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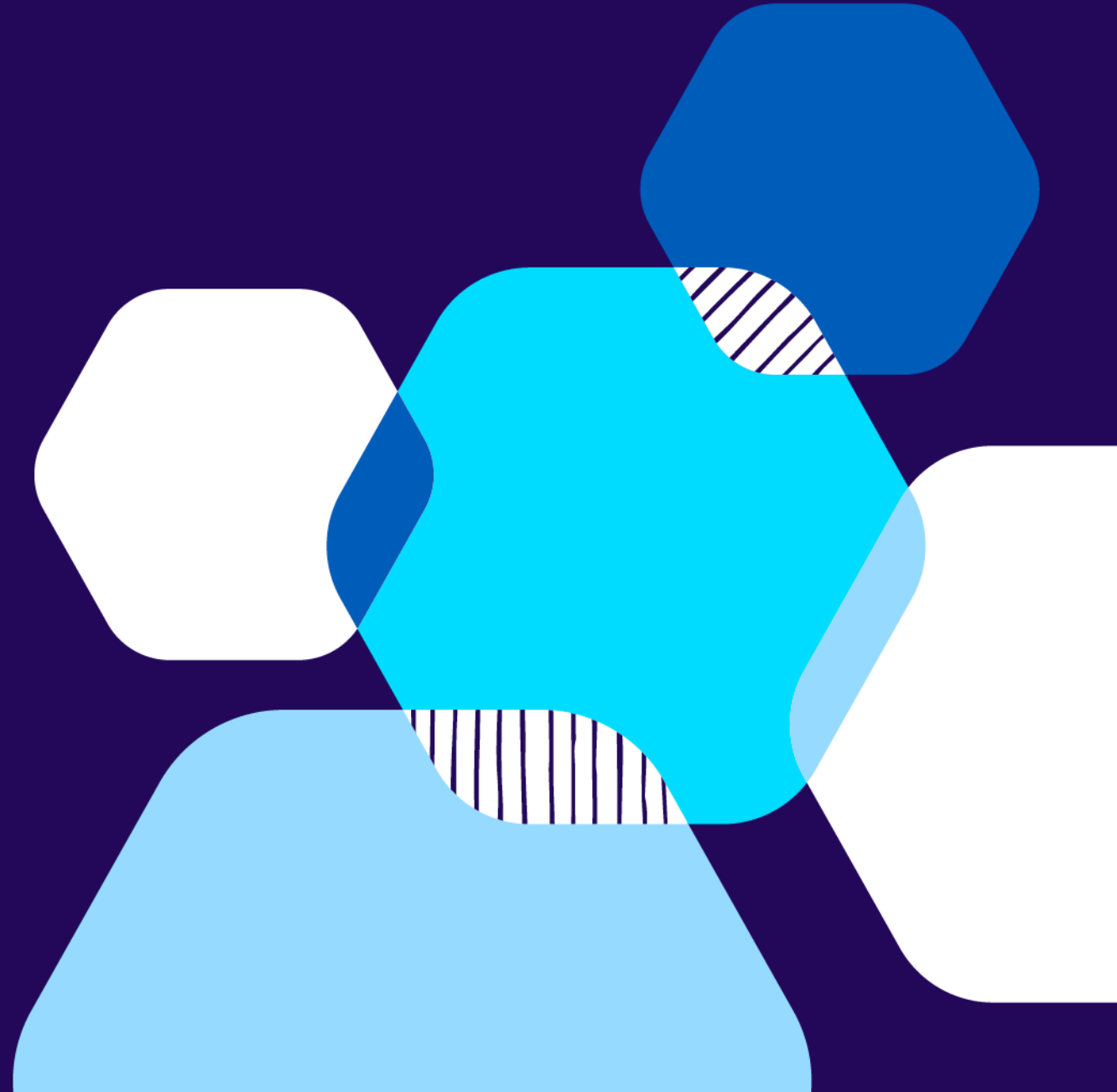
# Community-oriented Theme-based Teaching

31 August 2023

[www.britishcouncil.org](https://www.britishcouncil.org)

