.

Tell them to thank their partner for the story and tell them something they liked about it.

Give the students some feedback and tell them about the sentences you liked.

Ask for volunteers to tell their story to the group.

**Variation:**

With lower levels you could just ask them to create sentences, rather than a story, then they could try to group the sentences into short poems. You could ask them to trade some sentences with another pair to help them create their poems.

**Additional resources**

**Thumbprint stories**

- In this activity, learners make a thumbprint story about a holiday using a blank cartoon grid and an ink pad. Learners will practise regular and irregular past simple verbs and holiday vocabulary.

  [https://www.teachingenglish.org.uk/article/thumbprint-stories](https://www.teachingenglish.org.uk/article/thumbprint-stories)

**Star stories**

- In this lesson, learners read about two stories about dark constellations told by indigenous peoples.

  [https://www.teachingenglish.org.uk/article/star-stories](https://www.teachingenglish.org.uk/article/star-stories)

**One word stories**

- This is a simple activity where each student adds a word to create a group story.

  [https://www.teachingenglish.org.uk/article/one-word-stories](https://www.teachingenglish.org.uk/article/one-word-stories)
True / false stories

- This speaking activity is very effective for practising telling stories and learning fascinating things about your students.

[https://www.teachingenglish.org.uk/article/true/false-stories](https://www.teachingenglish.org.uk/article/true/false-stories)

Writing ELT stories for primary

- In this article, experienced writers Katherine Bilsborough and Cheryl Palin discuss their strategies for writing stories for primary and offer some advice to anyone wanting to start.

[https://www.teachingenglish.org.uk/article/writing-elt-stories-primary](https://www.teachingenglish.org.uk/article/writing-elt-stories-primary)
Susan Hillyard

Susan has a B.Ed. (Hons.) degree from Warwick University in UK. She has played many roles in her long career: Teacher, Head of Dept., Teacher Trainer, Conference Speaker, Workshop Facilitator, Materials Writer, Researcher, On-line tutor, TIE consultant for The Performers and Webinar Presenter. Presently she is founder and Director of SHELTA, Susan Hillyard’s English Language Teachers’ Academy and a freelance consultant on EMI for the British Council in China. Her interests lie in Inclusion, Drama for ELT, Spoken English, Global Issues, World Englishes, Teacher Development and Trainer Training.
14. Teaching English pronunciation online: Practical tips and benefits of shadowing

Maxim Barkov

This chapter contains four activities that use a technique called shadowing. This involves students listening to a text and then trying to imitate the way the speaker says the text. These activities are based on ideas from Maxim Barkov’s webinar ‘Teaching English pronunciation online: Practical tips and benefits of shadowing’.

You can view the webinar at:

https://americas.britishcouncil.org/new-ways-of-teaching/events/teaching-english-pronunciation-online

These activities use a range of text types which can be adapted for different levels.

Telling a story - This activity uses the text and an audio recording of one of Aesop’s Fables as the basis for an expressive speaking activity. Using an audio and text and the technique of shadowing from Maxim’s webinar presentation, the students develop and record their own expressive reading of the text.

Shadowing Tongue Twisters - This activity combines a tongue twister from the LearnEnglishKids website with the shadowing activity from Maxim’s presentation.

These activities can be used independently.

Shadow reading - This activity uses an audio recording of a woman talking about a film she has seen. In the activity, students develop their understanding of the text and then listen for features of expression in the text. They then shadow read the text using the technique from Maxim’s webinar presentation.

Jazz Chant Shadowing - This activity combines a jazz chant from the LearnEnglishKids website with the shadowing activity from Maxim’s presentation.
Activity 1

Shadow reading - Film review

Introduction

This activity uses an audio recording of a woman talking about a film she has seen. In the activity, students develop their understanding of the text and then listen for features of expression in the text. They then shadow read the text using the technique from Maxim’s webinar presentation and then use Vocaroo (https://vocaroo.com/) to record their own version of the text.

Tech tip

Vocaroo (https://vocaroo.com/) is a very simple to use free tool for recording audio. Vocaroo works in the web browser on desktop or mobile devices. Once recorded, the audio files can be downloaded or shared using a QR code or link. The site is free to use and doesn’t require registration.


Level: Secondary B1+

Time: 30 minutes

Aim:

- To develop students’ abilities to listen for and express attitude.
- To develop students’ expressive pronunciation.

Preparation:

- Make copies of the script so that each student can have one.
Procedure:

- Tell the students that they are going to listen to a woman talking about a film she saw.
- Ask them to listen and find out if she liked the film.
- Play the audio and get the students’ responses. (Answer: Yes. She did like the film)
- Ask the students to listen again and make notes about the film.
- Play the audio again and give the students time to compare their notes with a partner afterwards.
- Ask the students to listen one more time and check their notes.
- Next, give the students the script from the audio and ask them to read it and check their notes to see what they got correct and what they missed.
- Play the audio through again and this time ask the students to listen and follow the script.
- Now play the audio again and ask the students to listen and draw a vertical line where they think the woman pauses for breath.
- Give the students time to compare their marked script.
- Now play the audio again and ask them to read the script along with the woman as she says it. Ask the students to try to express the script in the same way the woman does and to sound positive.
- You could also play the audio through one sentence at a time and pause the audio to give students the chance to try to copy the woman’s vocal expressions and tone.
- Give the students a link to the audio and ask them to use Vocaroo [https://vocaroo.com/](https://vocaroo.com/) to record their own version of the audio at home.
- Ask them to send you the links to the audio when they have finished.
- Use Vocaroo to record and send them some feedback on their recording.
I know it’s expensive, but I go to the cinema a lot. I really love good films and I try to go to see something every week. My favourite films are romantic comedies, but I like all types of films as long as they are well-made. I don’t like going to the cinema alone. I like to have someone to discuss the film with afterwards. I don’t like going in big groups, though. Someone usually starts talking during the film, and I hate that.

I went to see a really good film last week. It was set in the future. It was about a woman who went into space. Something goes wrong with her spaceship and when she lands back on Earth, more than a hundred years have passed. The film is really positive because in the future it shows that people have learned to live together in peace with nature and the world is so beautiful and nobody is interested in money or power because everyone is happy. The problem is though that she starts to get old very quickly. I won’t tell you how it ends because I don’t want to spoil it for you.

I don’t usually like sci-fi films, but it had one of my favourite actresses in - Jane X. I’m really glad I went. It left me feeling very positive. I would recommend it to anyone who is feeling sad.

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**Additional resources**

**LearnEnglishTeens - Listening**

- This site has audio files and listening activities to practise and improve your students’ listening skills for school studies and English exams. There are activities for different levels, so you can find something for the level of your students.

  https://learnenglishteens.britishcouncil.org/skills/listening

**Interactive listening and speaking**

- Rolf Donald shares ideas that you can use with lower-level and higher-level students to develop their interactive listening skills and as a result their ability to interact.

  https://www.teachingenglish.org.uk/article/interactive-listening-and-speaking
Disney movie monologues

- This playlist has a collection of short monologues from Disney films. Students can listen and try to imitate them.
  https://www.youtube.com/playlist?list=PLb1sOlme6HIAted8Ignbv26YqlHI4ipa

Using poems, quotations and proverbs

- Clare Lavery shares a collection of activities that help students to enjoy the music of English.
Activity 2

Jazz chant shadowing

Introduction

This activity combines a jazz chant from the LearnEnglishKids website with the shadowing activity from Maxim’s presentation.

Jazz chants are a useful and entertaining way to get your students practising pronunciation, working on sentence stress and to reinforce the grammar and vocabulary your students have been studying. Students don’t need to be able to sing to do jazz chants. The chants are more like poems that are spoken against a strict rhythm. There is no need for any music.

Students can also record their own version of the chant using Vocaroo:
https://vocaroo.com/

There is a large collection of jazz chants on the British Council’s LearnEnglishKids website, so you can use this same plan with any of the other materials there if you wish.

Jazz Chants: https://learnenglishkids.britishcouncil.org/grammar-chants

Tech tip

Vocaroo https://vocaroo.com/ is a very simple to use free tool for recording audio. Vocaroo works in the web browser on desktop or mobile devices. Once recorded, the audio files can be downloaded or shared using a QR code or link. The site is free to use and doesn’t require registration.


Level: Primary A2+

Time: 30 – 40 Minutes

Aim:
- To develop students’ pronunciation with a particular focus on sentence stress
Preparation:

- Download the PDF materials from:
  https://learnenglishkids.britishcouncil.org/grammar-chants/my-favourite-photo

Procedure:

- Handout the worksheet:
  https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/grammar-chants-my-favourite-photo-worksheet.pdf  and ask the students to look at activity 1 ‘What’s the word?’

- Ask the students to try to match the words to the images.

- Check through the answers together and demonstrate the prepositions using some classroom object if you can.

- Next, show the students the video and ask them, “How many friends does the boy have in his photograph?”

- Play the video and then get their feedback (Answer: 8 friends + the cat).

- Next, show the students activity 2 ‘Choose the answer.’ from the worksheet.

- Play the video and ask the students to listen and choose the correct words to complete the sentences.

- Get the students feedback and correct the answers.

- Now give the students the script from the video:

- Tell the students to listen and follow the script.

- Play the video through a second time and this time ask the students to read along and try to copy the voice of the boy.

- Practice a number of times and vary the volume the students copy the voice at, sometimes very loud and sometimes very quiet.
You could also assign lines of the chant to the students and work round the class, but make sure they do it along with the video recording.

Lastly, show the students how to use Vocaroo: https://vocaroo.com/ and ask them to record their own version of the chant for homework.

Give the students the homework task and ask them to get their parents to help.

**Materials:**

**Homework assignment:**

- Listen to the chant at: https://learnenglishkids.britishcouncil.org/grammar-chants/my-favourite-photo
- Practice saying the chant together.
- Use Vocaroo https://vocaroo.com/ to record your own version of the chant.
- Send the link to your teacher

**Additional resources**

**Jazz Chants**

- A collection of grammar jazz chants from the British Council’s LearnEnglishKids website.
  
  https://learnenglishkids.britishcouncil.org/grammar-chants

**Sentence stress**

- A brief explanation of sentence stress.
  
  https://www.teachingenglish.org.uk/article/sentence-stress
In this article, Lynn Gallacher outlines the difficulty her students have with listening and speaking in relation to English as a stress-timed language and suggests some ways to help students.

https://www.teachingenglish.org.uk/article/english-sentence-stress

**Stress timing**

- One area often problematic for learners is stress timing. Watch Rachael in this video, using chants and rounds to help her learners.

https://www.teachingenglish.org.uk/article/stress-timing

**Rhythm**

- In this article, Steve Darn explains that English is a very rhythmical language, so a learner who can maintain the rhythm of the language is more likely to sound both natural and fluent.

https://www.teachingenglish.org.uk/article/rhythm

**Integrating pronunciation into classroom activities**

- In this article, Barney Griffiths explains how he integrates pronunciation into his general classroom activities.

https://www.teachingenglish.org.uk/article/integrating-pronunciation-classroom-activities
Activity 3

Telling a story

Introduction

This activity uses the text and an audio recording of one of Aesop’s Fables as the basis for an expressive speaking activity.

Using an audio and text and the technique of shadowing from Maxim’s webinar presentation, the students develop and record their own expressive reading of the text.

In the activity, the story The Shepherd Boy and The Wolf is used. The story is one that the students are probably familiar with in their first language, so this should make understanding the story in English much easier. Students can record their own version of the story using Vocaroo [https://vocaroo.com/]

There is a large collection of Aesop’s Fables available at: [https://www.gutenberg.org/ebooks/19994]

You can find the audio recordings for each of these at: [https://librivox.org/the-aesop-for-children-by-aesop/]

Tech tip

Vocaroo [https://vocaroo.com/] is a very simple to use free tool for recording audio. Vocaroo works in the web browser on desktop or mobile devices. Once recorded, the audio files can be downloaded or shared using a QR code or link. The site is free to use and doesn’t require registration.


Level: Secondary B1+

Time: 40 Minutes

Aim:

To develop students’ abilities to read a story expressively.
Preparation:

- Make copies of the story.

Download the audio file from:

Procedure:

- Ask the students if they know a story about The Shepherd Boy and The Wolf.
- Get the students to work in pairs or small groups and try to retell as much of the story as they know together.
- Now play them the audio recording of the story and ask them to listen and find out if it is the same story.
- Get some feedback from them to see if they think it’s the same.
- Give the students the text and ask them to read and listen at the same time. Now ask the students to listen again and try to read the script quietly as they listen.
- Next ask them to listen again, but this time they should try to read along with the narrator and try to copy her voice, pacing and intonation.
- If the students have mobile phones or computers, you could also ask them to listen on their devices and read along with the speaker.
- Next, ask them to record their own version of the text. Ask them to try to record it using the same pace and intonation as the narrator. They can do this at home using Vocaroo: [https://vocaroo.com/](https://vocaroo.com/) and send the recording to you.
- Listen to the recordings and send them some feedback and praise for their work.

Materials:

**THE SHEPHERD BOY AND THE WOLF**

A Shepherd Boy tended his master’s sheep near a dark forest not far from the village. Soon he found life in the pasture very dull. All he could do to amuse himself was to talk to his dog or play on his shepherd’s pipe.
One day as he sat watching the sheep and the quiet forest and thinking what he would do should he see a Wolf, he thought of a plan to amuse himself.

