

# Collaboration to Improve English Teaching in Difficult Circumstances

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## ‘Difficult circumstances’

- low-resource classrooms
- with large class sizes
- in developing country contexts
  
- These are *normal* circumstances for many (the majority of) English teachers around the world



Photo © Christopher Tribble, 2004



Photo © Christopher Tribble, 2004



Photo © Christopher Tribble, 2004

HOW MANY STUDENTS DO YOU TEACH  
IN A TYPICAL CLASS?

- A. Less than 35?
- B. From 35 to 60
- C. Over 60?

Please write 'A', 'B' or 'C' in the chat  
window



# I. SHARING SUCCESS STORIES

- An Enhancement, Approach - not starting with 'what is wrong'
- As an encouraging basis for teacher development
- Bottom-up, context-appropriate



# Sharing success: 'Making English lessons meaningful'



## SHARING YOUR SUCCESS STORIES

- What has worked well in your classroom?
- Who could you share this with?
- Self-help group
- Training situation















TeachingEnglish

- Teaching kids
- Teaching teens
- Teaching adults
- Teacher development
- Events
- Magazine



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Teacher development

# Low-resource classrooms

Throughout the world English is often taught in 'low-resource' classrooms, but there are few training materials which are derived from and which reflect this reality. The materials presented here are intended to help fill this gap.



## Primary success stories



### Primary success stories

31 March, 2016



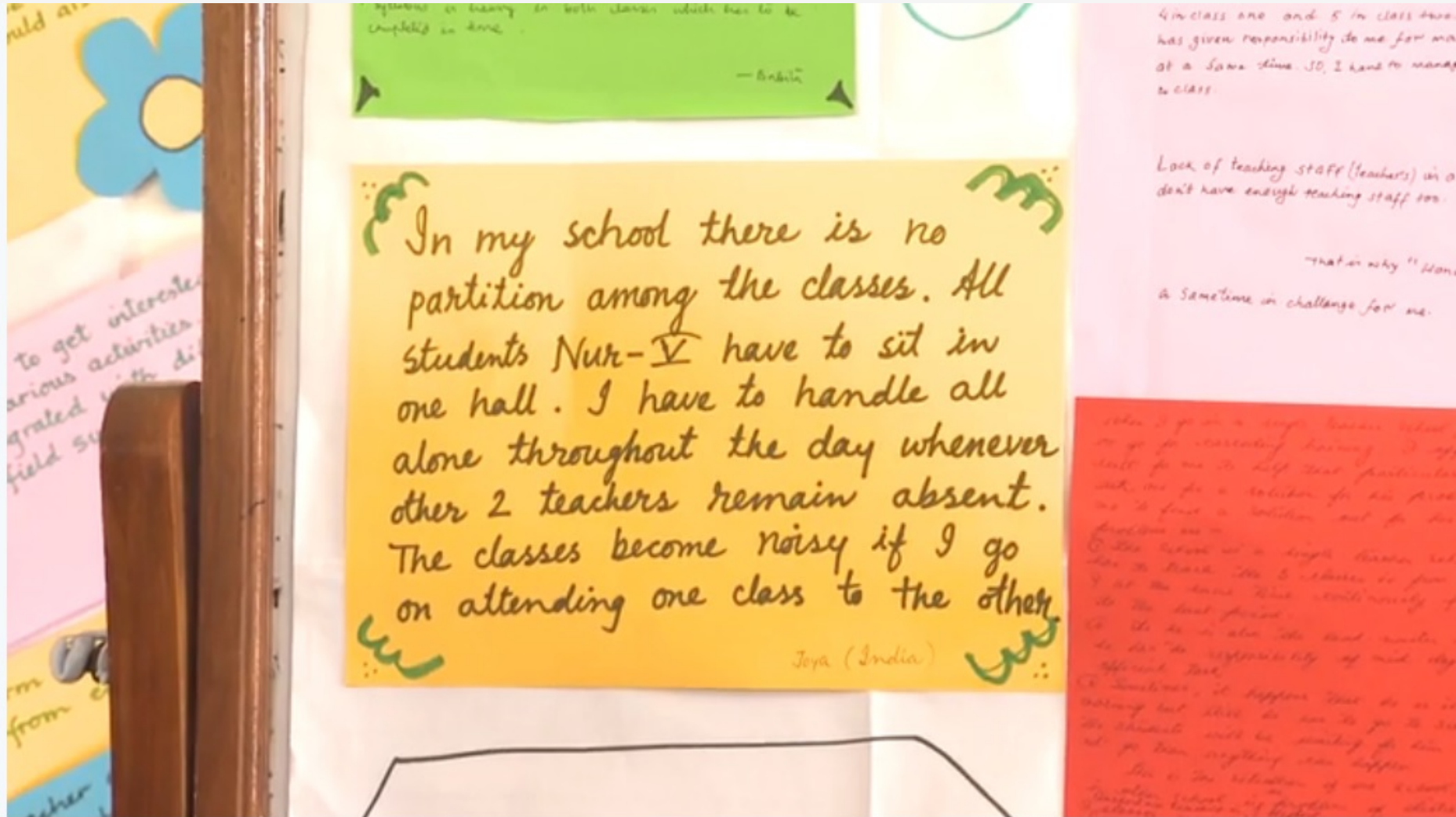
Getting primary students interested in learning English

