

Using and Selecting Various Resources in Teaching

- Do you use coursebooks? How many coursebooks?
- How are the book(s) chosen?
- What do you think of the book(s)?
- Does/do the book(s) come in complete package (teacher's and student's books)

Warming-up questions

- Is the material visually attractive and clear? (using different colors, fonts, headings)
- Is it well organized? Can you and the learners follow the logic of the material and find your way around the page or unit quickly and easily?
- Is it culturally appropriate? Will the context(s) be familiar to your students?

How do we select and use coursebook material?

- Is it suitable for your learners' age and their needs and interests?
- Will the topic be motivating to suit the age, gender, experience and personal interests of your learners?
- Is it at the right level?
- Does it give learners enough opportunities to use the language?

- To replace the coursebook materials with the same focus/aim from another book or resource
- To adapt the coursebook material, i.e. change it in some way to make it suitable for our learners

No for answers? Then what's next?

<i>Strategies</i>	<i>Problems</i>	<i>Possible solutions</i>
Extending material	<ul style="list-style-type: none"> • The task or exercise is too short. • The learners need more practice. 	<ul style="list-style-type: none"> • Write extra items, following the same pattern.
Shortening material	<ul style="list-style-type: none"> • The task or exercise is too long. • The learners don't need so much practice. 	<ul style="list-style-type: none"> • Use as much as you need, but do not feel you have to use it all. • Give different parts of the text or task to different learners.
Changing the form of tasks	<ul style="list-style-type: none"> • The task doesn't suit the learners' learning style. • You want a change of pace. • The coursebook often repeats the same kind of task. 	<ul style="list-style-type: none"> • Change the interaction pattern, e.g. use a matching task as a mingling activity (i.e. one in which learners move around the class, in this case to find their partners).
Changing the level of the material	<ul style="list-style-type: none"> • The texts or tasks are too easy or too difficult. 	<ul style="list-style-type: none"> • Make material more challenging, e.g. learners try to answer comprehension questions <i>before</i> reading. • Make material less challenging, e.g. break up a long text into shorter sections.
Reordering material	<ul style="list-style-type: none"> • The activities in the units in the book always follow the same sequence. • The learners need to learn or practise things in a different order. 	<ul style="list-style-type: none"> • Change the order of the material, e.g. ask learners to cover up a page or part of a page, so that they focus on what you want them to do first.
Making use of all the resources in the book	<ul style="list-style-type: none"> • There is not enough practice material in a particular unit. • The learners need to revise particular items. • You want to preview material in a future unit. 	<ul style="list-style-type: none"> • Use extra material from the book: grammar summaries, word lists, lists of irregular verbs, etc. • Give whole-book tasks, e.g. searching through the book for texts, pictures, language examples.

Coursebook provides:

- Situation/context
- Pictures
- Dialogues
(conversations
between two people)
and texts
- Tasks and exercises

Teacher can provide
additional:

- Warmer
- Instruction
- Role-play
- Homework tasks

When planning lessons, think about what the coursebook gives you, and what you need to add:

- Supplementary materials: books and other materials that we can use in addition to the coursebook.
- They include skill development materials, grammar and vocabulary practice materials, collection of communicative activities.
- May also come from authentic sources (e.g. newspaper and magazine articles, video, etc)

Selecting and using supplementary materials and activities

- To replace unsuitable materials in the coursebook
- To fill gaps in the coursebook
- To provide suitable material for learners' particular needs and interests
- To give learners extra language or skills practice
- To add variety to teaching

Why do we use supplementary materials and activities?

	<i>Possible advantages</i>	<i>Possible disadvantages</i>
<i>Class library of readers</i>	<ul style="list-style-type: none"> • encourages extensive reading • gives learners confidence 	<ul style="list-style-type: none"> • language sometimes too simple • may not be challenging
<i>Skills practice books</i>	<ul style="list-style-type: none"> • focus on individual skills 	<ul style="list-style-type: none"> • may not fit coursebook
<i>Teacher's resource books</i>	<ul style="list-style-type: none"> • new ideas for lessons 	<ul style="list-style-type: none"> • may not suit lesson aims
<i>Websites</i>	<ul style="list-style-type: none"> • variety of lesson plans, teaching materials, other resources 	<ul style="list-style-type: none"> • sometimes difficult to find the right material for the learners
<i>Video</i>	<ul style="list-style-type: none"> • provides visual context • source of cultural information • shows body language 	<ul style="list-style-type: none"> • equipment may not always be available • language may not be graded
<i>Language practice books</i>	<ul style="list-style-type: none"> • extra practice • learners can work alone without teacher's help 	<ul style="list-style-type: none"> • repetitive exercises • little or no context
<i>Electronic materials</i>	<ul style="list-style-type: none"> • motivation • familiar technology for learners 	<ul style="list-style-type: none"> • difficult for teacher to control how learners are working • little or no human feedback
<i>Games</i>	<ul style="list-style-type: none"> • enjoyment • language practice 	<ul style="list-style-type: none"> • may not be suitable for older learners

- See what's available around you
- Think carefully how I will replace or improve coursebook material
- Consider authentic material
- Think carefully about all the skills required
- Check how appropriate the level is for the learners

Selecting supplementary materials

- Pay special attention on the instructions
- Adapt many supplementary materials for use with classes at different level
- Games and communicative activities can provide variety and make learning fun.

Using supplementary material

- Aids are the resources and equipment available to us in the classroom, as well as the resources we can bring into class.
- They include cassette player and recorder, cd players, video recorders, OHP, visual aids, realia, the teacher

Selection and use of aids

<i>Classroom equipment</i>	<i>Main teaching purpose</i>
blackboard/whiteboard	writing up planned vocabulary, grammar examples and explanations
overhead projector (OHP)	displaying prepared exercises on transparencies (plastic sheets)
cassette recorder/CD player	listening practice
video recorder	listening practice with added visual information
computer	grammar exercises
language laboratory (i.e. a room where learners can listen to recordings and record themselves)	grammar drills

- Benefits: contribute to the global development of our pupils and corresponds with the psychological, linguistic, cognitive, social, and cultural objectives of most language teaching programs.

The use of technology in class

- Videos made specially for ELT (Muzzy in Gondoland)
- Animated stories
- TV children's programs
- Documentary (BBC world of wildlife)
- Self-made videos

Video

- CALL
- Why use CALL?
- What are the considerations in using CALL?
- What do you think? Are you or is your school ready for it?

Computers

- Before using: plan the lesson carefully, establish ground rules, pre-teach computer related vocabulary, be demonstrative, explain the purpose of working with computer
- While using: make sure ss respect rules, stay focus on tasks
- After using: complete works, display work, compare work, review

Using computers

- Are you familiar with it?
- Do you have access to internet easily?
- Professional development
- Making use the internet: reading and following instruction and answering questions, accessing a site, looking for specific information connected to topic, doing language activities, creating school website, writing to keypals

Using the internet

- Establish ground rules
- Make sure learners know what would happen if they disobey
- Always visit a site before using it with your pupils
- Check the availability of the software and hardware
- Ensure that pupils understand the purpose of working with computers
- Never allow a child to browse or download anything without guidance and supervision

Computer management