His Master had told him to call for help should a Wolf attack the flock, and the Villagers would drive it away. So now, though he had not seen anything that even looked like a Wolf, he ran toward the village shouting at the top of his voice, "Wolf! Wolf!"

As he expected, the Villagers who heard the cry dropped their work and ran in great excitement to the pasture. But when they got there, they found the Boy doubled up with laughter at the trick he had played on them.

A few days later the Shepherd Boy again shouted, "Wolf! Wolf!" Again, the Villagers ran to help him, only to be laughed at again.

Then one evening as the sun was setting behind the forest and the shadows were creeping out over the pasture; a Wolf really did spring from the underbrush and fall upon the sheep.

In terror the Boy ran toward the village shouting "Wolf! Wolf!" But though the Villagers heard the cry, they did not run to help him as they had before. "He cannot fool us again," they said.

The Wolf killed a great many of the Boy's sheep and then slipped away into the forest.

Additional resources

**A Narrative context lesson: The class is the story**

- In this interactive webinar, participants take part in an engaging narrative context lesson that will keep learners hooked throughout. Participants experience how to engage their language learners in a narrative context lesson that follows a narrative arc as the lesson framework: a gripping theme (context), interesting characters, a problem that needs to be solved and a positive resolution.

  https://www.teachingenglish.org.uk/article/narrative-context-lesson-class-story
Telling a story

- This lesson plan for teachers of teenage and adult students at intermediate level and above is based on the theme of telling stories. Students will develop fluency and work towards developing accuracy.

  https://www.teachingenglish.org.uk/article/telling-story

Using a story: Miko the monkey

- This lesson plan helps learners develop reading skills and reinforces forms of the present tense.

  https://www.teachingenglish.org.uk/article/using-story-miko-monkey

7 Storytelling techniques used by the most inspiring TED presenters

- Based on some of my findings of what makes a story captivating, along with advice given by leading experts, here are several ways you can make your next presentation one your audience will never forget:

  https://visme.co/blog/7-storytelling-techniques-used-by-the-most-inspiring-ted-presenters/
Activity 4

Shadowing tongue twisters

Introduction

This activity combines a tongue twister from the LearnEnglishKids website with the shadowing activity from Maxim’s presentation.

Tongue twisters are a useful way of getting students to hear and practice sounds which they find difficult, and which may not exist in their first language.

We have provided an audio file of the tongue twister to help if you don’t have internet access in your classroom.

You can also encourage parents to work with their children to record a version of the tongue twister using Vocaroo https://vocaroo.com/

There is a large collection of tongue twisters on the British Council’s LearnEnglishKids website, so you can use this same plan with any of the other materials there if you wish.

Tongue twisters: https://learnenglishkids.britishcouncil.org/tongue-twisters/

Tech tip

Vocaroo https://vocaroo.com/ is a very simple to use free tool for recording audio. Vocaroo works in the web browser on desktop or mobile devices. Once recorded, the audio files can be downloaded or shared using a QR code or link. The site is free to use and doesn’t require registration.


Level: Primary A1+

Time: 15 – 25 Minutes

Aim:

- To develop students’ abilities to hear and produce specific sounds.
Go to: https://learnenglishkids.britishcouncil.org/tongue-twisters/i-scream-you-scream

Listen to the tongue twister and practice it.

If you don’t have internet access in your classroom, download the mp3 file from: https://bit.ly/tongue-twister-1

**Preparation:**

- Write the tongue twister on the board:
  “I scream you scream we all scream for ice cream.”

- Check that your students understand the words (You can demonstrate scream and use a picture to show an ice cream).

- Ask the students to read together out loud.

- You could make some gestures as they read and get the students to copy them (e.g., point at yourself when you say, “I scream”, point at the students when you say “You scream”, make a circle with your finger when you say “We scream”, make the gesture of holding and licking an ice cream when you say ‘Ice cream”).

- Practice the sentence several times together.

- When the students are starting to get confident, select individuals to say the sentence alone.

- Now play the recording of the sentence at the two different speeds. Ask your students just to listen.

- Play the sentence several times.

- Now ask your students to practice whispering the sentence alone. They can do this by cupping one hand over their ear and the other one over their mouth, making a form of hand telephone. This will enable them to hear what they are saying even if there are many students.
Ask for a few volunteers to say the sentence both quickly and slowly.

Show the students how the Vocaroo website works: https://vocaroo.com/

Give the students the homework assignment and ask them to use Vocaroo, with their parents help, to record their own version of the tongue twister and then send it to you.

Materials:

Homework assignment:

- Listen the tongue twister at: https://learnenglishkids.britishcouncil.org/tongue-twisters/i-scream-you-scream
- Use Vocaroo https://vocaroo.com/ to record your own version of the tongue twister.
- Send the link to your teacher.

Additional resources

LearnEnglishKids - Tongue twisters

- Do you like practising your English pronunciation? Have fun saying tongue twisters in English. Saying tongue twisters can be difficult at first, so don't worry if you can't do it very well to begin with. Just keep practising and have fun! https://learnenglishkids.britishcouncil.org/tongue-twisters

The tongue twister game

- In this article, Kate Joyce shares an activity that you can do with any level or age of students. https://www.teachingenglish.org.uk/article/tongue-twister-game

Classroom posters - Tongue twisters

- Download a poster along with teacher's notes with lots of ideas for using the poster in class. https://www.teachingenglish.org.uk/article/classroom-posters-tongue-twisters
Speaking practice in the primary classroom

- In this webinar recording, Tracey Chapelton looks at simple ways to turn any activity into a speaking activity in the Primary classroom. She also explores fun and motivating ways to help students improve their pronunciation, expression and build their confidence when speaking.

https://www.teachingenglish.org.uk/article/speaking-practice-primary-classroom

Let's speak up: Engaging young learners with (8) chit-chat activities

- Engaging young learners seems to be a never-ending topic, and we are always in a constant search for effective activities that will practice all four skills. Keep reading this article by Milica Vukadin to explore some activities designed to promote chit-chat in the classroom without putting pressure on young learners to speak.

Maxim Barkov

Maxim Barkov is a full-time professor at the National School for Languages, Linguistics, and Translation (ENALLT) of the National Autonomous University of Mexico (UNAM). He has taught numerous courses on online teaching and collaborative learning. At present, Maxim is developing an online course on academic English. He is also a Google Educator Level 1.
15. Telegram as a tool for remote teacher training

Juana Maria Sagaray, Wendy Arnold, Maria T. Fernandez

This chapter contains four documents that can enable you to use the Telegram app to deliver four different types of teacher development and learning. These documents are based on ideas from Juana Maria Sagaray, Wendy Arnold and Maria T. Fernandez’s webinar ‘Telegram as a tool for remote teacher training’.

You can view the webinar at:

https://americas.britishcouncil.org/new-ways-of-teaching/events/telegram-tool-remote-teaching

These activities four documents can be used to set up online teacher training and development and to deliver blended learning for your students.

**Community of practice for CPD** - In this document you will find out how you can use Telegram to support and develop a community of practice with other teachers.

**Content curation and sharing** - In this document you will find out how you can use a Telegram channel to curate content and share resources for teachers.

**Teacher development webinar broadcasting** - In this document you will find out how you can use Telegram to deliver conference type live webinar presentations for teacher development.

These documents can be used independently.

**Blended learning with Telegram** - In this document you will find out how you can use Telegram to develop an asynchronous blended learning element for your students.
Activity 1

Blended learning with Telegram

Introduction

In this document, you will find out how you can use Telegram to develop an asynchronous blended learning element for your students. Creating blended learning can help to extend and support your students’ classroom learning, whether they are studying in the remote or physical classroom.

It can help you to adopt a flipped approach to learning by providing your students with asynchronous input before their synchronous lesson, or you can use blended learning to reinforce and review the objectives of your lessons after their synchronous studies.

To create blended learning on Telegram, you can use either a group or a channel. Channels are safer when working with students because they are ‘broadcast’ which means that only you can post content to the channel feed and students can’t reply to content on the feed or message each other through the channel. If you use a group instead of a channel, students will be able to submit messages to the feed and discuss and comment on the content.

In the webinar Juana Sagaray talked about delivering flipped learning to remote teachers but using Telegram you can also create blended and flipped learning for students.

Tech tip

Telegram is a very powerful free application that you can download onto your mobile device and/or computer laptop. The application supports a number of forms of synchronous and asynchronous communication including text and voice messages, video communication and screen sharing, document, image and video upload. Telegram also enables communication between individuals as well as groups, and can even support broadcast communication to as many as two hundred thousand people. In addition to this, Telegram uses the least connectivity, so it can function on mobile phones even in locations where the signal is weak and where connectivity is limited.

You can download Telegram for your phone and computer at: https://telegram.org/
You’ll need to download it on your phone first and then add it to your computer.

Telegram is recommended for 16 years and older because it does enable users to contact each other privately. Students will also need a mobile phone, so it may be best to use this with older students or negotiate parental supervision with younger students.
Webinar time reference:

Level: Telegram is recommended for 16 years and older.

Time: Variable

Aim: To provide students with additional asynchronous learning support outside to the class/training room.

Preparation:

- Download and install Telegram on your mobile phone and computer from https://telegram.org/

- Watch the videos on the British Council’s Telegram Onboarding channel: https://t.me/+AAtveOjw_ORmOGZk

- Select or plan how you will produce the content you want to share with your students.

- It’s good to have a mix between materials you find on free sites such as https://learnenglish.britishcouncil.org or https://www.bbc.co.uk/learningenglish/ and materials that you produce yourself. You may also find that the coursebook you use provides additional online materials to use with the lessons you are teaching.

- Think about how the content you want to share works with your course content. Will it be used to review and reinforce that work you do in the classroom? Or Will it be used to prepare the students and give them knowledge and language that they will use in the classroom?

- Use a spreadsheet to prepare, organise and store your blended learning content.

- Set up a new channel on Telegram and add an introductory video message to welcome your students to the channel and tell them what it is for.

- Pin the video to the top of the channel so that all students see it when they join.

- You should also try experimenting with posting content in different formats (audio, video or text).

- Remember if you post something and then don’t like it you can easily delete it.
Procedure

- Show students how to download the Telegram app and enrol/subcribe to the course.
- Tell the students about your aims in using Telegram and how it can support their learning.
- Post your first assignment to your Telegram channel.
- Follow up on the assignment in the next lesson.
- Check to make sure the students didn’t have any problems accessing the content.
- Continue posting resources and activities that students can do at home.

Materials:

British Council’s Telegram Onboarding channel:
https://t.me/+AAtveOjw_ORmOGZk

Additional resources

Blended learning in English language teaching: Course design and implementation

- Blended learning is an area of ELT that continues to be of interest to practitioners in the field. Despite this, little can be found in the literature on blended learning course design or detailed descriptions provided of blends used in ELT contexts. This publication, which contains twenty case studies from around the world, addresses this deficit by illustrating blends being employed on EAP, ESP, Teacher Development and general EFL courses.

Synchronous learning

- Synchronous learning occurs when the learner and the teacher are in the same place at the same time. It can be compared with asynchronous learning, where learner and teacher may not be in the same place at the same time. Both terms are often used when talking about online learning.

http://www.teachingenglish.org.uk/article/synchronous-learning

Asynchronous learning

- Asynchronous learning occurs when learner and teacher are not in the same place at the same time. It can be compared with synchronous learning, where the learner and the teacher are in the same place at the same time. Both terms are used to define types of online learning.

http://www.teachingenglish.org.uk/article/asynchronous-learning

From ELT to TLE: taking learning beyond the classroom

- Keith looks at ways to incorporate concepts such as online learning, blended learning and the flipped classroom, but also at more established ELT orthodoxies. In this talk, he offers a new approach and methodology: the ‘Total Learning Experience’ (TLE).

Creating a community of practice for teacher development

Introduction

In this document, you will find out how you can use Telegram to support and develop a community of practice with other teachers.

Creating an online community of practice can help teachers at your school work towards shared goals and develop their teaching collaboratively.

You can create a single community of practice that enables teachers to share materials such as videos, articles and teaching resources which will generally help others to develop their teaching, or you can set up smaller communities of interest to work towards specific goals and deal with specific long- or short-term problems.

In the webinar, Juana Sagaray talked about delivering training to remote teachers, but using Telegram as a community can work both with groups of remote teachers and ones who work together in the same physical space.

Tech tip

Telegram is a very powerful free application that you can download onto your mobile device and/or computer laptop. The application supports a number of forms of synchronous and asynchronous communication including text and voice messages, video communication and screen sharing, document, image and video upload. Telegram also enables communication between individuals as well as groups, and can even support broadcast communication to as many as two hundred thousand people. In addition to this, Telegram uses low levels of connectivity, so it can function on mobile phones even in locations where the signal is weak and where connectivity is limited.

You can download Telegram for your phone and computer at: https://telegram.org/
You’ll need to download it on your phone first and then add it to your computer.
Webinar time reference: All

Aim: To enable teachers to work together synchronously and asynchronously to develop their own and each other’s teaching and teacher knowledge.

Time: The time can vary. The session can be delivered in one sitting or could be spread over a number of sessions.

Preparation:

- Download and install Telegram on your mobile phone and computer from https://telegram.org/
- Watch the videos on the British Council’s Telegram Onboarding channel: https://t.me/+AAtveOjw_OrmOGZk
- Think about some possible suggestions for themes for the communities of interest.
- Schedule a physical or virtual team meeting with your teachers.
- Ask the teachers to download and install Telegram on their devices.