A primary school teacher shares her story of how she has generated interest in English with a large group of

### Overview



## II. TURNING PROBLEMS INTO QUESTIONS – AND GETTING ANSWERS



# TURNING PROBLEMS INTO QUESTIONS

*I have too much homework to mark.  
It is impossible to give effective  
feedback to everyone.*

How can I provide feedback to students? What are the different forms of feedback I can use?



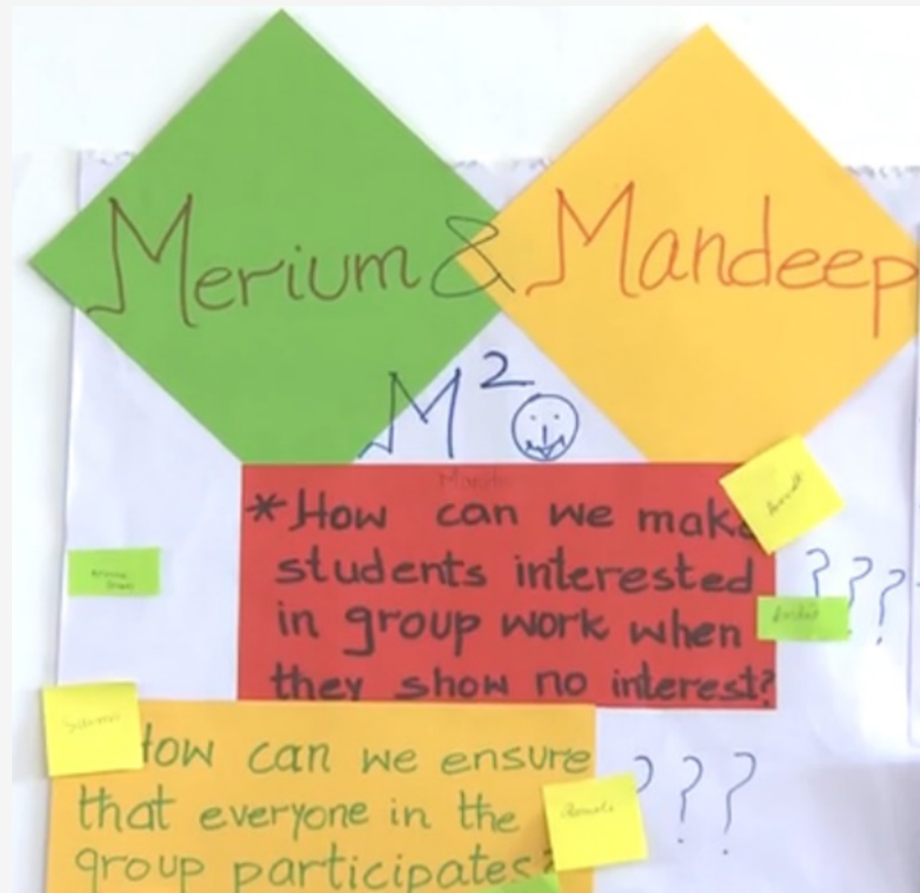
*Not all students participate due  
to being in a large class.*

How can I design activities so all students participate?

## OTHER PROBLEMS – AND QUESTIONS

- What problems do you face in large classes?
- What questions are in your mind?