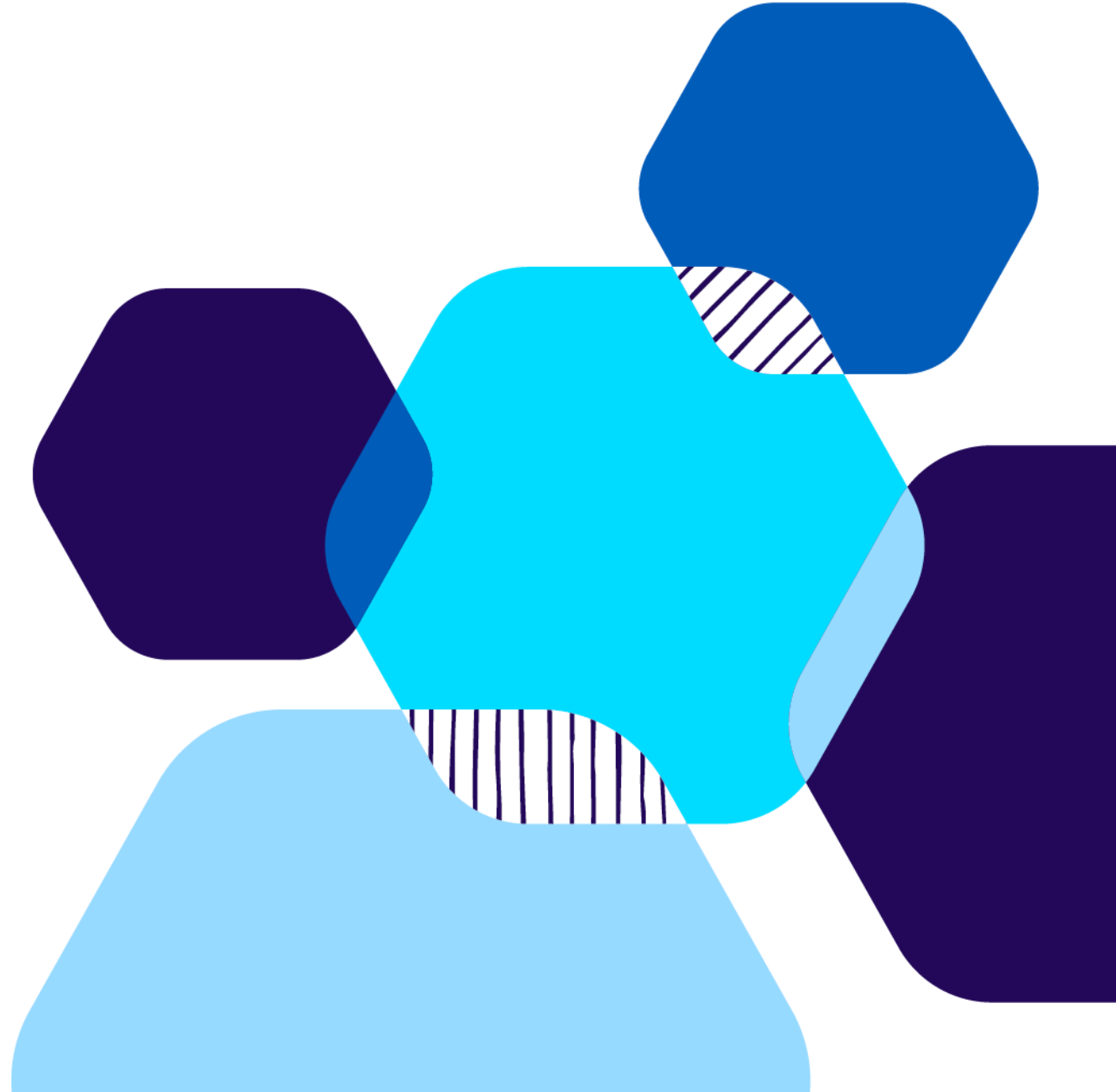


**Low Resource  
DOES NOT mean  
No Resource.**

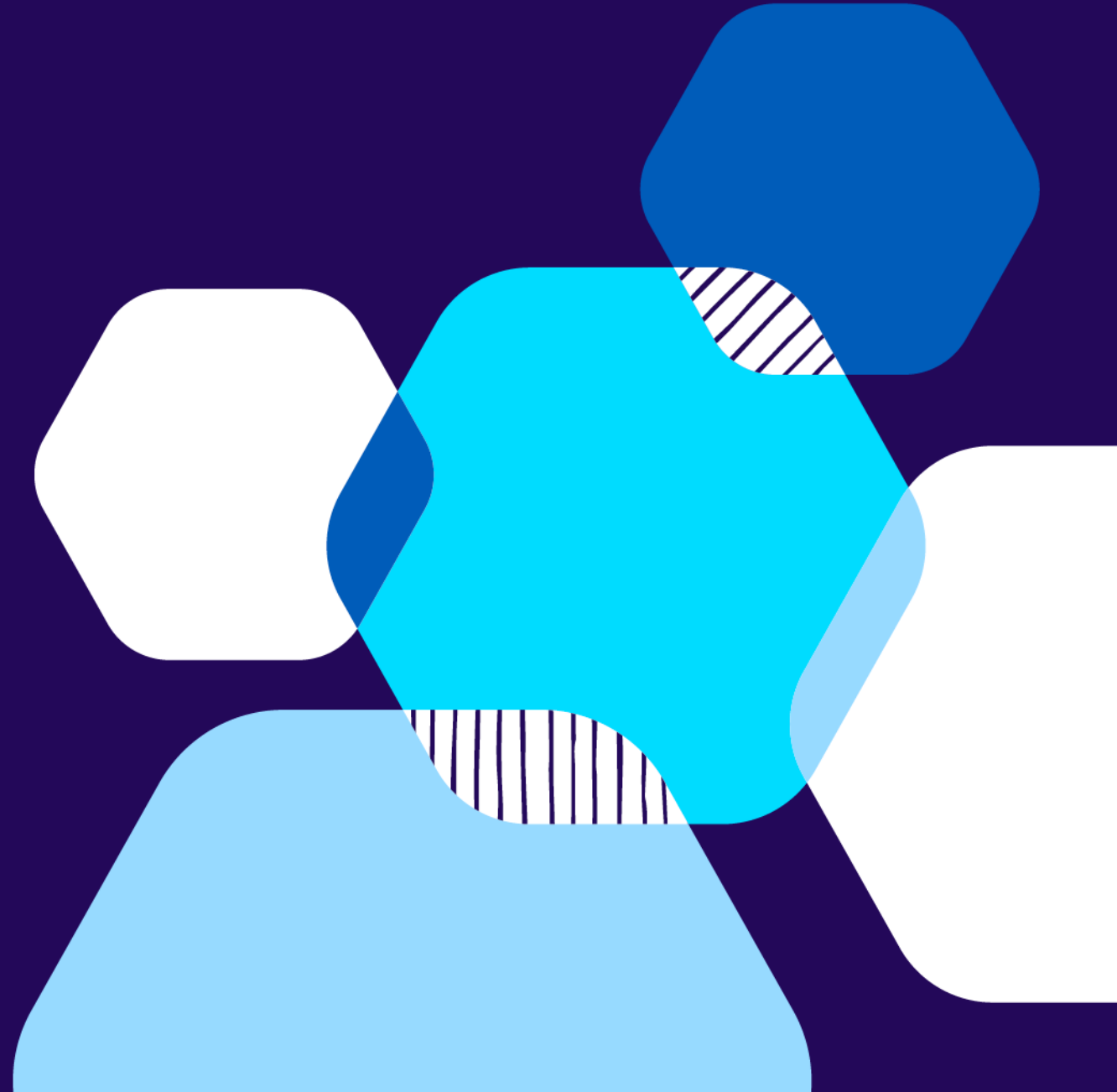


# Resources:

- Human (no. of teachers,..)
- Physical Spaces
- Materials
- Technology
- Access to information
- Support System (community, parents,..)
- Curriculum
- Language Support
- Connectivity
- Network