Procedure:

- During the teachers’ meeting, put teachers into small groups and ask them to brainstorm the various aspects of teaching that interest them most.
- Select the 4 – 5 topics that teachers are most interested in and ask the teachers to get into groups according to the topic which most interests them.
- Once they are in their groups, ask them to research online materials and resources that they would like to share with other teachers on the topic of their interest.
- Next show the teachers Nik’s Edtech & ELT Updates at: https://t.me/Edetch
- Show the teachers how the updates are posted, and video narration is added.
- Tell the teachers you would like them to create a similar resource together based on their topic of interest.
- Give the teachers a link to the British Council Tutorial videos at: https://t.me/+AAtveOjw_OrmOGZk
When the teachers have watched the videos, create a new group for each group on Telegram and add the teachers to the group.

Ask them to start by sharing some of the resources they researched earlier.

Once the teachers get used to the platform, ask them to schedule regular updates.

Review the communities after a reasonable period and see if the teachers are interested in continuing to maintain the community and if they would like to expand it and make it available to other teachers both inside and outside your school.

Ask the teachers to review the communities that were created by other groups too and see if they can contribute anything to the groups.

Additional resources

Effective communities of practice

- This webinar describes how Communities of Practice were set up in the British Council teaching centres in Spain and cover information about facilitator training, choice of topics, and timetabling among other things. We also look at the move from face-to-face to online CoPs, and explore the challenges and advantages.
  [https://www.teachingenglish.org.uk/article/effective-communities-practice](https://www.teachingenglish.org.uk/article/effective-communities-practice)

Nurturing professional development in an online community

- Sarah Priestley provides some valuable tips and ideas on how to set up and support an online community of teachers, using 'Edmodo'.
  [https://www.teachingenglish.org.uk/article/nurturing-professional-development-online-community](https://www.teachingenglish.org.uk/article/nurturing-professional-development-online-community)

Leveraging communities of practice for continuous professional development

- This presentation on communities of practice is a flexible “module” that can be tailored to the needs and roles of the participants. The overall objectives relate to a better understanding of the benefits of effectively implementing communities of practice for teaching and learning and how they can go about installing them.
Gilly Salmon’s five stage model provides a framework for a structured programme of online learning. The model offers essential support and learning to participants at each stage, which will be looked at in more detail. Her five-stage plan offers a precise approach to scaffolded learning, a crucial aspect of constructive learning.

https://blogs.tees.ac.uk/lteonline/2021/02/16/gilly-salmons-5-stage-model-for-online-learning/
Content curation and sharing for teachers

Introduction

In this document, you will find out how you can use a Telegram channel to curate content and share resources for teachers.

Curation is the process of finding, evaluating, categorising and sharing digital resources. These could be links to teaching materials, articles, videos, podcasts, or useful content for lessons.

Curation has become an important digital literacy skill over the last decade because:

- It is an important skill for teachers to develop so that they can find, evaluate, and store online resources to enhance their teaching.
- It has an important role for teachers as part of their contribution to the ELT global community, supporting and helping to develop their peers.
- It plays an important part in their personal professional development and the development of teacher knowledge.

Tech tip

Telegram is a very powerful free application that you can download onto your mobile device and/or computer laptop. The application supports a number of forms of synchronous and asynchronous communication including text and voice messages, video communication and screen sharing, document, image and video upload. Telegram also enables communication between individuals as well as groups, and can even support broadcast communication to as many as two hundred thousand people. In addition to this, Telegram uses low levels of connectivity, so it can function on mobile phones even in locations where the signal is weak and where connectivity is limited.

You can download Telegram for your phone and computer at: https://telegram.org/
You’ll need to download it on your phone first and then add it to your computer.
Webinar time reference: All

Time: This is a non-classroom activity, but it is advisable to schedule a short period of time each day to devote to it.

Aim: To develop a bank of resources for teacher professional development.

Preparation:

- Download and install Telegram on your mobile phone and computer from https://telegram.org/
- Watch the videos on the British Council’s Telegram Onboarding channel: https://t.me/+AAtveOjw_ORmOGZk

Procedure

- Look at this example of a curated collection of links for teachers – Nik’s Edtech & ELT: https://t.me/Edetch
- Evaluate the way the producer has used video rather than text to explain the and annotate the various links he is sharing.
- Think about the kind of content that would be useful for you as a teacher to support your own professional development.
- Create your own channel using Telegram.
- Post an introductory short video to your channel telling people what the focus of your channel will be.
- Schedule a time each day or week which you will commit to looking for resources for your own development. Note: A smaller amount of time each day will work better than trying to commit to a large period once each week.
- Spend your regular scheduled time researching your professional interests.
- Decide which of the resources you found are useful and could be useful for other teachers.
Think about why they are useful and what the key insights are.

Share a link to the useful resources and after each one post a video, audio, or text message to explain why you think the resource has value.

Once you have shared 5+ links, share the link to your channel with your fellow teachers and through teacher groups on social media. This will help you start to grow your audience.

Continue to post and share resources through your channel.

Additional resources

Teaching Learners Digital Content Creation Skills

This article looks at the various skills involved in content curation and how to develop them.

https://www.thetechedvocate.org/teaching-learners-digital-content-creation-skills/

What are some of the challenges to continuing professional development?

This is the fourth article in our series which presents extracts from the British Council publication, ‘Innovations in the continuing professional development of English language teachers’. Here the author, Russell Stannard, looks at potential barriers to CPD and suggests technology might be one answer.

https://www.teachingenglish.org.uk/article/what-are-some-challenges-continuing-professional-development

Who is responsible for continuing professional development?

This is the second in a series of articles which presents extracts from the British Council publication, ‘Innovations in the continuing professional development of English language teachers’. Here, the authors discuss who the stakeholders in continuing professional development might be and who is responsible for CPD.

Online TESOL resources and networks for CPD: towards more active teacher engagement

- In this talk, participants learn how to develop their own Personal Learning Networks (PLNs) and become life-long learners and active online engagers. Huw briefly shares some of the things that Salford University MA TESOL students did in the 2015-2016 academic year as part of an assessed module.

Introduction

In this document, you will find out how you can use Telegram to deliver conference type live webinar presentations for teacher development.

Telegram is a powerful tool for delivering broadcast events. It enables presenters to share their video camera and screen share a presentation, as well as sharing links to relevant materials through their presentations. The length of the presentations is unlimited, and presentations can also be recorded and shared through the Telegram channel.

Having a broadcast platform like this can enable teachers to access training from trainers in any part of the world that has connectivity and can enable trainers to deliver training to any part of the world.

Tech tip

Telegram is a very powerful free application that you can download onto your mobile device and/or computer laptop. The application supports a number of forms of synchronous and asynchronous communication including text and voice messages, video communication and screen sharing, document, image and video upload. Telegram also enables communication between individuals as well as groups, and can even support broadcast communication to as many as two hundred thousand people. In addition to this, Telegram uses the least connectivity, so it can function on mobile phones even in locations where the signal is weak and where connectivity is limited.

You can download Telegram for your phone and computer at: https://telegram.org/
You’ll need to download it on your phone first and then add it to your computer.

Webinar time reference: All

Time: The initial setup of the channel should take around 10 – 25 minutes

Aim: To enable live broadcast webinar training sessions.
Preparation:

- Download and install Telegram on your mobile phone and computer from https://telegram.org/. Note: You’ll need to install it on the phone first and then add it to your computer. You need the desktop app to screen-share and record while you are delivering your webinar.

- Watch the tutorial videos on the British Council’s Telegram Onboarding channel: https://t.me/+AAtveOjw_0RmOGZk

- On your computer, create a new channel.

- Prepare a training session and a presentation to use when you deliver the training.

- Practice your presentation and do a practice recording (You can delete this later if you don’t want other people to see it).

- Go to your channel and click on ‘Live Stream’ then click on ‘Start video chat’.

- Activate your camera and then click on the screen sharing icon and start sharing your screen.

- Click on more and select ‘Start Recording’

- You can now practice your presentation. When you have finished, end the live stream and the recording of the presentation will appear in a new channel next to your broadcast channel.

- You can then download and watch the video.

Procedure

- Share a link to your broadcast channel well before you want to deliver your presentation. This will give teachers time to download the Telegram application and subscribe to the channel.

- Make sure you let teachers know what time the presentation will start, so they attend on time.

- Record a short video message in your channel telling teachers about your presentation and what they will learn if they attend.

- You can also post some form of pre-session task for the teachers to do before they attend.

- You could also post a poll to get teachers’ views before they attend.
● When you are ready, start your presentation and be sure to record it.

● While you are presenting, you can share links to articles, images, or additional materials you’d like teachers to access.

● When the presentation is finished you can post the recording to the channel and also send any follow-up tasks, handouts or polls to evaluate teachers’ response.

● You can use the same channel for multiple live broadcasts. You may leave all the links and recordings of previous broadcasts to make them available, or you can clear the channel before you start a new broadcast.

Additional resources

Presentation for teachers

● Do you think about colours, fonts and grouping when you use a board or prepare a presentation? Watch and listen to Tony’s ideas. He shares insights into the relationship between visual design and what makes text easier to read and more memorable.

https://www.teachingenglish.org.uk/article/presentation-teachers

The 4 Ps of delivering a webinar presentation

● With much of learning and teacher development moving online, webinars are becoming a welcome alternative to the costs and risks of travelling to conferences. Delivering an online presentation though can be a very different skill from presenting at a conference with a physical audience present. Here are a few tips and suggestions that I’ve gathered over the last 10+ years of delivering online training.

https://peacheypublications.com/the-4-ps-of-delivering-a-webinar-presentation

7 TED Talks on how to improve your presentations

● It’s a hard truth of the digital age: Capturing and keeping another person’s attention is getting more difficult. While the empirical evidence on the average person’s attention span during a presentation is limited, the phrase "death by PowerPoint" rings all too true. IT leaders know from experience that audiences lack patience for ineffective speakers. That’s why it’s more important than ever for all of us to be thoughtful about how to deliver information.

https://enterprisersproject.com/article/2018/9/7-ted-talks-how-improve-your-presentations
Juana Maria Sagaray, Wendy Arnold & María Teresa Fernandez

Juana Sagaray, PhD, is project manager at British Council, Venezuela. She has been a teacher trainer for 25 years at undergraduate and graduate level at UPEL Maturin. She has been a materials writer, researcher, and consultant for projects in Venezuela, Saudi Arabia, the UAE, Spain, and Palestine.

Wendy Arnold MA in Teaching English to Young Learners, co-founder of ELT Consultants. Wendy has over 30 years’ experience in ELT. She designs and delivers teacher development projects for face-to-face training, and more recently for delivery using a range of technologies such as radio, MOOC, and the app Telegram.

Maria-Teresa Fernandez PhD, Teacher Trainer, and Researcher at the Universidad Pedagógica Experimental Libertador (UPEL), joint-IATEFL YLT Sig Publications Editor. She has been a teacher trainer for 15 years at Universidad Pedagógica Experimental Libertador (UPEL). She is also an English as a Foreign Language (EFL) materials writer and researcher.
16. The duty of not being neutral: Critical pedagogy in ELT

Ila Coimbra

This chapter contains four activities that raise awareness of issues of diversity in the language classroom. These are based on ideas from Ila Coimbra’s webinar ‘The duty of not being neutral: Critical pedagogy in ELT’

You can view the webinar at:


These activities are designed to be used at different levels, but can be adapted to best suit the level of your students.

**Words that hurt** - This activity is designed to raise students’ awareness of issues of diversity and how unconscious biases can be offensive.

**Diverse families** - This activity is designed to encourage students to explore a wider range of relationships that exist within families.

These activities can be used independently.

**Diversifying accommodation** - This activity is designed to encourage students to think about a wider range of family members than the conventional nuclear family.

**I am you** - This activity is designed to develop students’ abilities to empathise. It does this by ask them to put themselves into the shoes of another student in the class and write about that person’s preferences, likes and dislikes.
**Activity 1**

**Diversifying accommodation**

**Introduction**

This activity is designed to encourage students to think about a wider range of family members than the conventional nuclear family.

It also looks at standard housing and how it can be adapted for use by different groups of people with different and more diverse needs.

**Webinar time reference:** 23:34 – 26:50

**Level:** Any age A2+

**Time:** 20 – 30 minutes

**Aim:** To encourage students to think about the needs of a more diverse range of family members

**Preparation:**

- Make copies of the house diagram for students.

**Procedure**

- Give your students a copy of the house diagram, ask them how it is similar to or different from their own home.

- Ask the students to try to imagine what kind of family lives in the house.
- Get the students’ feedback and draw stick figures to represent the family they describe.

- Now tell the students that the people living in the house are very different.

- Give them the list of different people who might live in the house, put them into small groups, and ask them to think about how they would need to change the house to make it comfortable for these people.

- Once they have finished their discussion, get some feedback and see what they suggest.

- Next, ask the students to think back to the family they described first and how that family differs or is similar to their own.

- Get the students to share their feedback.