# SHARING QUESTIONS WITH COLLEAGUES



# SHARING QUESTIONS WITH COLLEAGUES – AND GETTING ANSWERS

**Merium & Mandeep**

**\*Steps Towards Solution:-**

- Discussion amongst ourselves.
- Find someone with some kind of students & take notes.
- We would talk to someone more experienced
- At the end combine the answers & draw a solution.

**\*How can we make students interested in group work when they show no interest?**

How can we ensure that everyone in the group participates?

To Make

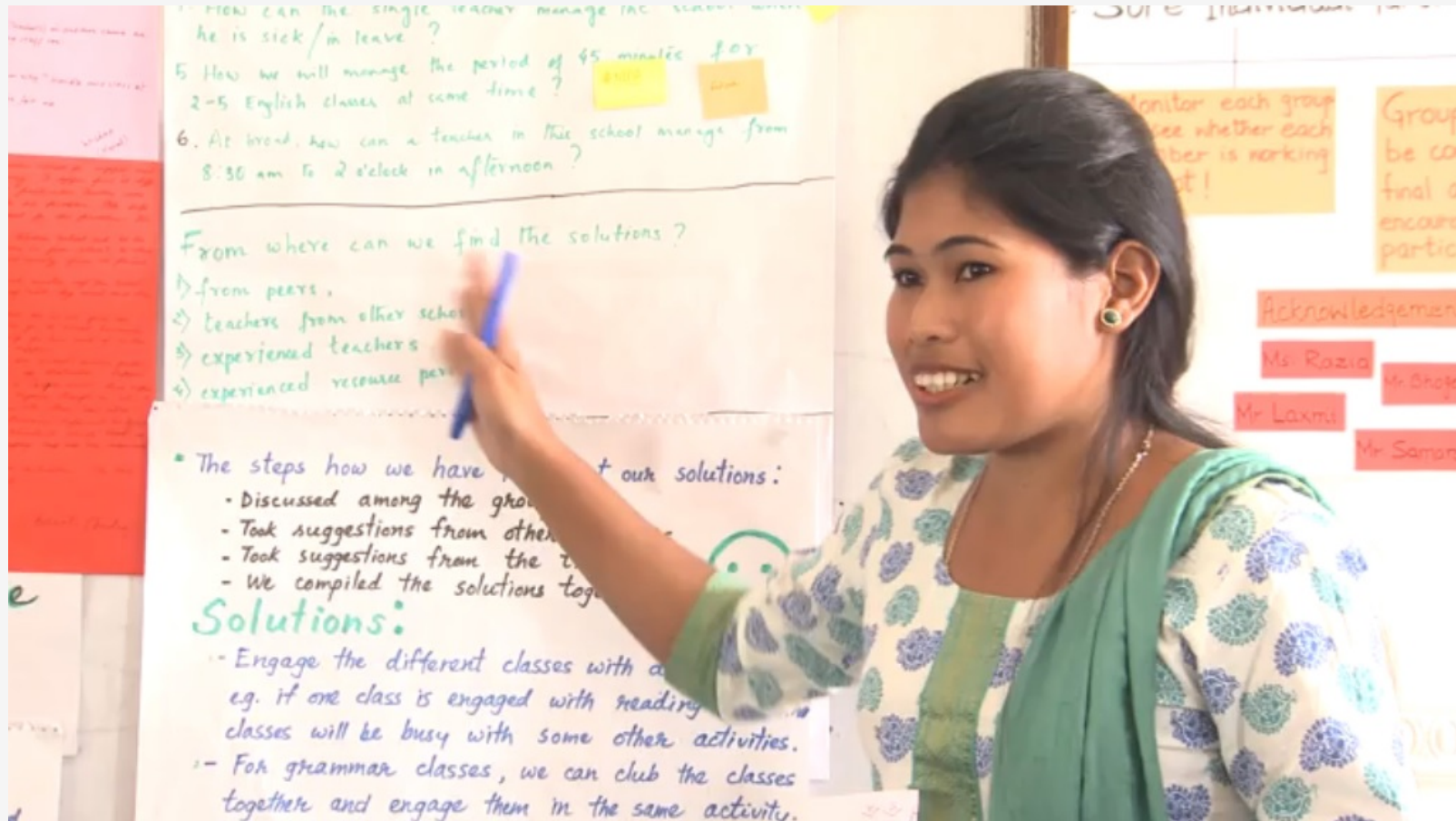
*Handwritten notes on the left side:*

- Pakistan at a Private school a group of children aged between 10-12 years old. They are very interactive and active. Doing like writing and reading is not their thing when it comes to speaking & listening they like to do group activities.
- ... have been their teachers don't like they would just be in the search to do anything.
- ... they would make a lot of noise the other classes around.
- ... someone participated in other activities so we have to find that they don't even tell if they are working.
- ... other problems like substance learning environmental education between the students. I get ones more confident. But I am maintaining the discipline. I expect participation and play but they come to be inquisitive their skills. Your ideas help.
- Sincerely,
- MUM AFTAB
- MENTARY TEACHER
- PAKISTAN

*Handwritten notes and symbols in the center:*

- M<sup>2</sup> with a smiley face.
- Small sticky notes with words like 'Share', 'Share', 'Share', 'Share'.
- Question marks '???'.

# REPORTING ON COLLEAGUES' IDEAS





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## Primary success stories



### Primary success stories

31 March, 2016



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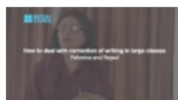
## Managing



Groups of teachers from Bangladesh, India, Nepal and Pakistan look at different aspects of classroom management in large classes.

### Managing

4 April, 2016

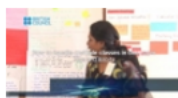


#### How to manage the correction of writing in large classes

Working in low-resource contexts in classrooms of 200+ students, two teachers share other teachers' ideas about how to manage the...

### Managing

4 April, 2016



#### How to handle multiple classes in one room

Working in low-resource contexts where multiple classes are taught in a single room and sometimes by one teacher, teachers research and...

## Materials and methodology



Groups of teachers from Bangladesh, India, Nepal and Pakistan look at different aspects of materials and methodology in low-resource contexts.