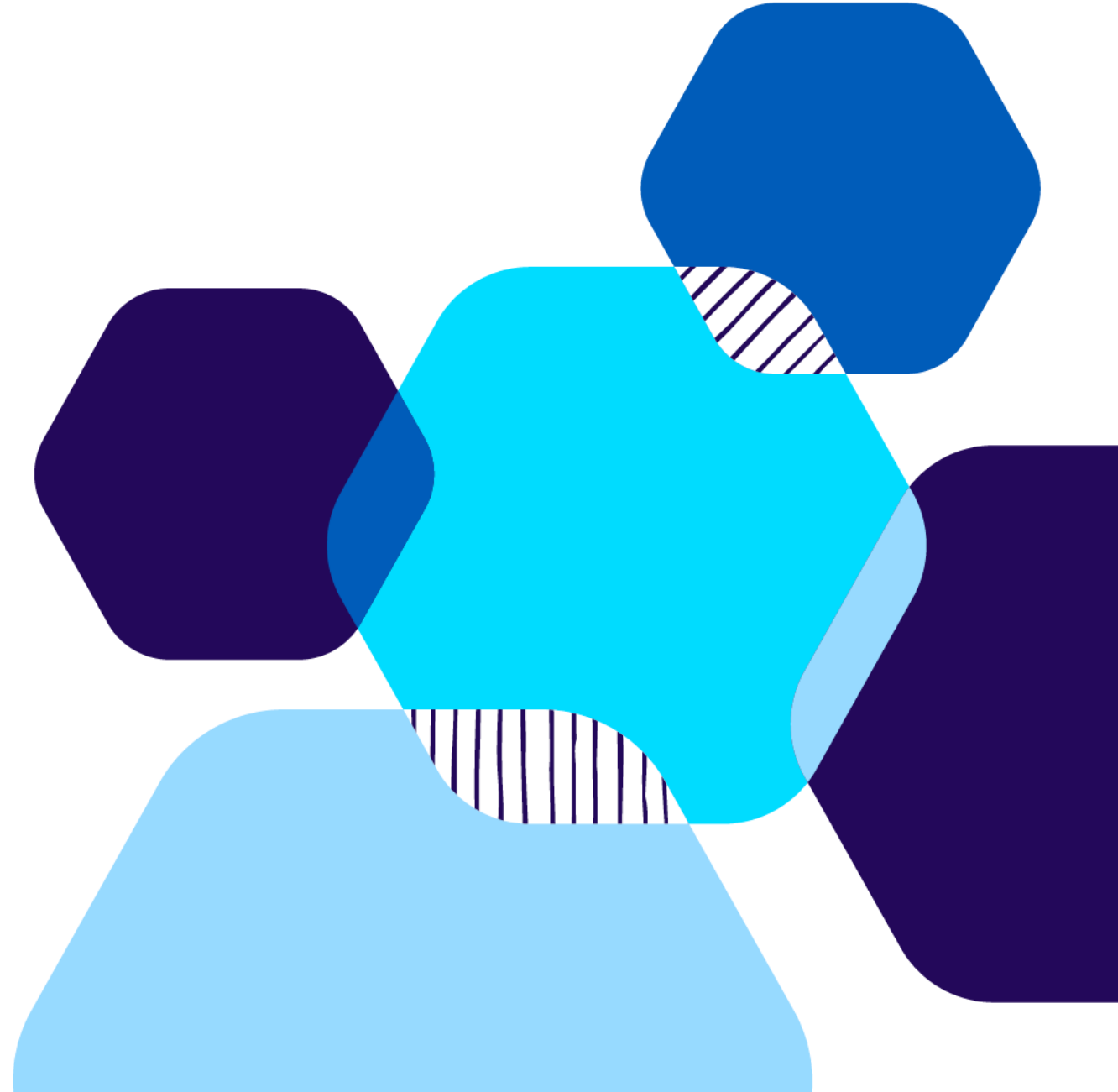


**There are always  
solutions to  
different problems.**



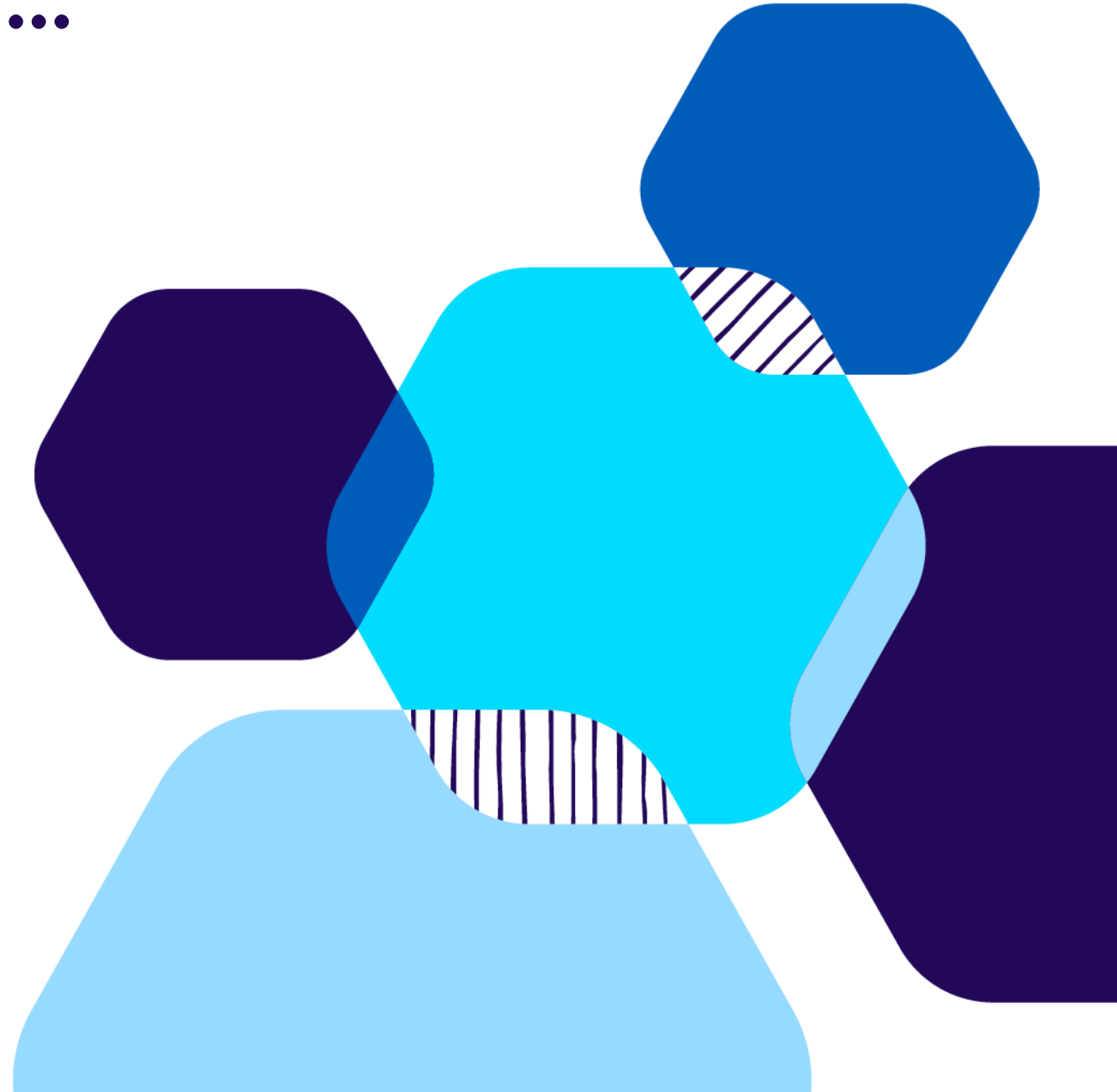
# I work with...