**Materials:**

**Different People**

Redesign this house to suit these people.
1. An old woman who has trouble walking.
2. Three young flatmates who are sharing the house.
3. A boy in a wheelchair with his parents and three older sisters.
4. A man living alone with a cat.
5. A female couple.
6. A single parent with a young baby

Additional resources

Raising awareness of diversity in the language classroom

- Depending on the setting, there may be differences in the learners' linguistic profiles and lifestyle choices. Even in apparently homogeneous groups, there will be aspects of identity that individual members may or may not be happy to disclose, such as specific skills and talents or sexual orientation.

https://www.teachingenglish.org.uk/article/raising-awareness-diversity-language-classroom

Eyes Open - Celebrating Diversity in YL Literature

- This webinar celebrates the representation of diversity in literature. It aims to take advantage of this positive development to encourage educators to bring more inspiring materials into the classroom, with an aim to normalise diversity. This practical workshop makes use of the models set by successful children’s literature and analyses the positive effects these stories can have on young learners.

https://www.teachingenglish.org.uk/article/eyes-open-celebrating-diversity-yl-literature

Diversity: How to handle students’ background diversity

- In this video, Sagun Shrestha (Nepal) and Pankaj Dwivedi (India) talk about ways to handle the diverse backgrounds of students in a multicultural setting. As Sagun points out, instead of viewing diversity as a problem, a multicultural classroom offers opportunities to enrich learning.

https://www.teachingenglish.org.uk/article/diversity-how-handle-students-background-diversity
Activity 2

I am you

Introduction

This activity is designed to develop students’ abilities to empathise. It does this by asking them to put themselves into the shoes of another student in the class and write about that person’s preferences, likes and dislikes.

The activity can easily be adapted for lower or higher-level classes by changing the complexity of the statements.

Webinar time reference: 27:00 – 29:46

Level: Any age A2+

Time: 15 – 30 minutes

Aim: To help students get to know each other better and to practice empathy.

Preparation:

- Make copies of the worksheet for each student, or give them a digital copy.

Procedure

- Tell the students they are going to try to imagine they are a different person.
- Give them the name of another student in the class.
- Now give the students a copy of the activity sheet.
- Tell them to imagine they are the other person and complete the sheet.
Materials:

I am you
I like the colour... because ...
My favourite time of the day is ...
When I first started school, I used to ...
I enjoy ...
I really dislike ...
The music I like best is ...
I sometimes worry about ...
My biggest fear is ...
My ambition is ...
I like people who ...
People like me because ...

Additional resources

Teacher educator self-awareness: Empathy

- In this article, Tessa Woodward explores the idea of empathy as a feature of self-awareness, what it is and why it is important in our work.

Picture-books to spark empathy and social justice actions

- Watch a recording of this webinar with David Valente looking at how picture-books can encourage empathy and social justice with young learners.


10 Activities to develop students’ empathy through visual narrative

- In this article, Nik Peachey shares a few simple activities that we can use with visual narrative to encourage students to put themselves into the lives, minds and feelings of others and to see beyond the surface appearance.

  https://peacheypublications.com/10-activities-to-develop-students-empathy-through-visual-narrative
Activity 3

Words that hurt

Introduction

This activity is designed to raise students’ awareness of issues of diversity and how unconscious biases can be offensive.

The students explore a number of statements and expressions and think about how they could be hurtful to some people and why. This lesson deals with what may be, in some countries, a very sensitive issue.

Webinar time reference: 29:49 – 36:46

Level: Secondary B1+

Time: 20-30 minutes

Aim: To raise students’ awareness of and sensitivity to perceptions of diversity.

Preparation:

• Make copies of the worksheet for your students.

Procedure

• Ask students if they can remember the last time someone said something to them that hurt them.

• Ask them if they want to share and tell the class, or you could share something that hurt you.

• Ask the students if the person intended to hurt them.
Explain that in many cases the harm isn’t intentional.

Show the students the three pictures.

Tell them to read the list of comments and decide which of the people might be hurt by these comments.

Once they have finished reading, put the students into small groups and ask them to compare and explain why the people may be hurt.

Get some feedback from the students and see if they can explain why these statements might cause offence.

**Materials:**  
**Words that hurt**

Which of these sentences would hurt these people? Why?

1. Are you sure you can walk there?
2. This is not for your body type.
3. But you don’t look black.
4. You’re rational like a man.
5. At least you’re not flamboyant.
6. I’m straight/not gay, but I’m fine around you.
7. But you were made to have babies.
8. Was it difficult to get a job with that hair?
Additional resources

What is inclusion, and how do we implement it?

- When we have true inclusion, it is when we have removed all barriers, discrimination and intolerance. When implemented properly, it should make everyone feel included and supported, whichever environment they are in.
  https://www.teachingenglish.org.uk/article/what-inclusion-and-how-do-we-implement-it

Creating an inclusive school environment

- This collection of papers highlights the need for inclusive education and some of the steps taken to implement it.
  https://www.teachingenglish.org.uk/article/creating-inclusive-school-environment

English Teaching Talks – Inclusion

- Use these videos from Susan Douglas about giving all our learners access to rich, inclusive and engaging learning opportunities.
  https://www.teachingenglish.org.uk/article/english-teaching-talks-inclusion

Gender in language teacher education

- Laura takes a practical look at issues of bias and representation in the materials, language and interaction patterns we use in the training room and suggests simple ways for teacher educators to promote gender equality.
Introduction

This activity is designed to encourage students to explore a wider range of relationships that exist within families.

The students look at a family tree and try to add different relationships to it. They also complete their own family tree and share it with other students.

Webinar time reference: 36:50 – 45:20

Level: Any age A1 +

Time:

Aim: To develop vocabulary relating to family relationships and develop awareness of diverse families.

Preparation:

- Make copies of the two-family trees in the materials section.

Procedure

- Show students the family tree with the cartoon characters.
  - Ask them what the different relationships are and help them with any they are unsure of.
- Ask the students what other possible relationships exist and help them with the vocabulary for those.
Once you are sure the students have understood all the relationships, ask the students if their family is the same and whether there are any differences.

Give the students the family tree template and ask them to complete it for their family.

Ask the students to work in pairs and tell their partner about their family.

Monitor and help the students with any more diverse relationships.

**Materials:**
Family tree

**Your family tree**
(Image - Empty family tree template for students to complete.)
Additional resources

Family flashcards

- Print a set of family flashcards, or print some for you to colour in and write the words!
  
  https://learnenglishkids.britishcouncil.org/flashcards/family-flashcards

What is a family?

- What's your family like? Listen to a song called ‘What is a family?’ and sing along. Do the preparation task first. Then listen to the song and do the activities.
  
  https://learnenglishkids.britishcouncil.org/songs/what-family

Family matters

- In this podcast episode, Harry wants to meet Bindyu's parents, but she fears that her family won't like him. Why? Do the Preparation task first. Then ask students to listen to the audio.

Ilá Coimbra

Born and raised in São Paulo, Brazil, Ilá is an EFL teacher and teacher trainer based in Munich, Germany. Since 2016, Ilá has been interested in equality, representation, and critical pedagogy in ELT, which led her to start developing inclusive materials for the ELT classroom. She is a founding member and co-author of the Raise Up! Project, a project that aims to make the classroom more inclusive and diverse. She is also one of the founding members of BRAZ-TESOL Voices SIG, a special interest group that focuses on equality in ELT.
17. The new learner: Ditching outdated concepts and responding to post-COVID reality

Milton Bradbury

This chapter contains five activities that explore how technology can be used to enable and enhance a variety of classroom tasks and practices. These are based on ideas from Milton Bradbury’s webinar ‘The new learner: Ditching outdated concepts and responding to post-COVID reality’

You can view the webinar at:


These activities can be adapted and used with a range of different levels.

A Digital learning journal - This activity uses a digital note-taking application to encourage students to reflect on their classroom learning.

Video feedback - This activity uses screen recording software to make teacher feedback more impactful, memorable and to add an element of personalization.

Three images about me - In this speaking activity, the students use three images to help them share information about themselves.

Parent video tutorials - In this activity you’ll see how you can set up and deliver a virtual tutorial with parents using a simple free web-based app that doesn’t require any software.

These activities can be used independently.

Collaborative personal learning - This activity uses a spreadsheet application to encourage students to think independently about the things they can do to improve their English outside the classroom.
Collaborative personal learning

Introducción

This activity uses a spreadsheet application to encourage students to think independently about the things they can do to improve their English outside of the classroom. It takes a collaborative approach to encouraging students to think of and share new ways of improving their English as well as sharing their experiences, achievements, and failures.

In his webinar Milton Bradbury suggest this activity for students who are working remotely, but it can also be used by students working in physical classrooms.

Tech Tip

Spreadsheets like many other types of documents can now be accessed online or ‘In the Cloud’. Cloud-based spreadsheet applications have the benefit of being sharable, this means that many students can access and contribute to the same document from different computers. This enables students to see each other’s work and learn from and with their fellow students. Spreadsheets, though normally used for statistical data, are also very useful for creating tables containing text-based information. There are several different cloud-based spreadsheet applications available for free.

Here are some examples:

- Google Sheets: https://www.google.co.uk/sheets/about/
- CryptPad Sheets: https://cryptpad.fr/sheet/
- Spreadsheet.com: https://www.spreadsheet.com/
- Zoho Sheet: https://www.zoho.com/sheet/
**Webinar time reference:** 27:17 – 31:19

**Level:** Intermediate B1+

**Time:** From 30 to 45 minutes

**Aim:** To help students develop and support each other as independent learners

**Preparation:**

In this stage of the session, the teachers think about how they are dealing with the problem at present.

- Create a shared spreadsheet using one of the online applications.
- Add your students’ names in the first lefthand column.
- Think of two to three activities that students can do independently to improve their English.
- Add these to the top horizontal row.
- Create a shareable link so that all students can access and edit the spreadsheet.

**Procedure:**

- Write the question “How can I improve my English?” on the board.
- Ask the students to think about this question.
- Put the students into small groups.
- Set them a time limit and ask them to think of as many ways as possible to improve their English outside of the classroom.
- Tell the students these don’t have to be good ideas, but just get them to think of as many as possible. Note: This is to stop them judging the ideas during brainstorming, as this will stop the flow of ideas.
- Monitor the students from a distance but don’t interfere.
- When they are starting to run out of ideas, stop the activity and find out how many ideas each group had.
• Congratulate the group with the most ideas.

• Regroup the students and ask them to share their ideas with their new group and decide whether any ideas can be combined, e.g., ‘keep a digital vocabulary book’ and ‘make audio recordings of new words’ could be combined to make the vocabulary book multimedia.

• Once they have thought about which ideas can be combined, ask the students to decide which of the ideas they think are likely to be easiest and have the greatest impact on their learning.

• Ask the students to order the ideas.

• Get feedback from the students and start to add their ideas to the top row of the spreadsheet. Add one idea to each cell in the top row.

• When you have added all the ideas, show the students the spreadsheet, share a link to it and ask them to find the row with their name.

• Tell the students you want them to start trying some of the ideas in their own time. Tell them that when they try the ideas, they should write in their row about:
  ○ What they did
  ○ How well the idea worked
  ○ Any problems they had
  ○ What they think they learned from it

• Once the students understand tell them that you will review the spreadsheet regularly in class.

• Warn them that they should only write in their own row and that their entries can be tracked so you will know if they write in the row of another student.

**Follow up**

• Show the spreadsheet regularly in class and ask students to talk about the things they did to improve their English and how well they worked.
Additional resources

Learner autonomy: English language teachers’ beliefs and practices
- Learner autonomy has been the subject of many studies but there have been fewer studies of what learner autonomy means to teachers. This study, conducted in Oman, reports on teacher beliefs and reported practices regarding learner autonomy.


Promoting learner autonomy through communication strategy training
- In this webinar recording Kathleen M. Bailey discusses the topic of learner autonomy in the context of conversations in the target language. Speaking a new language entails taking risks – and that’s where communications strategies come into play.

https://www.teachingenglish.org.uk/article/promoting-learner-autonomy-through-communication-strategy-training

Vocabulary and autonomy
- This article looks at ways to improve your students’ abilities to both explore, store and use vocabulary. The general aim is to involve the students in a more autonomous fashion in their learning, rather than simply having them presented with word lists selected by the teacher or syllabus.

https://www.teachingenglish.org.uk/article/vocabulary-and-autonomy

Learner autonomy
- Watch a recording of this webinar with Lizzie Pinard, looking at learner autonomy and practical methods that we can use to encourage our learners to move towards being genuinely autonomous outside the classroom.

https://www.teachingenglish.org.uk/article/learner-autonomy

Forum on autonomous listening
- In these three talks, the speakers discuss how we can help learners to bridge the gap between what is said and what they hear, explore how we can increase learners listening comprehension through metacognitive strategies and look at the implementation of academic listening circles for developing autonomous listening in EAP learners.

https://www.teachingenglish.org.uk/article/forum-autonomous-listening
A Digital learning journal

Introduction

This activity uses a digital notetaking application to encourage students to reflect on their classroom learning.

Reflection is an important part of learning and remembering new language and the use of a learning journal can help to support this process. Digital learning journals are additionally effective because they support multimedia and students can add images, audio, video and attachments to them, as well as text.

In his webinar Milton Bradbury suggests using learning journals for online learners but they are also useful and can be used with learners in the physical classroom.

Tech Tip

There are two possible notetaking apps that you can use for this activity. These are:

Microsoft OneNote – This application can be downloaded from https://www.microsoft.com/en-us/microsoft-365/onenote/digital-note-taking-app

Evernote - This application can be downloaded from https://evernote.com/

Both of these applications are free, but they do require registration. Students will need to install them on their devices. Both work equally well on mobile and desktop computers.