### Materials and methodology

4 April, 2016



#### How to create resources from nothing

Working in low-resource contexts, teachers research and share how to create resources from nothing.

### Materials and methodology

4 April, 2016



#### How to encourage students to speak out

Working in contexts where students are reluctant to speak out and afraid of making mistakes, teachers

# WHERE TO SHARE, HOW TO COLLABORATE FURTHER

## TELC (Teaching English in Large Classes) Network

HOME WHO WE ARE PRESENTATIONS PUBLICATIONS PARTICIPATE CONTACT US QUESTIONNAIRE



### TELC Home

#### Network rationale

Large class size is a challenge faced by many teachers and learners around the world and is a particular issue in many 'developing' countries where teacher recruitment has not kept pace with rapid increases in school enrolments. Investigations of large class size and other challenges involved in teaching in 'difficult circumstances' constitute the focus of our concern as a research network.

Teachers Research! Facebook  
group

<https://www.facebook.com/groups/teachersresearch/>

<http://telcnet.weebly.com/>

OVER TO YOU!

# OVER TO YOU!

The screenshot shows a web browser window displaying the TeachingEnglish website. The browser's address bar shows the URL [www.teachingenglish.org.uk/low-resource-classrooms](http://www.teachingenglish.org.uk/low-resource-classrooms). The website header includes the British Council and BBC logos, and the TeachingEnglish logo. Navigation links for 'Teaching kids', 'Teaching teens', 'Teaching adults', 'Teacher development', 'Events', and 'Magazine' are visible. The main content area features a blue sidebar with the heading 'Teacher development' and the sub-heading 'Low-resource classrooms'. The text in the sidebar reads: 'Throughout the world English is often taught in "low-resource" classrooms, but there are few training materials which are derived from and which reflect this reality. The materials presented here are intended to help fill this gap.' To the right of this text is a photograph of several students in a classroom setting. Below the sidebar, there is a 'Primary success stories' section with a date of '31 March, 2016'. A featured story is titled 'Getting primary students interested in learning English' and includes a small video thumbnail and the text: 'A primary school teacher shares her story of how she has generated interest in English with a large group of'. An 'Overview' button is also present. The Windows taskbar at the bottom shows various application icons and the system clock indicating 12:00 on 29/09/2016.

<http://www.teachingenglish.org.uk/low-resource-classrooms>