Community Schools &  
Faith-based Schools  
In Low-resource contexts



# Key Problematic Areas ...

- Human Resource
- Inaccessibility to technology/connectivity



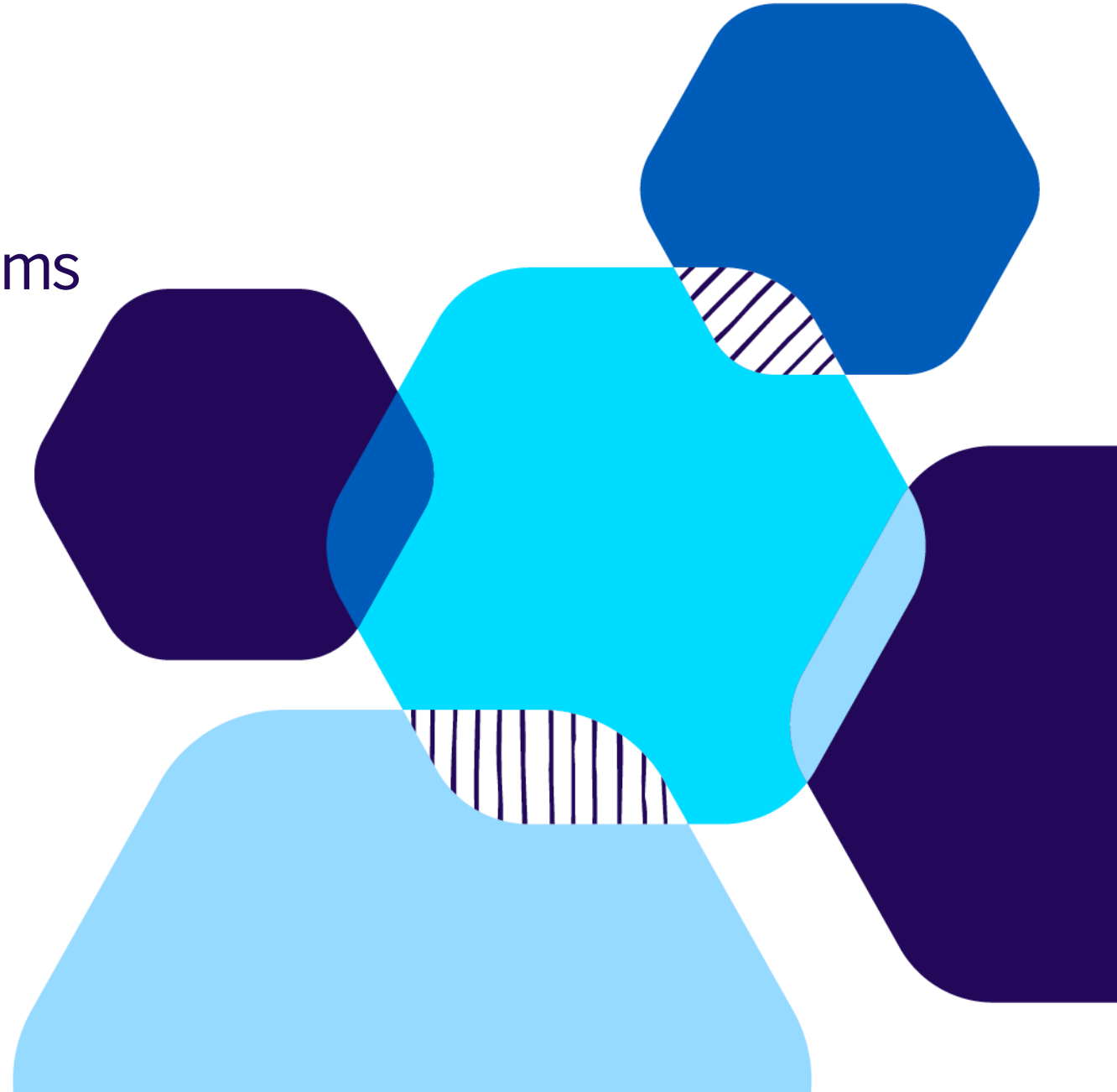
# Human Resource Issues

- Multi-Grade Teaching
- Peer-Educator Programs
- Project-Based Learning
- Theme-based Learning
- Community-based Teaching



# Inaccessibility to Technology/Materials

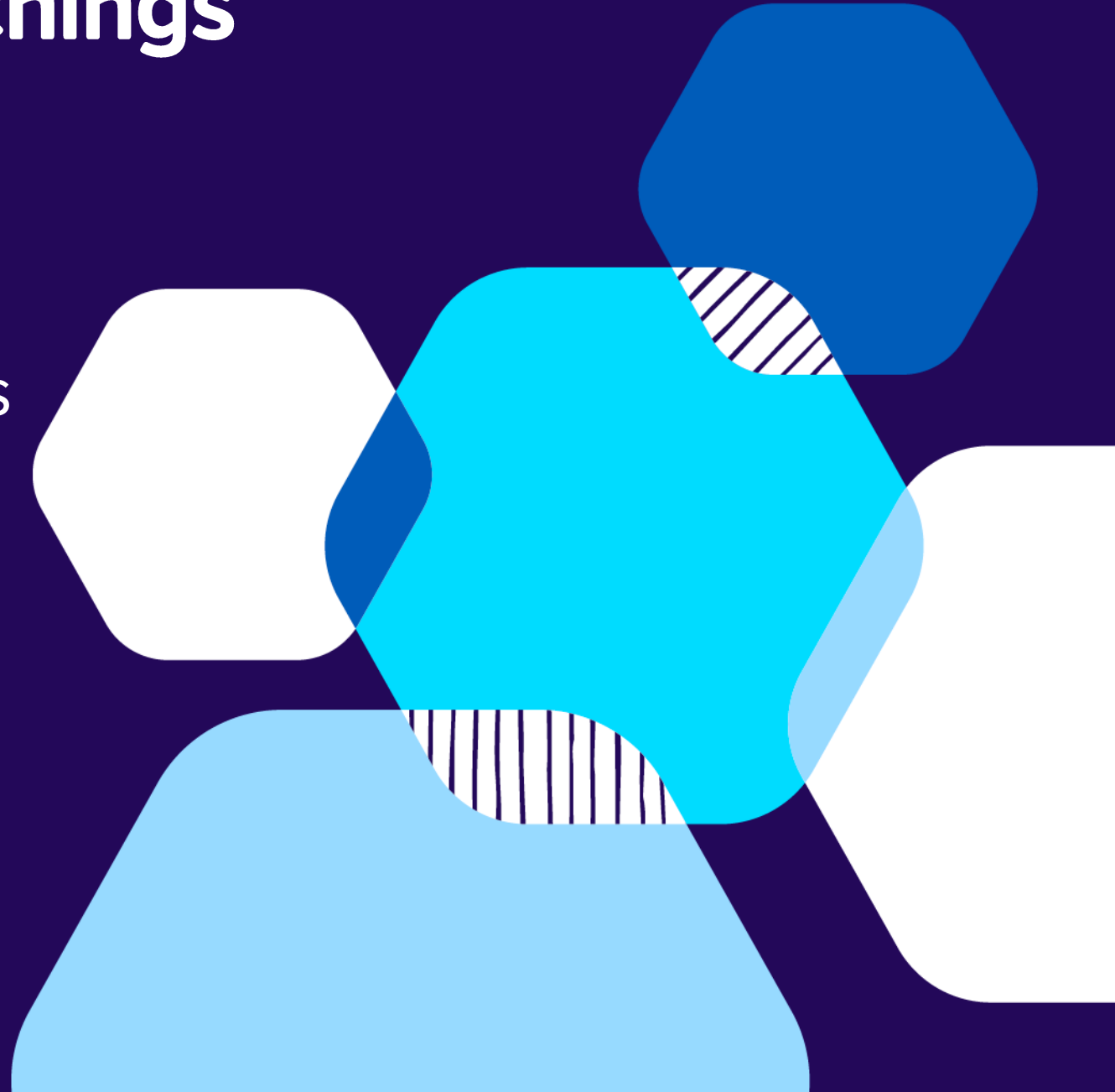
- Theme-based Learning Programs
- Community-based Teaching





# Community-based Teachings

- Community-centered Teaching
- Local wisdom by local people
- Cultural traditions and Indigenous stories as history
- Vocational trainings to serve and develop the community