They both enable users to create digital notebooks that can include multimedia as well as text. Evernote is the simpler one to use and it enables students to have multiple notebooks for different topics and add multiple notes in each notebook.

Webinar time reference: 27:17 -31:19

Level: Secondary A2+

Time: 10 – 15 minutes at the end of each lesson.

Aim: To encourage students to think about, reflect on and remember what they learn from each lesson.
Preparation:

- Make sure that students have downloaded one of the suggested applications.
- Choose some reflection questions from the suggestions in the materials section below.

Procedure:

- Wait until about 10 – 15 minutes before the end of the lesson.
- Tell the students you want them to silently think back over the lesson. Note: You could ask them to close their eyes and do this.
- Ask the students to try to remember what activities they did during the lesson.
- Now give the students your reflection questions.
- Ask them to work in pairs or small groups and ask and answer the questions together.
- When they have finished, ask them to use their digital notebooks to make notes about their answers to each of the questions. (They could do this at home after the lesson)
- Ask the students to share a link to their notes with you.
- Check their notes, comment appropriately and add encouragement.

Materials:

**Reflection questions**

- Did this activity help you learn more than others we’ve done? Why?
- How can you apply what you learned today to your own life?
- What can I do tomorrow to help you more?
- How does something you learned in today’s lesson connect with something you already knew?
• How would you explain what you learned today to someone in the grade below you?
• If you were creating a quiz about today’s lesson, what are 2 questions you’d include?
• My favourite part of today’s lesson was...
• Reflect on your thinking, learning, and work today. What were you most proud of?
• The top 3 ideas I remember from today’s lesson...
• Two facts I learned about the topic...
• What are some things you did really well today?
• What are your next steps after today’s lesson?
• What areas did you find most difficult to understand / complete?
• What class activities or assignments help you learn the most?
• What do you believe the teacher do differently to help you learn?
• What is one question that you still have about the lesson?
• What is something you weren't sure about at the start of the lesson but understand now?
• What is the most important thing you learned today and why?
• What part of the lesson surprised you?
• What’s one thing the teacher did in this lesson that you really liked?
• Where did you struggle today, and how did you deal with it?
• Which part of today’s lesson was most interesting?
• Why do you believe we’re studying this lesson?

Additional resources

LearnEnglish Teens learner diary
• This diary offers students and teachers a step-by-step introduction to the LearnEnglish Teens website and a more motivating and communicative alternative to course book-based homework. It can be used with students with an A2+ level of English.

https://www.teachingenglish.org.uk/article/learnenglish-teens-learner-diary

Learner diaries
• When teaching large classes of students year after year it can become very difficult to see each student as an individual with individual needs and abilities. Learner diaries are one method I have used to try to overcome this and to develop a 'one-to-one' relationship even with large classes of students.

https://www.teachingenglish.org.uk/article/learner-diaries
Class journals

- Students often write in their English classes, following a specific genre in order to do so: the informal email; a job application letter, etc. Of course, it is important that they learn this kind of writing (which is usually essential for exam success), but it doesn’t always encourage them to write for the sake of writing, and to get used to writing in a more relaxed and creative way.

https://www.teachingenglish.org.uk/article/learner-diaries

Learner autonomy: English language teachers’ beliefs and practices

- Learner autonomy has been the subject of many studies but there have been fewer studies of what learner autonomy means to teachers. This study, conducted in Oman, reports on teacher beliefs and reported practices regarding learner autonomy.


Promoting learner autonomy through communication strategy training

- In this webinar recording Kathleen M. Bailey discusses the topic of learner autonomy in the context of conversations in the target language. Speaking a new language entails taking risks – and that’s where communications strategies come into play.

https://www.teachingenglish.org.uk/article/promoting-learner-autonomy-through-communication-strategy-training
Activity 3

Video feedback

Introduction

This activity uses screen recording software to make teacher feedback more impactful, memorable and to add an element of personalization.

During the activity teachers use the screen recording application to show the students’ work and to record their response to the work as a video file which students and their parents can then watch.

Tech Tip

Veed.io is a free video and screen recorder that you can access through the web browser. It is simple to use, and you can record anything on your computer screen as well as your voice and video image. You can use this to give personalised spoken feedback to your students. The feedback video is stored online so you only need to share the link with students or their parents.

https://www.veed.io/tools/screen-recorder

Webinar time reference: 37:44 – 43:23

Level: Primary A1 +

Time: This is flexible depending on how many students you have. The feedback is recorded outside of classroom time.

Aim: To give effective feedback that addresses students’ developmental needs in a very personalized way.

Preparation:

- You will need to get your students to send you their homework in a digital format.
- You could also take pictures of their work to digitize it.
Procedure:

- Once your students have submitted their homework to you. Put all the homework into a folder on your computer.
- Create a spreadsheet with your students’ names in column one and the name of the homework assignment in row one.
- Open the first homework assignment on your computer screen. Think about what you want to say to the students.
- Identify some strong features to point out and think of some ways they can improve their work.
- Open the screen cast recorder at: https://www.veed.io/tools/screen-recorder. Record yourself and their work as you talk through feedback and point out the important parts of the work.
- When you have finished save the link to the video you have created and copy it into your spreadsheet next to the students’ name.
- Repeat this process for all the homework assignments, then share the links with the students or their parents.

Variation:

- If you have too many students to record a video for each student, then you could record one video which looks at some of the best homework assignments of the week and shows what you like about them.
- Share the link to the video with all the students and parents.
- In this way students who do good work will get recognition and other students will have a motivating goal to work towards. Try to ensure that you mention each and every student at some point over the semester.

Additional resources

Video screen capture tools

- You can find a collection of free screen capture tools here if you want and alternative to Veed.io.
  
  https://mix.com/nikpeachey/screen-capture-tools
How technology can revolutionise the way we give feedback

• Watch this talk to find out new ways to use technology to give feedback on learners' written work.
  https://www.teachingenglish.org.uk/article/how-technology-can-revolutionise-way-we-give-feedback-0

Giving constructive feedback to teenagers

• Sanaa Bedri, a teacher at the British Council in Casablanca, shares her action research into effective methods for giving feedback to teenage learners of English.
  https://www.teachingenglish.org.uk/article/giving-constructive-feedback-teenagers

Efficient and effective strategies for written feedback

• In this talk, Clare discusses effective strategies for giving students feedback on their writing. Many teachers cannot access relevant publications discussing alternative feedback strategies, and remain unsure about which more time-efficient procedures might be applicable in their context.
  https://www.teachingenglish.org.uk/article/clare-fielder-efficient-and-effective-strategies-written-feedback

Writing correction code

• This is a common tool to optimise learning opportunities from mistakes learners make in written work and to encourage the editing stages of process writing.
  https://www.teachingenglish.org.uk/article/writing-correction-code
Three images about me

Introduction
In this speaking activity the students use three images to help them share information about themselves.

This activity is ideal for first lessons and helps students get to know each other better.

In Milton Bradbury’s webinar session this activity was demonstrated in a remote classroom, but you can also use the activity in the physical classroom too.

Tech Tip
If students don’t have images to bring into the classroom you can help them find images of things they connect with their lives using one of these free image sharing websites.

Unsplash: https://unsplash.com/
Pixabay: https://pixabay.com/

Webinar time reference: [The time reference to the specific part of the webinar that the activity links to]

Level: Any age or level

Time: 15+ Minutes

Aim: To encourage students to share personal information.

Preparation:

- Find three images you can use to talk about yourself and your interests.
- Think about what you will say. Note: What you say about yourself, and the images will act as a model for what your students say.
- You can also ask students before the lesson to choose three images that have a connection to their lives.
Procedure:

- Show the students your three images.
- Tell the students that these images have an important connection to your life.
- Explain what the connection is and talk about the images.
- Now ask students to find three images that connect to important things in their life.
- You can give them the links to the image websites and show them how to use keywords to search for image, or they can show the images you asked them to bring to the class.
- With younger learners you can ask them to draw three images. Put the students into small groups and ask them to talk about the three images and why they are important.
- If the students are enjoying the activity encourage them to change groups and repeat the activity with their new partners.
- When the activity has finished ask each student to tell you something they discovered about another student in the class.

Additional resources

**Personalised speaking**

- People spend a huge chunk of their everyday conversation time talking about themselves and the people they know, so the most natural thing in the world is for us to invite our students to do the same.

  [https://www.teachingenglish.org.uk/article/personalised-speaking](https://www.teachingenglish.org.uk/article/personalised-speaking)

**People, rooms, lives**

- This activity can be used at any level from elementary up. The aim of the activity is to get students talking about people's lives and homes using pictures as prompts.

  [https://www.teachingenglish.org.uk/article/people-rooms-lives](https://www.teachingenglish.org.uk/article/people-rooms-lives)
**Drawing and colouring in the primary classroom**

- Art is an important part of the young learners’ development at school and can also be part of their English learning. Colouring shouldn’t and needn’t however become simply a means to fill in time. Here we look at different ways to use colouring and drawing and to practise English at the same time.


**Show and tell – Unlock your learner’s story**

- Show and Tell is one of those great activities that motors along under its own steam without needing much direction from the teacher.

  [https://eslgames.com/show-and-tell/](https://eslgames.com/show-and-tell/)
Lesson Study

Introduction

Research has shown that getting parents involved and interested in their child’s learning can have a significant impact on the child’s progress. However, we also know how difficult it can be for busy parents to make time to come to the school and talk about their child.

In this activity, you’ll see how you can set up and deliver a virtual tutorial with parents using a simple, free web-based app that doesn’t require any software.

Tech tip

Videolink2me is a free application that works in the web browser and doesn’t require any downloads or registration. You can click on the ‘Start video call’ button and a unique link is created. You can then share the link with whoever you want to talk to.

Once the person joins you in the conference room, you can:

- Use your video camera to see and chat
- Use text chat to share links
- Screen share students work
- Share files
- Upload images
You can access Videolink2me at:  https://videolink2me.com/start

**Webinar time reference:**

**Level:** Any

**Time:** 10 – 15 minutes per tutorial

**Aim:**
- To build relationships with parents of younger pupils and involve them in the learning process.

**Preparation:**
- Prepare some students’ work to show the parents.
- Prepare a schedule and get parents to sign up for a time slot.

**Procedure:**
- Click on: https://videolink2me.com/start and click to start the video conference.
- Share the link to the video conference with the parents, by email or by text message. Note: You can schedule the links and share them in advance.
- Greet the parent(s) and make sure they can hear and see you.
- Screen-share some of their child’s work and talk through the child’s achievements.
- Make some suggestions and share some links to materials they could use with their children to help them develop their English.
- Make time for them to ask any questions about their child’s progress or any worries they have about their child.
Additional resources

The home-school connection 1
• This is the first part of a two-part article where Theresa Zanatta shows us how parents can be encouraged to create opportunities for their children to learn English at home.

https://www.teachingenglish.org.uk/article/home-school-connection-1

The home-school connection 2
• This is the second part of a two-part article where Theresa Zanatta shows us how parents can be encouraged to create opportunities for their children to learn English at home.

https://lessonstudy.co.uk/

Helping parents and caregivers to support remote learning at home
• Watch Diana in Gaza below give some advice to parents and caregivers about how they can support remote learning.

https://www.teachingenglish.org.uk/article/helping-parents-and-caregivers-support-remote-learning-home

LearnEnglish Kids – Parents
• In this section you'll find lots of expert advice about helping your child learn English. You can search our hundreds of free online English games, songs, stories and activities here and find more information on our apps for mobile phones and tablets.

https://learnenglishkids.britishcouncil.org/parents

LearnEnglish Teens
• LearnEnglish Teens can help improve your English with reading, writing and listening practice, tips for exams, grammar and vocabulary exercises, games and videos. You can also interact with other teenagers from all around the world.

https://learnenglishteens.britishcouncil.org/
Milton Bradbury

Milton Bradbury is the Senior Teacher for adult courses at British Council Mexico. He has been in ELT for over 12 years working as a teacher, teacher trainer, and is now working as an academic manager of adult courses. His main interests in ELT include technology, assessment, and teacher training.
18. Using microbreaks in online classes
Lindsay Clandfield

This chapter contains five activities to help energise students working in a remote classroom and help get them out of their seats and moving around. These are based on ideas from Lindsay Clandfield’s webinar ‘Using microbreaks in online classes’

https://americas.britishcouncil.org/new-ways-of-teaching/events/microbreaks-in-online-classes

Sense poems - This activity is a writing activity that involves movement and observation, and which helps re-energise students and get them away from the screen for a few moments.

Show and tell - In the activity they find some form of personal object that has significance for them, and they show it to other students and talk about it.

Find something ... - In the activity, students have to search around their house for objects that have specific characteristics that you ask for, such as colour or shape.

These activities can be used independently.

These activities can be adapted for use with remote learners at any level.

Desk stretches - In this micro activity, you will find out how to get your students doing desk stretches. This is an activity designed to make students feel more active and engaged and to help overcome the fatigue of spending long periods in front of the computer screen.

Walk away - In this micro activity, you will find out how to get students re-energised by getting them out of their chair and walking round.
Activity 1

Desk stretches

Introduction

In this micro activity, you will find out how to get your students doing desk stretches. This is an activity designed to make students feel more active and engaged and to help overcome the fatigue of spending long periods in front of the computer screen.

