Educational technology and other learning resources

Chapter 11 in Harmer "The practice of English Language Teaching"

Kefah Barham
Think and Talk!

If you walk around classrooms in Palestinian schools, what will you see there?
Different Classroom Resources
Reversed Resources pyramid (Jill and Charles Hadfield)

- Videos, computers
- OHPs, photocopiers
- Whiteboards, books
- Paper and pen
- Blackboard
- Nothing
Think and Share!

Do you think being in the bottom of the pyramid is likely to be a bar to language learning?
• Jill and Charles argue passionately that there is a lot you can do with minimal or even no resources.

For example:
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Paper bags with faces drawn on them become puppets.
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For example:

Rearranging the desks in the classroom to become street plan so students can practice giving and responding to directions
Reversed Resources pyramid (Jill and Charles Hadfield)

The internal world of the Ss is the richest, deepest seam of gold that you have. (Hadfield and Hadfield, 2003 as cited in Harmer’s book)
The Students themselves

• Ss’ through their thoughts and experiences, they bring the outside world into the room, and this is a powerful resource to draw on.

Activities:

– Teachers can get them to write and talk about things they like or have experienced.
– Ask them to act out scenes from their lives experience
– Explaining and practicing meaning
– Standing in line in the order of their birthdays (asking each other when is your birthday)
– Class Robot: electing one student to mime or act according to he/she has been asked to do
1. Realia

- The main advantage of using real objects into the classroom is to make the learning experience more memorable for the learner
- Teaching the meaning of the words
- Teaching functional language: instead of using fictional bus timetable, or menu, you can use real ones

You can use a softball to make the activity more enjoyable.
• 2. Pictures
• Ts have always used pictures and graphics to facilitate learning.
• Ts also draw pictures on the board to help with explanation and language work.
• Pictures can be in the form of
  – flashcards- smallish cards which teachers can hold up for students to see
  – Large wall picture- big enough for everyone to see details
  – Cue cards- small cards which students can use in pair or small group work
Objects, Pictures, and things

- Drills
- Understanding
- Ornamentation
- Communication
  - Games
- Prediction
- Discussion
• **Drills**: Good specially with lower level students
  - Cue –response drills
  - Hold up a flash card- the cue- before nominating a student and getting a response.
  - Hold another flash card and nominate different one and so on.
  - Useful for drilling grammar items for cueing different sentences and practicing vocabulary
  - You may use large wall picture or poster or ask students for details and eliciting answers
• **Communication Games:**
  – Describe and draw activities
  – Invent a story using at least 3 images in front of them
Flashcards

• Pictures that can you hold up when standing in front of the whole class.
• Schools sometimes have their own library of flashcards but you can create your own ones.
• They are very useful teaching aid especially in early years of teaching.
• **Understanding**

  – Presenting and checking the meaning

  – Checking understanding of writing and listening material through asking a student to choose a picture of a set of picture that corresponds to the reading text or listening passage.
• **Prediction:**

• Teacher can use picture to help the students predict what is the lesson about. For example a teacher can use the unit poster to predict the topic of the lesson
• **Ornamentation:**

• Pictures in various kinds are often appealing to the readers. For example, reading a book with pictures will attract more than without pictures or photographs.
• Discussion:
• Pictures that be used to stimulate questions, express feelings.
• Can be used also for creative writing in which teachers can ask students to write a description of the people in the picture or invent a dialogue or a conversation between the people in the picture.
Activities for Using Flash Cards

https://www.youtube.com/watch?v=X9KebTgfLJI
Strategies for Making Teaching Aids

- Reusable: Flashcards → Poster board → games → Wall cards

- Durable: using hard cards, protected with transparent coverings

- Authentic: real like object/ appropriate for lesson, appropriate for students’ age, culture

- Big enough: to see clearly
Cards:
can be used in variety of ways, they care carefully prepared pieces of thick paper which have been laminated to make them reusable resource

- Matching and ordering
  - Matching question and answer
  - Two halves of a sentence
  - Order words to make a sentence

- Selecting
  - Using a particular word in a sentence
  - Picking 3-4 cards and students have to make

- Card Game
  - Simple vocabulary game: cards have pictures on one side and words on the other. If students pick the picture side they have to say the word and if they pick the word side they have to draw a picture and check if the drawn and original one match
Cuisenaire rods

- Small blocks of wood and plastic of different lengths
- Each length is a different color
- They are only differentiated by their length and color.

https://www.youtube.com/watch?v=74AoYQG2NPs
Class Discussion:

• Why should we have to use course books?
Benefits

- Offer coherent syllabus
- Satisfactory language control
- Foster the perception of progress as units and then books are completed

Restriction

- Demotivated
- Inappropriate
- Too easy

One solution to do this is using “do-it-yourself” approach.

If teachers see a certain material is good and relevance to their needs.

This enriches the learning and increase the students’ motivation

Teachers need to have access and knowledge to wide range of books, recourses, magazines, novels, encyclopedia.
Use the course book?

- Yes
  - No change
  - Change
  - Omit
  - Replace

- No
  - Add
  - Re-write
  - Replace activities
  - Re-order
  - Reduce