# THEME-based Learning:

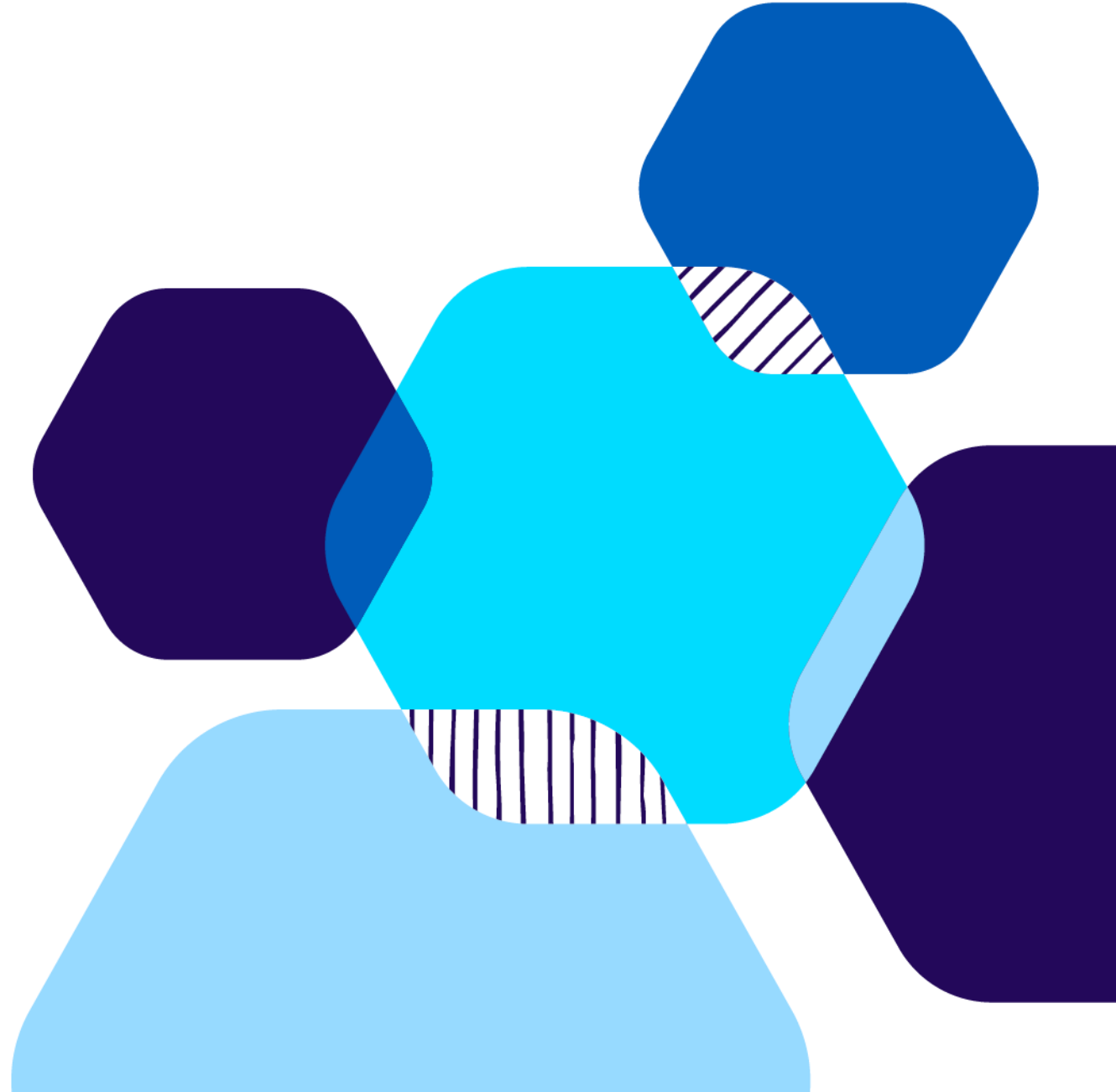
- Learner-centered
- Locally Relevant
- Connected across various subjects (Integrated curriculum)





**Community, stories  
and nature can be  
greatest resources  
in low-resource  
contexts.**

**Teachers are at the  
core of effective and  
inclusive education.**



# Content

## 1. Material Design

1) Scaffolding

2) Questioning

## 2. Alternative Assessment

## 3. Digital Tools

## 4. Key Takeaways

# 1 Material Design: Differentiation

**11 The natural world**



**Starting off**  
Animals

1. Work in groups. Match the underlined animals with the photos (A-H). Then decide if statements 1-8 are true or false. Check your answers on page 164.

1. Tigers can swim very well. F
2. Flamingos sleep standing on one leg.
3. Kangaroos can't walk backwards.
4. Ostriches bury their heads in sand.
5. Bears can run faster than horses.
6. Elephants are afraid of mice.
7. Penguins can fly short distances.
8. Camels carry water in humps on their backs.

2. Where do the animals in the photos usually live?

cool forests   coasts   deserts   grassland  
jungles   lakes   mountains

**Listening Part 4**

1. Work in pairs.

- Which wild animals have you seen? Where? What were they doing?
- Which animals are important in your country? Why are they important?
- Which animals are becoming less common in your country? Why?

• For each question or statement, underline the key word(s). Then do the same for options A, B and C.

• Listen for words with similar or opposite meanings to the ones you underlined. This will help you choose your answers.

**Exam advice**

Your students do not have colourful course books.

You do not have audio files for the listening tasks.

Are you going to use this material like it is? Why or Why not?

## 1) Scaffolding

- Add more task(s) to make learning more interactive and effective.
- Remove/replace task(s) or questions which you think are not necessary.
- Change the task(s) or outcome(s).

Image source: Cambridge Complete Preliminary for Schools (PET) Student's Book (2020, p. 98)