The technique can also be used in the physical classroom when you feel that students have been passive for too long or that they need some energy.

Webinar time reference: 23:54 – 25:07

Level: Any age or level

Time: 5 – 10 minutes

Aim: To re-energize students

Preparation:

- Learn how to do some useful upper body stretches.
- Think about how to describe the stretches as you do them. Note: You can find some examples in the Additional resources section below.
Procedure:

- Tell your students it’s time to do some exercises.
- Make sure they turn on their webcam if they are in a remote lesson.
- Ask them to sit back from their computer and do the same yourself.
- Tell the students to follow your instructions and copy the things you do.
- Talk your way through the exercises as you demonstrate them.
- Do 4 – 5 exercises.
- Ask the students if they would like to demonstrate an exercise and let one or two of the students lead.

Additional resources

Stretching exercises

- This article presents a collection of exercises that you can do in an office. You may wish to use some of these with this lesson.


14 Office stretches that will make you feel better in seconds

- This article presents a collection of exercises that you can do in an office. You may wish to use some of these with this lesson.

  https://www.themuse.com/advice/14-office-stretches-that-will-make-you-feel-better-in-seconds

The resources below give you more details about how you can develop your remote teaching skills.
Teaching pathways: Skills for remote teaching

- In this practical five-week course, you will develop the skills you need for remote teaching and reflect on how they relate to your learners’ learning. You will learn about different approaches to remote teaching and consider what factors make the transition from the physical to online classroom successful.

  https://www.teachingenglish.org.uk/training/teaching-pathways-online-skills-21st-century-teachers

Remote teaching tips

- This publication offers a range of practical tips and advice for remote teaching in all contexts.

  https://www.teachingenglish.org.uk/article/remote-teaching-tips

Getting started with online teaching

- Many classes and school systems all over the world are taking steps to offer lessons online. However, stepping into the digital world overnight can be challenging for many teachers. This guide is useful for teachers and teacher educators who have little experience of online teaching and need some advice on where to start.

  https://www.teachingenglish.org.uk/article/getting-started-online-teaching

Lesson planning for teaching live online

- While there are many similarities between face-to-face lessons and virtual lessons, there are a lot of differences too. Take a look at these ideas for structuring live online lessons.

  https://www.teachingenglish.org.uk/article/lesson-planning-teaching-live-online

Total physical response – TPR

- This is an introduction to the teaching approach known as total physical response.

  https://www.teachingenglish.org.uk/article/total-physical-response-tpr
In this article, Sue Clarke looks at teaching in the primary classroom and the amount of energy children have! Knowing how to channel this energy, or when to ‘stir’ and when to ‘settle’ children, will help you achieve balanced lessons without children becoming over-excited on the one hand or bored on the other.

https://www.teachingenglish.org.uk/article/stirrers-and-settlers-primary-classroom
**Walk away**

**Introduction**

In this micro activity, you will find out how to get students re-energised by getting them out of their chair and walking around.

This is a useful activity to use with remote learners who spend long periods of time sitting at the desk. It should help to relieve their stress and anxiety as well as get their blood circulating a little and provide context for a simple quick speaking activity.

**Webinar time reference:** 13:30 – 15:17

**Level:** Any age or level.

**Time:** 10 – 20 minutes

**Aim:** To re-energise students.

**Preparation:**

- None

**Procedure:**

- When you feel your students are low on energy, ask them to stand up and walk to their door or window.

- Ask them to look outside once they get there and try to remember what they can see.

- Tell them to count the number of steps.
- When the students get back to the computer, ask them to describe what they saw. Note: You could put the students into groups to do this.

- Next, ask them to find someone who is nearer to their door/window and someone who is further. Note: They'll need to compare the number of steps.

- Find out who is nearest and who is farthest from their door/window.

**Additional resources**

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Stirrers and settlers for the primary classroom

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https://www.teachingenglish.org.uk/article/stirrers-and-settlers-primary-classroom
Activity 3

Sense Poem

Introduction
This activity is a writing activity that involves movement and observation, and which helps re-energise students and gets them away from the screen for a few moments.

Webinar time reference: 31:15 – 35:45

Level: Any age from A2 +

Time: 10 – 20 minutes

Aim: To encourage students to be observant and to help them re-energise

Preparation:

- None

Procedure:

- Ask students to take a short break and either go outside their house or look out of the window (an open window if possible).
- Give them a 5-minute maximum time limit to do this. While they look out the window, tell them to think about what they can:
While they look out the window, tell them to think about what they can:
- See
- Hear
- Smell
- Feel

When the students get back to their desk, put them into pairs or groups and ask them to tell their peers about their experience.

Next, give them the sense poem structure from the materials below and ask them to complete it.

Once they have completed their sense poems, you can ask them to share them or send them to you. Note: You can make a digital book of these to share.

You could also ask students to add images. These could be photographs with older students, or younger ones can draw what they see.

Share the book of poems with all the students.

**Materials:**
Sense poem
It is [add season] and [morning/afternoon/evening]
Hearing [...]  
Seeing [...]  
The scent of [...]  
I touch [...]  
I feel [...]  

**Additional resources**

**Using poetry**

Any authentic material exposes students to some ‘real English’ and can be very motivating for your students, provided they are supported throughout the task. The other great thing about poems is for students to have the opportunity to see the language work creatively and freely. Find out more about how to use poems.

[https://www.teachingenglish.org.uk/article/using-poetry](https://www.teachingenglish.org.uk/article/using-poetry)
Kids and poetry

- Poetry is a great tool to use with your learners as it helps practise not only listening, speaking, reading and writing skills all together, but stretches learners’ imaginations too. Explore these ideas from Jo Budden for using poetry with younger children.


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[https://www.teachingenglish.org.uk/article/getting-started-online-teaching](https://www.teachingenglish.org.uk/article/getting-started-online-teaching)
Show and tell

Introduction

This is a useful activity that you can use in the physical classroom or the remote classroom.

In the remote classroom, it doubles as a way to get students out of their chair and moving around, and it should help to re-energise them.

In the activity, they find some form of personal object that has significance for them, and they show it to other students and talk about it.

Webinar time reference: 26:22 – 30:00

Level: Any age or level

Time: 15 – 20 minutes

Aim: To energise students and get them talking.

Preparation:

- Have an example object that has personal significance for you that you can show to the students.
- Plan what you will tell them about the object.

Procedure:

- Tell your students they have 3 minutes to look around their home and find something that has special significance for them and bring it to their desk.
Set an onscreen timer if you have one. Note: You can use Google by searching “on-screen timer” and one will appear on your screen.

When your students get back to their desks, show them what you have found. Hold your object up in front of the screen and describe it.

Tell the students why it has special significance for you. Note: This works better if there is an anecdote or story attached to your object.

Now put the students into groups in breakout rooms and ask them to show and talk about their objects.

When they have finished, you can ask students which was the most interesting object they saw.

**Additional resources**

**Toys**

- The following ideas are ideal for after a gift giving celebration show and tell session, but can be equally adapted throughout the year. You will need to spend a couple of lessons on toys to introduce ‘favourite’ and for children to bring their toys in for the lesson after to talk about them.

  [https://www.teachingenglish.org.uk/article/toys](https://www.teachingenglish.org.uk/article/toys)

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https://www.teachingenglish.org.uk/article/lesson-planning-teaching-live-online
Activity 5

Find something

Introduction

This micro activity has been designed to encourage students to get up and move around. The activity should be fun and should help to re-energise students and get them out of their seats.

In the activity, students have to search around their house for objects that have specific characteristics that you ask for, such as colour or shape.

Webinar time reference: 26:22 – 30:00

Level: Any age or level

Time: 5 – 10 minutes

Aim: To re-energise students and get them moving around.

Preparation:

- Prepare a short list of things you can ask students to find.
  Example:

  Find something...
  - Green, blue, red, etc.
  - You can eat.
  - That smells nice/bad.
  - That is square, triangular, rectangular, etc.
  - That is older than you/new.
  - That makes a nice sound.
Procedure:

- Tell students that they are going to have a race.
- Tell them that you want them to find something in their house and bring it to their desk and show it to the other students.
- Tell them what you want them to find.
- Watch the screen and see which student arrives back with an object that fits the description first.
- Ask them to tell the other students about the object.
- Look at the other objects students have brought to their desk and ask about any interesting ones.
- Repeat the process with a new object.
- You can repeat this activity a number of times or whenever your students’ energy levels are dropping.

Additional resources

Teaching live English lessons online

- In this webinar, Cecilia Nobre looks at the main principles of teaching synchronous English lessons on different video conferencing platforms and how to deliver interactive and effective live English lessons.

https://www.teachingenglish.org.uk/article/teaching-live-english-lessons-online

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https://www.teachingenglish.org.uk/article/teaching-pathways-skills-remote-teaching
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Lindsay Clandfield

Lindsay Clandfield is an award-winning writer, teacher, teacher trainer, and international speaker in the field of English language teaching. He has written more than ten coursebooks and is the main author of the new young adult course Studio (Helbling Languages). His other courses include Global and Straightforward (Macmillan). Lindsay is the series editor of the Delta Teacher Development books and has cowritten various methodology books for teachers, notably Dealing with Difficulties and Interaction Online (Cambridge University Press). His most recent methodology book was Teaching Live Online (Pavilion Press) which he co-wrote with Jill Hadfield. Lindsay is also the creative force behind various web projects including the popular blog Six Things, the e-publishing collective The Round, and the sci-fi/adventure materials website Extreme Language Teaching. You can find out more about him at his website,

www.lindsayclandfield.com
19. Virtual exchange: Internationalising the ELT classroom

Paloma Varela

This chapter contains one teacher development activity and three classroom activities. The teacher development activity should help to introduce the process of virtual exchange, and the activities should act as examples of what teachers can do with their students in the classroom. These are based on ideas from Paloma Varela’s webinar ‘Virtual exchange: Internationalising the ELT classroom’.

You can view the webinar at:

https://americas.britishcouncil.org/new-ways-of-teaching/events/virtual-exchange-internationalising-elt-classroom

These activities can be used by teachers after they have completed the initial training activity.

**Virtual cultural exchange and COIL**

In this teacher development activity, participants explore the potential and challenges of cultural exchange projects and explore some British Council resources which enable them to find cultural exchange partners.

**About me**

In this cultural exchange activity, students from different classes share images and a music video that they feel have significance for them. This activity can also be done with students who study in the same class together.

**Say my name**

In this activity, students share the origins of their names and what their name means to them. This is a nice activity to get students sharing in a personal way and to help break the ice between them.

**Virtual exchange – sharing our culture**

In this activity, students choose from a number of topics related to culture and then produce a video clip about an aspect of their culture to share with others. They exchange video clips with other students from a different class and then watch and respond to each other’s videos.

It’s recommended that the trainer first completes the training session on COIL before using the classroom activities.
Virtual cultural exchange and COIL

Introduction

In this teacher development activity, participants explore the potential and challenges of cultural exchange projects and explore some British Council resources which enable them to find cultural exchange partners.

Webinar time reference: All or 06:38 to 11:30

Time: 60 minutes

Aim: To introduce the concept of COIL and cultural exchange

Preparation:

- You could ask participants to watch the video before coming to the training session.
- Explore the British Council’s Connecting Classrooms website at: https://www.britishcouncil.org/school-resources

Procedure

- Ask the participants what they know about cultural exchange projects.
- Put the participants into groups to share their knowledge and experience.
Tell the participants they are going to find out more about it.

Play the video presentation and ask the teachers to make notes about the benefits and challenges of an approach called COIL.

Either play the entire video or just play from 06:38 to 11:30.

Next, ask the participants to make notes about the benefits and challenges of an approach called COIL.

Next, ask the participants to share their reflections on the benefits.

Then ask the participants to get into groups of 3 - 5 and share the challenges they identified and what they could do to overcome the challenges.

Get some feedback from the participants and see what challenges they identified and how they could overcome them.

Next, ask the participants if they would like to be involved in a classroom exchange project.

Give them a link to the British Council's Connecting Classrooms website and ask them to explore the site and see what support they can find and what they can do to find a partner school.

https://www.britishcouncil.org/school-resources

Get some feedback from the participants, and if they are enthusiastic, you could try to organise a cultural exchange project with another school.

Materials:
British Council’s Connecting Classrooms website at:
https://www.britishcouncil.org/school-resources

Additional resources

Intercultural communication, part 1

This video, with Professor Adrian Holliday, is an excerpt from a two-hour workshop filmed at the University of Guanajuato, Mexico. One of the themes is about two language students, Beata and Kira, who are faced with foreign cultural content in a textbook. In the workshop, Adrian uses his grammar of culture to discuss and make sense of the different issues.

https://www.teachingenglish.org.uk/article/adrian-holliday-intercultural-communication-part-1
Developing Cross-Cultural Awareness in the Monolingual Classroom

- Watch a recording of this 1-hour webinar on cross-cultural awareness with Dr. Susan Barduhn. This webinar presents two frameworks as vehicles for being able to talk about culture. It is also important to recognize that no two people are identical representatives of the same culture. The session shares activities that can both sensitize participants and provide tools for their own classrooms.