# 1 Material Design: Differentiation (Cont.)

## 1. Change

**Make small changes to the tasks, outcomes, activities in the book.**

## 2. Add

**Add something to enhance student's learning and improve the outcomes.**

## 3. Remove/ Replace

**Remove some tasks or replace them with new tasks.**

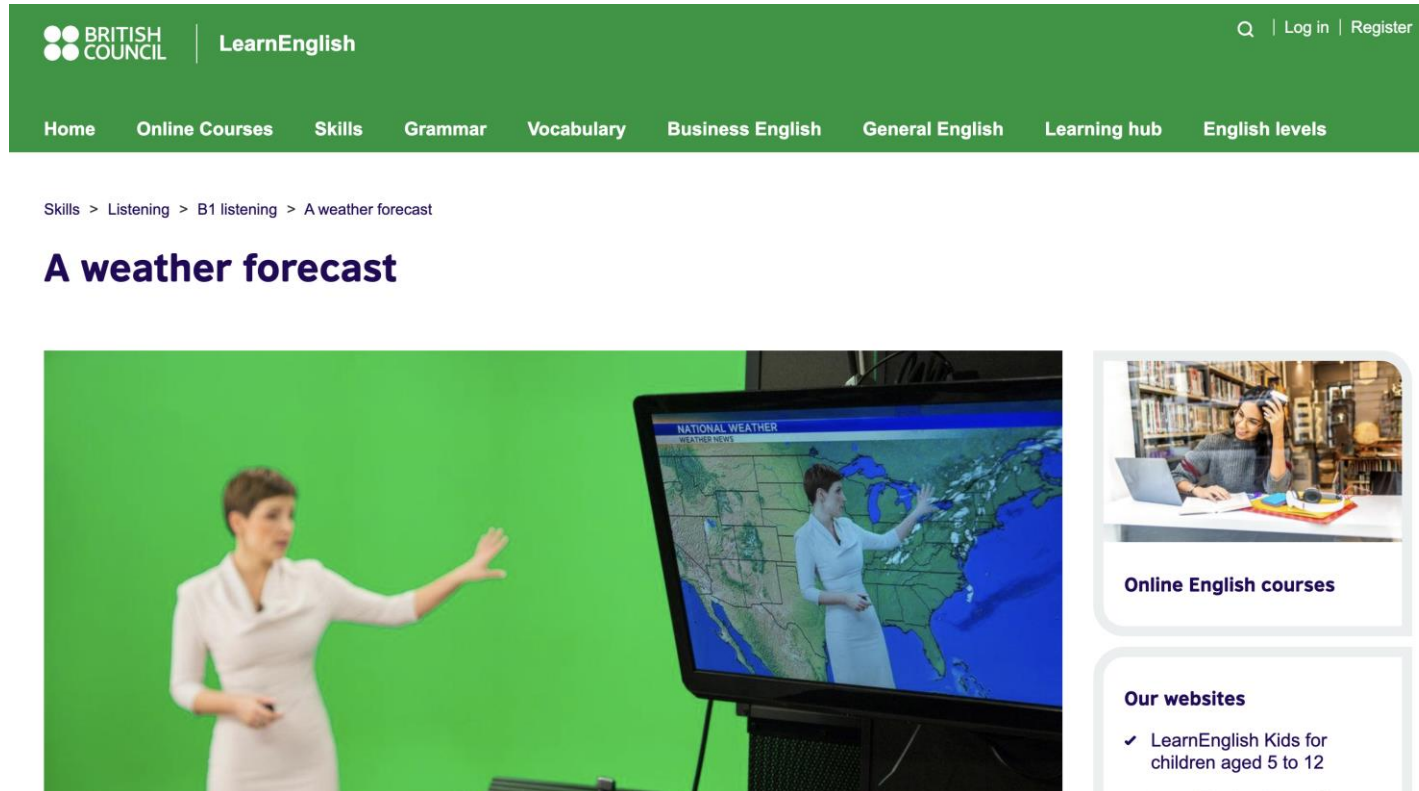
## 4. Evaluate

**Evaluate the effectiveness of material.**

Adapted from: British Council Teaching in low-resource contexts: A methodology and training book (2013)

# 1 Material Design: Differentiation (Cont.)

You want to teach listening about weather forecast but audio is not available.  
What would you do?



The screenshot shows the British Council LearnEnglish website. The header is green with the British Council logo and 'LearnEnglish' text. Below the header is a navigation bar with links: Home, Online Courses, Skills, Grammar, Vocabulary, Business English, General English, Learning hub, and English levels. The main content area has a breadcrumb trail: Skills > Listening > B1 listening > A weather forecast. Below this is the title 'A weather forecast'. The main image shows a woman in a white dress pointing at a large screen displaying a weather map of North America. To the right of the main image are two smaller images: one of a woman working on a laptop with the caption 'Online English courses', and another with the caption 'Our websites' listing 'LearnEnglish Kids for children aged 5 to 12'.

- Find free online resources such as British Council LearnEnglish, Test-English (<https://test-english.com/>) YouTube video lessons,
- Make sure the resources you use are appropriate for your learners; better if it is authentic.
- Again change/add/remove/replace where necessary and evaluate

British Council LearnEnglish: <https://learnenglish.britishcouncil.org/skills/listening/b1-listening/weather-forecast>

# **Do you think teachers need high-quality learning resources to develop critical thinking skill in students? Why or Why not?**

## **2) Effective Questioning**

- 1) Check the questions are appropriate (age/proficiency level/ culture).**
- 2) Personalise the questions or relate the questions with student's daily life.**
- 3) Integrate more open questions into the current lessons to enhance student's higher order thinking skills.**
- 4) Use some techniques to promote equity and improve the depth of understanding in questioning.**

E.g., Think-Pair-share, Value Line, Voting/Ranking, and Corners



## 2 Alternative Assessment

1. **Provide multiple sample test and exam questions, and run test trials.**  
E.g., <https://learnenglish.britishcouncil.org/english-levels>
2. **Allow the use of memory aids (cue sheet).**  
E.g., formulas, short phrases, pictures, definitions, sample questions & answers, specific examples
3. **Allow students to take test home and complete on their own time.**
  - 1) work best with open-ended questions
  - 2) to complete an advanced or complex assignment
4. **Offer alternatives to traditional course work and method of evaluation.**  
E.g., essay or book cover or final chapter or poem or video (same rubric)
5. **Develop alternative ways to be present or to participate.**

## 3 Digital Tools

### 1. Less time for students to practice or mastery the content

E.g., self-study courses: <https://learnenglish.britishcouncil.org/online-courses>

### 2. Economically inaccessible materials (no printer, costly textbooks/articles)

- post everything online before or after.

E.g., readings, PowerPoint, handouts, agenda, links

### 3. Less student's engagement in the lesson

- use more free online tools to make lessons fun and interactive.

E.g., Bamboozle: <https://www.baamboozle.com/games> , Wordwell:

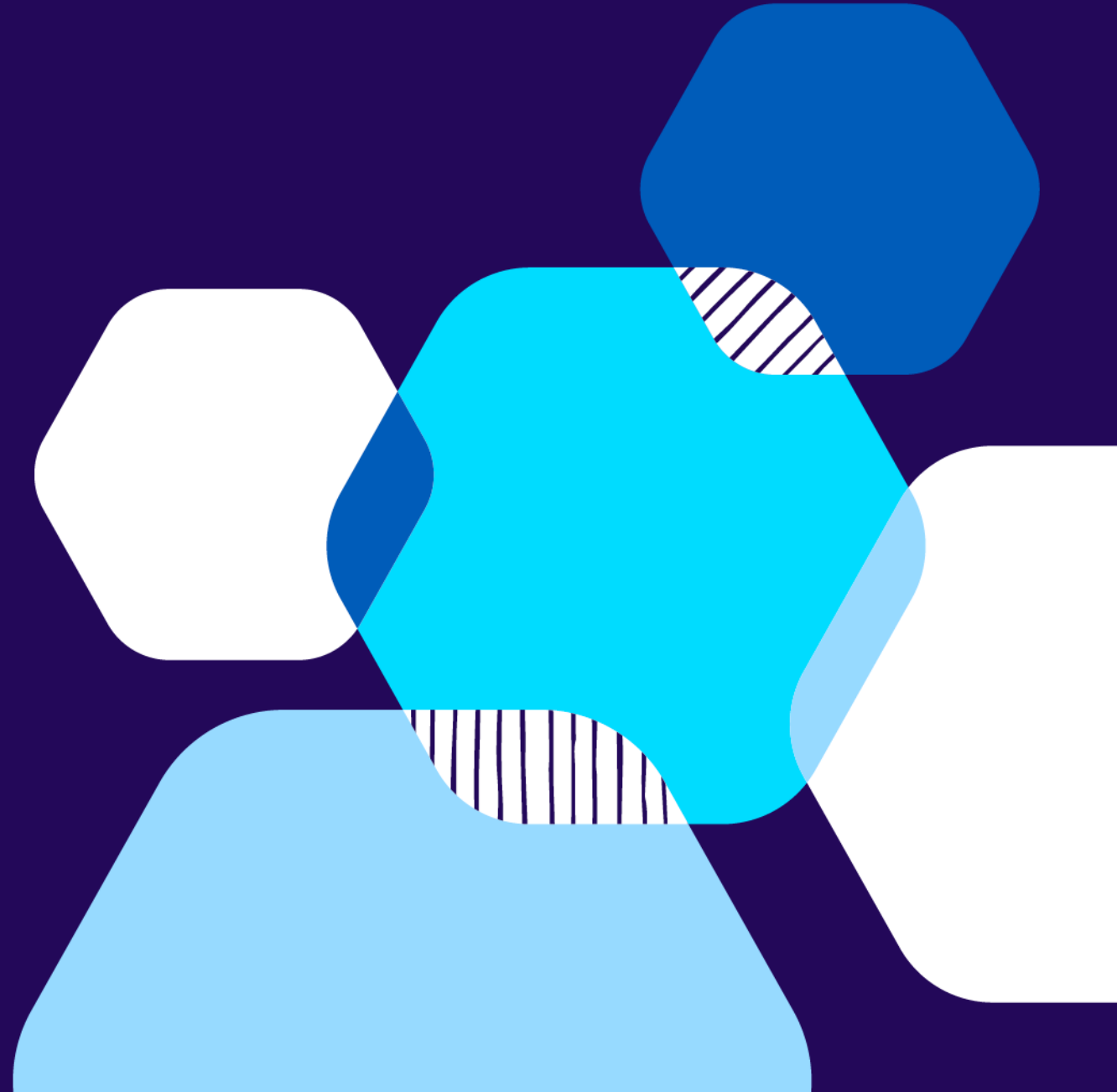
<https://wordwall.net/en-us/community/games> , Padlet: <https://padlet.com/>