Culture - the fifth language skill

- In this article, Barry Tomalin looks at four different aspects of culture and how they represent a fifth language skill for students.

  https://www.teachingenglish.org.uk/article/culture-fifth-language-skill

Storytelling to celebrate cultural diversity

- In this article, David Heathfield shares some insights into the cultural importance of folk stories and sacred texts.

  https://www.teachingenglish.org.uk/article/storytelling-celebrate-cultural-diversity
Virtual exchange - About me

Introduction

In this cultural exchange activity, students from different classes share images and a music video that they feel have significance for them. This activity can also be done with students who study in the same class together.

Webinar time reference: 00:52 – 02:38

Level: Any age or level

Time: 20 – 25 minutes, depending on the size and level of the class.

Aim: To help students get to know a bit more about each other.

Preparation:

- Find five photographs that show things that are meaningful to you, and one video of a piece of music that you feel is special for you.
- Ask students to also collect 5 images and a video clip they can share.

Procedure

- Tell the students that you want to find out more about them, and you want them to learn more about each other.
Tell them that you will go first. Show the students each of the images you have selected and tell the students a little about the images, why you chose them and why they are important to you. Finish by playing about 30 seconds of the video clip of the music and explain why it was a special significance to you.

Invite the students to ask you questions if they wish to know more about anything you have shown them.

Now tell the students you want them to do the same. Note: Depending on the size of the class, you may want to put students in groups to do this.

Make sure there is a mix of students from each class.

Alternatively, you could do a form of speed dating where you put students into pairs (one from each class) and give them time to share and talk before moving them to a new pair to repeat the process.

Once they have finished, ask the students to share something interesting they learned about the people they spoke to.

Additional resources

Inside lives

This activity practices students’ listening and speaking skills. They first listen to a description of two images, and then they analyse the language used and try to use it to describe some different pictures. The activity takes a similar format to that used in many speaking exams. The images used are those of Viennese migrants, all of whom run specialist businesses.

https://www.teachingenglish.org.uk/article/inside-lives

The image in English Language Teaching

The Image in English Language Teaching is a free book edited by Kieran Donaghy and Daniel Xerri with contributions from several prominent writers in ELT. Each of these leading experts provide insightful articles and practical ideas for using still and moving images in language education.

https://www.teachingenglish.org.uk/article/image-english-language-teaching
Put yourself in the picture

This is a speaking task that encourages students to empathise with other people and try to understand them better. The activity uses a number of visuals of migrants, and the students have to imagine they are the person in the picture.

https://www.teachingenglish.org.uk/article/put-yourself-picture
Activity 3

Say my name

Introduction

In this activity, students share the origins of their names and what their name means to them. This is a nice activity to get students sharing in a personal way and to help break the ice between them.

Webinar time reference: 11:30 – 15:46

Level: A2+ any age

Time: 15 – 20 minutes, depending on the size of the class.

Aim: To break the ice and encourage students to say each other’s names and what the meaning behind the name is.

Preparation:

- Think about your own name, what it means, your attitude to it and where/who it comes from.

Procedure:

- Tell the students that they are going to find out about each other’s names and the origin of their names.
Start by telling the students your own name. Tell them what your name means and where it comes from, then tell the students how you feel about your name. Lastly, model the pronunciation of your name and see if the students can say your name.

Next, get the students into groups and ask them to share the same information about their own names.

Change the groupings of the students so that they get to interact with as many different people as possible.

When you have finished, you could invite students to introduce people they met to the rest of the class and tell them about their name.

**Additional resources**

**The First Class**

- This article from Jo Budden introduced a range of activities and techniques for helping break the ice in the first lesson with new students.
  
  [https://www.teachingenglish.org.uk/article/inside-lives](https://www.teachingenglish.org.uk/article/inside-lives)

**All about me**

- With very young learners, much of what they do in the classroom revolves around them. Before school, they are often the centre of ‘their’ universe, so starting school can sometimes be a bit of a shock. This article looks at ways to deal with this problem.
  
  [https://www.teachingenglish.org.uk/article/all-about-me](https://www.teachingenglish.org.uk/article/all-about-me)

**What’s your name?**

- This lesson is for teenagers or young adults with a language level of A2-B2 and focuses on developing listening skills based around the topic of ‘names’.
  
  [https://www.teachingenglish.org.uk/article/whats-your-name](https://www.teachingenglish.org.uk/article/whats-your-name)

**Mingling: true or false?**

- This is a simple mingling activity that can be used with low level groups to provide practice in asking and answering questions.
  
  [https://www.teachingenglish.org.uk/article/mingling-true-or-false](https://www.teachingenglish.org.uk/article/mingling-true-or-false)
Put yourself in the picture

This is a speaking task that encourages students to empathise with other people and try to understand them better. The activity uses a number of visuals of migrants, and the students have to imagine they are the person in the picture.

https://www.teachingenglish.org.uk/article/put-yourself-picture
Introduction

In this activity, students choose from a number of topics related to culture and then produce a video clip about an aspect of their culture to share with others. They exchange video clips with other students from a different class, and then watch and respond to each other’s videos.

Webinar time reference:

Level: A2 + Any age

Time: 60 minutes

Aim: To help students find out about each other’s country and culture.

Preparation:

- None

Procedure:

- Tell the students you want them to share some aspects of their culture with their partner school.

- Tell them you would like them to record a video to tell other students about some aspect of their country and culture.

- Give them the list of suggestions and put the students into groups to discuss which one(s) they would prefer to speak about.
Ask students which one they would most like to speak and share about.

Put all the students who chose the same topic into groups together and ask them to brainstorm suggestions for what they can talk about and share.

Once they have a list of suggestions, ask the students to take the list home and record their video at home. Tell them they can use a mobile phone or computer webcam.

Once they have completed their videos, exchange one of them with each of the students from the other class.

Ask the students to watch their partners’ video and find out about their culture.

In the next class, ask the students to share together what they learned from the videos they watched.

Ask the students to write a short note to the person who produced the video they watched. Ask them to thank the students and tell the students what they learned from the video, what they liked most about it, and what surprised them most.

Exchange the messages and in the next class get your students to discuss the responses of the other class.

You can repeat this process using different topics each time.

**Materials:**

Cultural exchange topics

- The food we like to eat and how to cook it.
- The music we like to listen to and where we go to hear live music.
- The writers of our country and some of their best books.
- How we spend the weekend and what we like to do.
- Our best friends and what we do together.
- Our city and the places and parts of it we like best.
- My family and our home.
- Shopping, what we like to buy and where we like to go shopping.
- Hanging out with friends, where we like to go and what we do together.
- Our school, what we like about our school, some of our favourite teachers and our study routines.
- Other?

**Additional resources**

**Sociocultural awareness in ELT**

- This article looks at the social entity of learning among children. It looks at how as teachers we are social agents and how we are managing the cultural contexts of our classrooms. We prescribe socially appropriate ways of participation, which we need to be aware of.


**Culture and the language classroom**

- This 1990 collection of papers looks at contexts of language teaching from educational and cultural perspectives, starting from the premise that language teaching is not 'value free or transparent'.


**Other cultures**

- One of the good things about migration is the opportunities it brings for learning about other cultures. In this speaking and discussion activity, students will be able to share their views and knowledge of other cultures.

[https://www.teachingenglish.org.uk/article/other-cultures](https://www.teachingenglish.org.uk/article/other-cultures)

**Change place, change face**

- This activity gives students maximum speaking time and helps develop fluency. The slightly ‘unusual’ classroom set-up seems to encourage students to speak, producing a healthy buzz and fostering a positive learning environment.

[https://www.teachingenglish.org.uk/article/change-place-change-face](https://www.teachingenglish.org.uk/article/change-place-change-face)
Paloma Varela

MA TESOL Paloma Varela is a language teacher, E-moderator, ESL content developer for various institutions, and the British Council, author and content editor for several publishers too. She believes that inspiring is more important than teaching.
20. What Paulo Freire can teach us about ELT
Chris Sowton

This chapter contains five teacher development activities that enable teachers to explore the beliefs and ideas promoted by Paulo Freire and assess to what degree they should be applied within the English language classroom. These are based on ideas from Chris Sowton’s webinar ‘What Paulo Freire can teach us about ELT’.

You can view the webinar at:
https://americas.britishcouncil.org/new-ways-of-teaching/events/paulo-freire-teachings-on-elt

These activities can be used for a series of teacher training and development session.

Exercising your classroom beliefs - In this teacher development activity teachers will have the chance to get to know the ideas and beliefs of Paulo Freire. They will be able to compare his beliefs and opinions with some more traditional opinions about the classroom.

Exploring assessment - In this teacher development activity participants explore and share their views of assessment and its role in the language classroom. They look at some of the criticisms of testing and discuss together how they can mitigate these negative factors.

Research in the English language classroom - In this teacher development activity participants look at the role of research in the language classroom and explore some examples of teacher led research. They then try to duplicate one of the teacher research projects in their own classroom.

The learner centred classroom - In this teacher development activity, participants explore the way classrooms are managed and the role of the teacher as authority vs authoritarian. They discuss the reason for the persistence of the transmission model of learning in many classrooms and look at some techniques for making the classroom less authoritarian.

A 10-point plan for making the classroom more Freirean - In this teacher development activity, participants explore a 10-point plan for integrating the practices and beliefs of Paulo Freire into their school and classroom. They assess the 10 points and decide how much each one has to offer them and their students.
Examining your classroom beliefs

Introduction

In this teacher development activity, participants will have the chance to get to know the ideas and beliefs of Paulo Freire. They will be able to compare his beliefs and opinions with some more traditional opinions about the classroom. They will have the opportunity to discuss together their own beliefs and assess how well Freire’s beliefs match with their own.

Webinar time reference: 05:56 – 13:12

Time: 40 – 60 minutes

Aim: To introduce participants to some of the ideas of Paulo Freire.

Preparation:

- Make copies of the ‘8 Statements about education’ and ‘Quotes from Paulo Freire’ from the materials section.

Procedure

- Ask the participants what they know about Paulo Freire. Ask them to share their knowledge in small groups of 3 – 5.

- Get them to share whatever they know as a class.

- Give the participants the 8 Statements about education. Tell them they are observations about attitudes to education in the 1960s. Ask them to discuss in groups which ones they believe are still true today.
Get some feedback and then ask them to discuss which are true in their own classroom and what they do to move their teaching style away from this traditional view.

Next, ask the participants to look at the 8 quotes from Paulo Freire.

Ask them to read and decide which of these quotes are in conflict with the original statements about education.

Put the participants into groups to discuss.

Finally, ask participants to discuss which of the Paulo Freire quotes they agree with and how they can attempt to make these a reality in their teaching.

Get some feedback and get participants to share their ideas.

8 Statements about Education

To what extent do you agree with these statements?

1. Passive acceptance is a more desirable response to ideas than active criticism.

2. Discovering knowledge is beyond the power of students.

3. Recall is the highest form of intellectual achievement.

4. The collection of facts is the goal of education.

5. The voice of authority is to be trusted and valued more than independent judgement.

6. Students' own ideas and those of their classmates are inconsequential.

7. Feelings are irrelevant in education.

8. There should always be a single, unambiguous right answer to any question.
Quotes from Paulo Freire

1. "Liberating education consists in acts of cognition, not transferals of information"

2. "Leaders who do not act dialogically, but insist on imposing their decisions, do not organise the people - they manipulate them. They do not liberate, nor are they liberated: they oppress."

3. "Language is never neutral."

4. “The teacher is of course an artist, but being an artist does not mean that he or she can make the profile, can shape the students. What the educator does in teaching is to make it possible for the students to become themselves.”

5. “It’s in making decisions that we learn to decide.”

6. "To study is not to consume ideas, but to create and re-create them."

7. "People educate each other through the mediation of the world"

8. "I cannot be a teacher without exposing who I am."

Additional resources

ELT and social justice: opportunities in a time of chaos

- In this plenary recording, JJ Wilson looks at the arguments for including social justice issues in ELT classrooms. He summarises the literature, referencing major theorists such as John Dewey, Paulo Freire, and Bell Hooks. He also examines relevant ideas and movements: critical pedagogy and conscientização; participatory teaching learning; problem-posing and dialogic methods; 'poor man's pedagogy'; service learning; and 'the banking method' versus education as the practice of freedom.

https://www.teachingenglish.org.uk/article/plenary-session-jj-wilson
Managing your teaching staff – how to keep a staff motivated, challenged, and developing professionally

- In this session, Fiona Dunlop explores ways of identifying what motivates the teachers you manage and how to encourage them to take ownership of their CPD in a way that will benefit not only the teacher but the organisation too. The session covers areas such as developmental observation techniques and focussed action research for teachers.

https://www.teachingenglish.org.uk/article/graphic-organisers

Understanding emotional and social intelligence among English language teachers

- This paper explores the role of emotional and social competences as key components of effective classroom practice. The study has two phases. In phase one, a survey was conducted to establish the emotional and social intelligence of English language teachers from across the globe, as well as the role of mediating variables. In the second phase, case studies were employed to examine the beliefs and practices of selected highly emotionally and socially intelligent teachers. Discussing the findings, we reflect on the implications for language teaching, language teacher education and further research in this area.

Exploring assessment

Introduction
In this teacher development activity, participants explore and share their views of assessment and its role in the language classroom. They look at some of the criticisms of testing and discuss together how they can mitigate these negative factors.

Webinar time reference: 17:15 – 21:03
Time: 40 – 60 minutes
Aim: To discuss the impacts of testing on classroom practice.
Preparation:
- Make copies of the views on testing from the materials section.