### 4. Lack of resources for experiments (no science lab, no language lab)

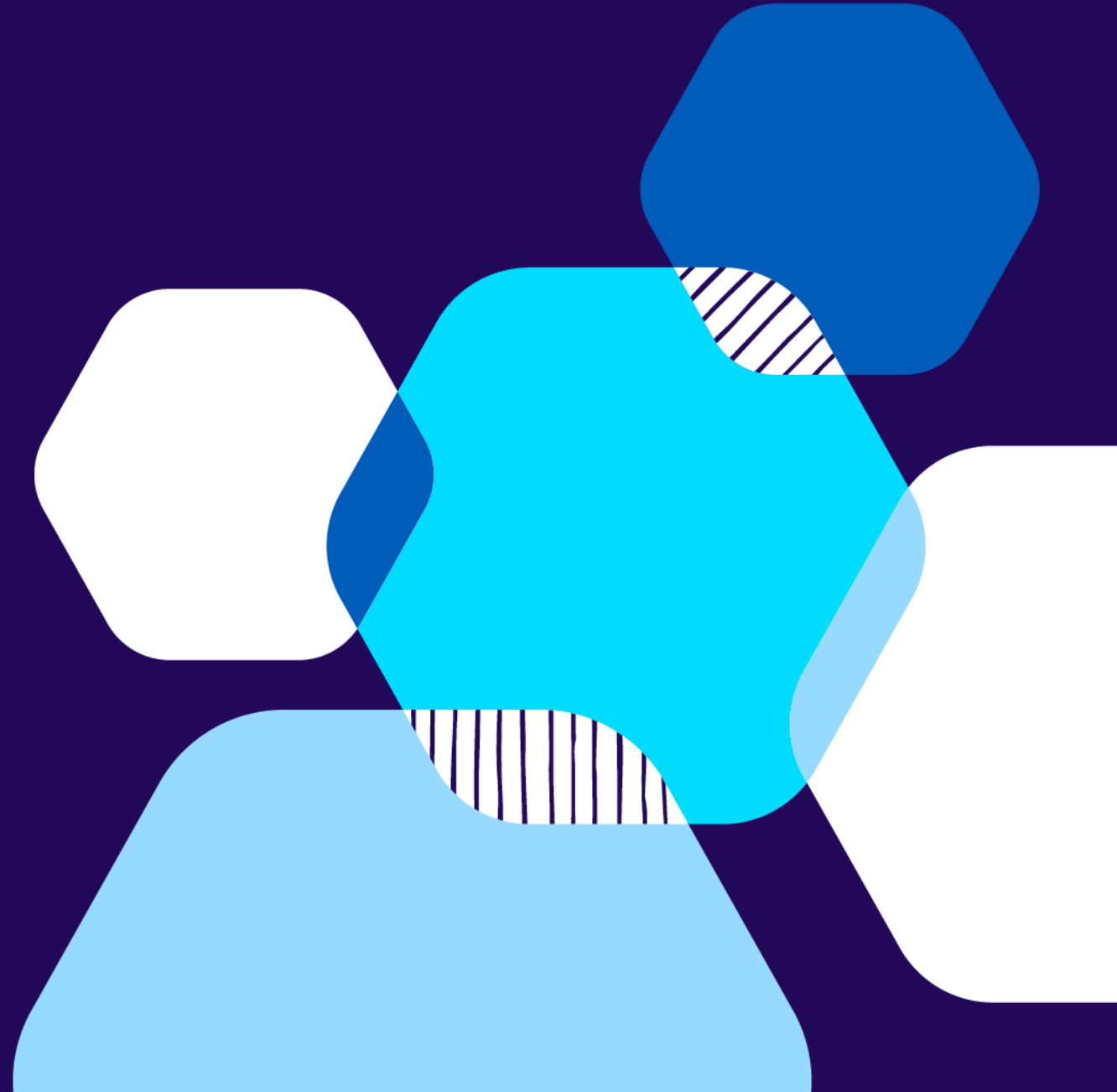
## 4 Key Takeaways

1. Make learning materials 'accessible'.
2. Use available learning resources productively.
3. Add or change or remove/replace and evaluate learning materials.
4. Always provide 'alternatives'.
5. Use online resources effectively.

**Low Resource DOES  
NOT mean No  
Resource.**



**There are always  
solutions to  
different problems.**

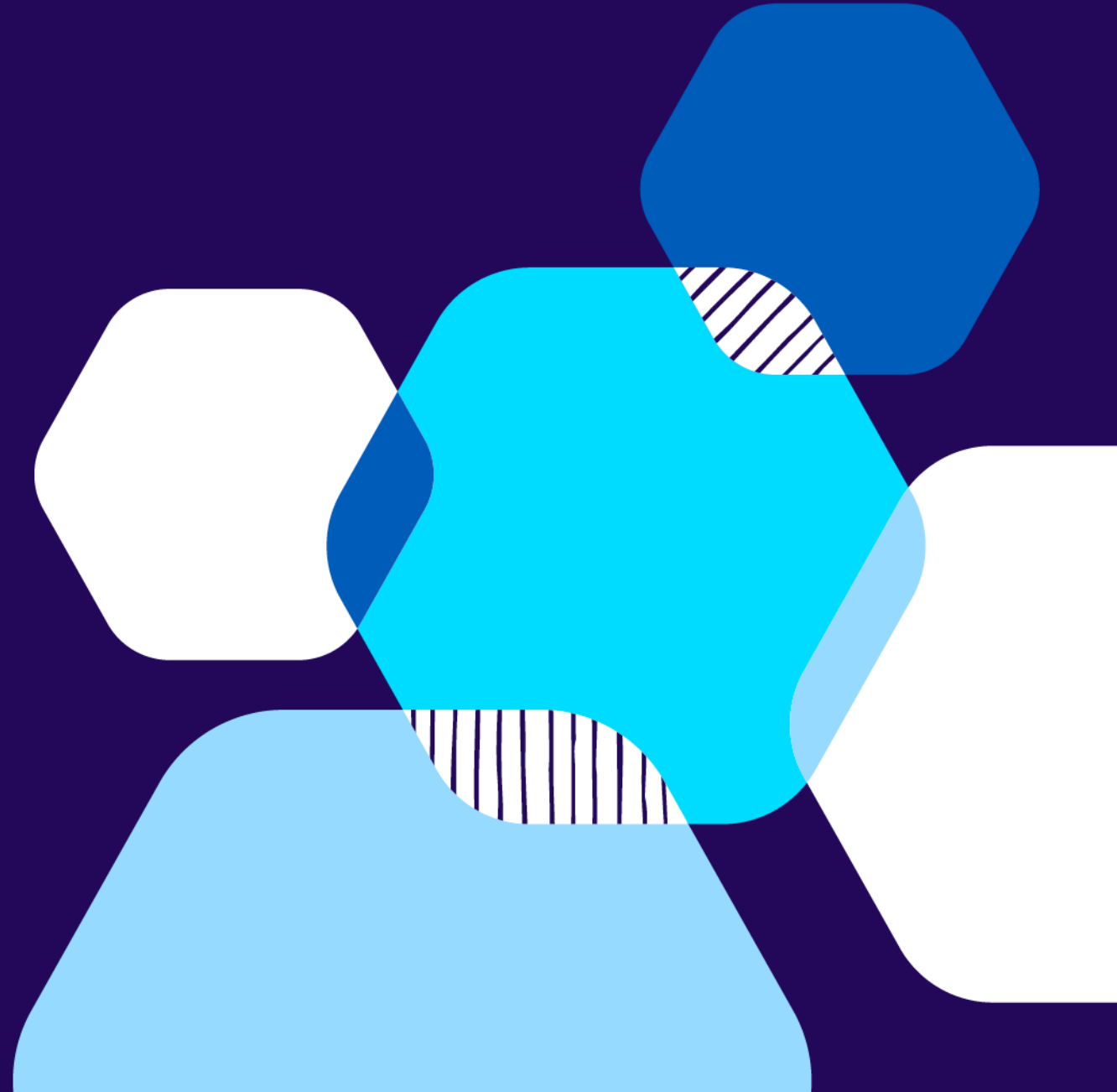


# We need....

- Adaptability
- Creativity
- Collaboration/Support
- Empowerment
- Monitoring and Evaluation
- Open Mind
- Compassion



**Education doesn't  
only happen in  
highly-resourced  
schools. Education  
is everywhere.  
Learning can  
happen anytime,  
anywhere, in any  
level of resources.**

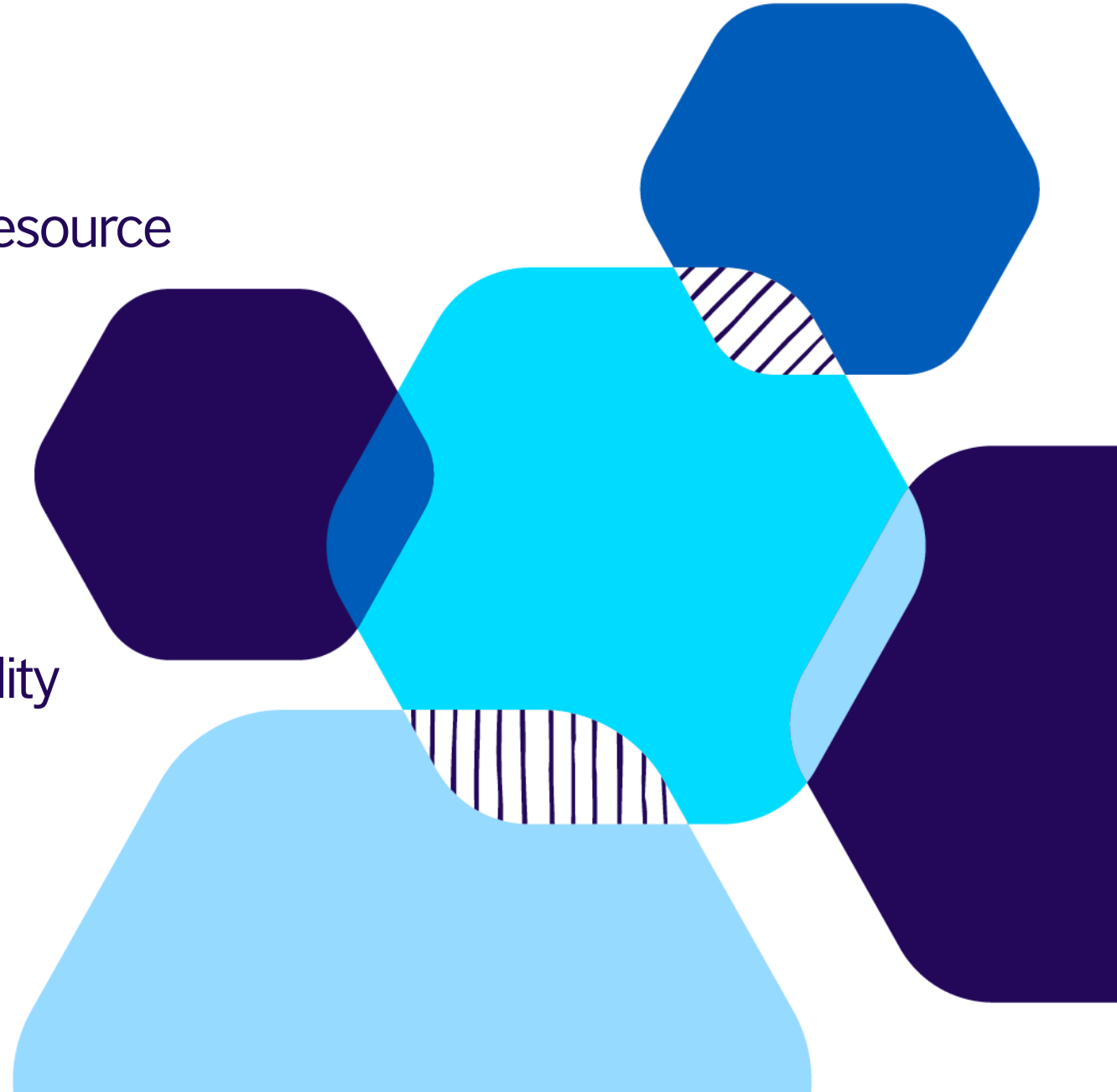


# To all the teachers out there...

Both in low-resource context and high-resource context,

- We appreciate you.
- We acknowledge you.
- We Thank you.

Let's us all create a safer and better quality education for all the children.





# Thank you

[www.britishcouncil.org](http://www.britishcouncil.org)