Procedure
- Tell the participants that Paulo Freire had quite a negative view of summative testing and the impact it has on teaching and learning.
- Split the participants into two groups. Ask one group to work together in smaller groups of 4 – 5 and brainstorm all the benefits of testing, and ask the other group to split into small groups and brainstorm all the bad things about testing.

This activity draws on materials and ideas presented by Chris Sowton in his presentation ‘What Paulo Freire can teach us about the ELT classroom.’
Give them time to think of ideas and then pair participants from each of the groups, so that they share their pros and cons together.

Give them time to discuss, and then ask all the participants who are in favour of testing to move to the right-hand side of the room and all those who are against to move to the left.

Give the participants each a copy of the 8 Views of testing. Ask them to read and decide which of the statements they agree with.

Next, ask the participants to discuss in groups what they can do to mitigate these negative impacts of testing.

Open the discussion up to the whole class and get them to share their suggestions and comments.

Materials:
8 Views of testing

1. Teachers correct grammar and pronunciation in class to show that they know particular things about the language as they are not confident in their own pedagogy and because the exams focus on those things.

2. Speaking is seldom assessed because it is complex and subjective.

3. Many students can display their learning ‘peacock like’ - but remain unable to use the language meaningfully.

4. Many students and parents are often obsessed with test grades and forget about the value of learning.

5. Many students don’t take the work seriously unless they think it will be on the test.

6. Many teachers just drill their students for the exam and forget that they’ll need to use the language in a meaningful way at some point in their lives.

7. Tests only test students’ abilities to pass tests.

8. Some students can be good at English and not good at taking tests.
Additional resources

Assessment: Attitudes, practices and needs

- This paper explores teachers’ attitudes, practices and needs relating to assessment. One of the key findings of this project is that teachers develop their assessment practices through their own experiences. The observations of practice would suggest that teachers engage in a variety of assessment practices successfully, but consider these practices to be part of good teaching and not assessment. This study will be of interest to teachers, teacher trainers and academicians seeking insights into language teaching, testing and assessment.


An uncertain and approximate business? Why teachers should love testing

- Many teachers have at best an equivocal attitude to testing, and at worst outright hostility to the whole concept. Yet they do it all the time. This talk looks at the downsides and upsides of high and low stakes assessment and offers a testing vision for both lovers and haters.


Inclusive assessment approaches

- Assessment is a crucial part of learning. It can be difficult to know how to identify learners with special educational needs (SENs) in the classroom and how to include learners with SENs in the assessment process.

https://www.teachingenglish.org.uk/article/inclusive-assessment-approaches

Ongoing assessment - fun not fear!

- Jenny Bedwell looks at ongoing assessment and its effective use not only in recycling and revising language, but also in encouraging younger learners to be aware of their own abilities and needs and to perceive assessment as a positive experience.

Managing your teaching staff – how to keep a staff motivated, challenged, and developing professionally

- In this session, Fiona Dunlop explores ways of identifying what motivates the teachers you manage and how to encourage them to take ownership of their CPD in a way that will benefit not only the teacher but the organisation too. The session covers areas such as developmental observation techniques and focussed action research for teachers.

https://www.teachingenglish.org.uk/article/graphic-organisers

Understanding emotional and social intelligence among English language teachers

- This paper explores the role of emotional and social competences as key components of effective classroom practice. The study has two phases. In phase one, a survey was conducted to establish the emotional and social intelligence of English language teachers from across the globe, as well as the role of mediating variables. In the second phase, case studies were employed to examine the beliefs and practices of selected highly emotionally and socially intelligent teachers. Discussing the findings, we reflect on the implications for language teaching, language teacher education and further research in this area.

Research in the English language classroom

Introduction

In this teacher development activity, participants look at the role of research in the language classroom and explore some examples of teacher led research. They then try to duplicate one of the teacher research projects in their own classroom.

Webinar time reference: 24:00 – 27:55

Time: 50 – 60 minutes

Aim: To encourage participants to get involved in classroom research.

Preparation:

- Read through ‘Champion Teachers: Stories of exploratory action research’:


Procedure

- Ask participants what part research plays in their teaching practice and the application of teaching methodology in their classroom.
Give them some time to discuss and then get some feedback.

Tell the participants that research is often separated from the processes and practice of everyday teaching. Point out some of the reasons for this.

Reasons for this disconnect:

- Teachers lack access (and finances to access) paywalled academic research
- Teachers lack time to implement evidence-led research
- Teachers are often not supported by other educational stakeholders in implementing changes (e.g. due to assessment pressures)

Point out that according to Pablo Freire, “Dialogical theory requires that the world be unveiled. No one can, however, unveil the world for another.” The implications of this are that teachers should be involved in Action Research in the classroom.

Give the participants a link to the British Council publication ‘Champion Teachers: Stories of exploratory action research’:


Ask the participants to look at the contents list and choose one of the 9 research reports to read about. Note: You could assign these equally among your participants.

Ask the participants to quickly skim read their research report and produce a 4 – 5 sentence summary of the report.

Once they have completed their summary, group the participants who read different reports and ask them to share their summaries of what they read.

Ask the participants to choose one of the topics that interests them and try to do similar research in their own classroom.

Once they have chosen which one they want to do, ask them to meet again in a number of weeks and report back on what they learned from their action research project.

Materials:

‘Champion Teachers: Stories of exploratory action research’:

Additional resources

**Action research**

- This article Cheron Verster, teacher trainer and materials developer, looks at the benefits of action research.
  
  https://www.teachingenglish.org.uk/article/action-research

**Classroom action research**

- In this step-by-step task, we look at what classroom action research is and how to get started. Classroom action research begins with a question or questions about classroom experiences, issues, or challenges. It is a reflective process which helps teachers to explore and examine aspects of teaching and learning and to take action to change and improve.

  https://www.teachingenglish.org.uk/article/classroom-action-research

**A handbook for exploratory action research**

- This is a practical handbook, written in a non-academic, teacher-friendly style, to show teachers how they can engage in research. The handbook takes teachers through the steps of exploratory action research, an approach to teacher-research for professional development.

  https://www.teachingenglish.org.uk/article/handbook-exploratory-action-research

**International research into teacher professional development: implications in the current context**

- This webinar is based on the findings of a 2014 comparative research study into recruitment, retention and in-service training of English language teachers in public schools/universities in Latin America (Brazil, Colombia and Mexico) and the Middle East (Kuwait, the United Arab Emirates, with Oman, Bahrain, Qatar and Saudi Arabia grouped together).

  https://www.teachingenglish.org.uk/article/international-research-teachers-professional-development-implications-current-context
Activity 4

The learner centred classroom

Introduction

In this teacher development activity, participants explore the way classrooms are managed and the role of the teacher as authority vs authoritarian. They discuss the reason for the persistence of the transmission model of learning in many classrooms and look at some techniques for making the classroom less authoritarian.

Webinar time reference: 13:50 – 17:10

Time: 40 – 60 minutes

Aim: To encourage teachers to make their classroom a more participatory learning environment.

Preparation:

- Make copies of the ‘Making the classroom less authoritarian’ tips from the materials section.

Procedure

- Point out that Paulo Freire was consistent about the importance of the teacher. Share the quote “Teachers are absolutely necessary, but what is bad, what is not necessary, is authoritarianism rather than authority.” (Horton and Freire, 1990: 181)

- Tell the participants that although most teachers believe in facilitative teaching rather than a teacher-centred, transmissive, jug and mug model of pedagogy, the jug and mug model is still very common.
• Put the participants into groups and ask them to discuss why they think the transmission model of teaching persists.

• Get some feedback from the participants.

• Next, give them the tips for making the classroom less authoritarian.

• Ask them to discuss the suggestions and ask them to decide which ones they like best and what the challenges are with implementing each of these approaches.

• Get some feedback from the participants and ask them to choose one approach that they don’t normally use. Ask them to try it for a few weeks and see how it changes their classroom.

• Ask them to report back in the next teacher development session.

**Materials:**

Making the classroom less authoritarian

1. Use more pair and group work.

2. Use a flipped approach to learning and get students to research information about lesson topics before the lesson.

3. Use more projects and Project Based Learning to get students to take more responsibility for their own learning.

4. Try to speak less and get students to speak more.

5. Negotiate with students to decide which topics and parts of the coursebook they most want/need to study.

6. Talk about pedagogy with students and get their opinions about the types of activities and techniques you use. Find out which ones they think work best and share your rationale for using the activities.

7. Ask students to volunteer to research and teach some lessons or parts of lessons

8. Ask students to run revision classes.
TBL and PBL: Two learner-centred approaches

- Both TBL and PBL focus primarily on the achievement of realistic objectives, and then on the language that is needed to achieve those objectives. They both treat language as an instrument to complete a given objective, rather than an isolated grammar point or lexical set to learn and practise.

Project work with teenagers

- Project work is becoming an increasingly popular feature within the ELT classroom. Common projects are class magazines, group wall displays about students' countries and designs for cities of the future. Find out more in this article from Lynn Gallacher.

The learner-centred classroom

- Recorded in 2011, this webinar explores different aspects of learner-centred teaching. What does it mean to be 'learner-centred'? Why is it important? We examine some of the practical issues. What problems might arise? Is learner-centred teaching possible in all contexts?

Beyond the polarisation of learner-centred and teacher-centred pedagogy

- This webinar explores the reasons behind the failure to implement learner-centred approaches in developing world contexts. Evidence is recounted which questions the effectiveness of learner-centred approaches and favours effective whole-class teaching. Finally, attempts to promote a balanced approach to pedagogy through a teacher education project in Burma are showcased.
A 10-point plan for making the classroom more Freirean

Introduction

In this teacher development activity, participants explore a 10-point plan for integrating the practices and beliefs of Paulo Freire into their school and classroom. They assess the 10 points and decide how much each one has to offer them and their students. They finish by creating an action plan outlining the different aspects they would like to integrate and how they plan to integrate them.

This activity draws on materials and ideas presented by Chris Sowton in his presentation ‘What Paulo Freire can teach us about the ELT classroom.’

Webinar time reference: 33:40 – 47:30

Time: 40 – 60 minutes

Aim: To encourage teachers to think about how they could introduce some of Freire’s principles into the way their school works.

Preparation:

- Make copies of the discussion worksheet from the materials section.

Procedure

- Ask the participants what they know about the thoughts and ideas of Paulo Freire.
- Put them into small groups of 4 – 5 to share and compare their knowledge.
Next, give the participants the discussion sheet on integrating Freirean principles into schools.

Ask the participants to read through the recommendation in the plan and decide which points they:
- Agree with
- Would like to try in their school
- Think could work

After giving them time to read through, put the participants into groups of 4 – 5 and ask them to share and compare their reflections.

Next, open the discussion to the whole group and see which points all teachers agree that they would like to try, and think could work in their school.

Instigate a discussion on how to start implementing the points and how they can measure the impact on students’ learning.

Finish the session by asking everyone to write some action points about things they will do to try to implement these changes.

**Materials:**
A 10-point plan for integrating Freirean principles into schools

1. **Genuinely critical pedagogy**
   - We should use a more learner-centred pedagogy, with learners genuinely and actively engaged in their own learning.
   - There should be more time for student talking and discussion, student analysis and student reflections time.

2. **Socially active learning**
   - We should use a more learner-centred pedagogy, with learners genuinely and actively engaged in their own learning.
   - The classroom should be integrated with the community.

3. **Participatory language policy**
   - Student's own language(s) should be used more to help disseminate knowledge and to support and guide during the assessment process.
4. Pro-learner content

- Course books and course materials should reflect more closely the experiences and culture of the learners.
- The syllabus should be designed around skills and competencies rather than lexical and grammatical items.
- Learning should be based around problem-solving and discovery.

5. Differently measured progress

- We should be measuring progress rather than attainment and also measuring a wider range of factors including confidence, attitude, social skills and self-esteem.
- Assessment should be continuous and based on what students can do with the language rather than what they know about it.

6. Gap-bridging technology

- Open-source platforms and open access educational tools and resources should be used to empower the students and provide them access to information.

7. Empowering physical learning space

- Students should have a positive and enjoyable learning space that students should be involved in decorating with their own work rather than generically created.

8. Impactful professional development

- All teachers should be involved in their own professional development
- Professional development should be guided and measured by its impact on learning in the classroom

9. Reimagined rationale for learning English

- Language learning should be framed from the perspective of giving students the power to participate in a global conversation about social change.
- There should be wider recognition and engagement with non-native forms of English.
10. Revise nomenclature

- We should rename aspects of the language learning process to focus on learning rather than teaching, support rather than feedback, and try to move away from hierarchical structures and more towards collaborative relationships within our learning institutions.

Additional resources

Developing teachers and enabling reform and internationalisation in higher education

- This talk looks at factors involved in creating institutional change and effective teacher development programmes at HE level. This talk draws on findings from research studying the impact of the five-year 'English for Universities' project, delivered in 32 universities.

Girls' education and empowerment: Exploring the potential of English language and digital skills

- This report presents summaries of 11 scoping studies conducted in 2021 to inform programmes designed for adolescent girls in communities that are remote and/or socio-economically marginalised. The studies provide a unique insight into the lives and opinions of over 900 adolescent girls across 11 diverse countries.

On language teachers as agents of cultural relations

- In this article, the theoretical concepts related to cultural relations and teacher agency are introduced. Empirical evidence is presented from ODA (official development assistance) contexts which shows how teacher agency can be manifested, and further reflections and implications are discussed by the author.