

# Material in context: Icebreaker

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How to describe, evaluate, and situate material in  
YOUR teaching context and in the wider context of  
TESOL



# Welcome to the Trinity certificate for practising teachers face to face course

- I am DELIGHTED to meet you all and hope you will enjoy the course and find it useful.
- In this course you will be wearing TWO HATS!

- Teacher:



- Student:



# Breaking the ice



# Ice breaking?



# Icebreakers as materials

- WHAT are ICEBREAKERS?
- What are YOU going to do in this ICEBREAKER?
- As a student: You are going to **take part in the activity**
- As a teacher: You are also going to **EVALUATE the activity**
- **You need to note what you do and how it feels!**

# icebreakers



# How to break the ice

- Tutor: I'm Gill and I was born in London. I like reading. Everyone, please try to remember at least ONE fact about me.
- Student S, tell us something about you.
- *(tutor unmutes Student S).*
- S: I'm Sand I was born in Tokyo, Japan. I like playing video games. Student T, tell us something about you. *(teacher unmutes Student T).*
- *(Everyone introduces themselves in turn.)*
  
- Tutor: I'm Gill and I went to university in Scotland. I'm scared of spiders. Now Yoko, tell us where you went to university and one thing that you are scared of.
- *BREAK OUT Rooms.*
- Everyone chooses ONE thing about someone that's interesting, and writes a question they would like to ask that person. You have 5 minutes for this. Say what is interesting, and ask your question. If someone chooses the same person as you, you have to tell something interesting about yourself instead.
- RETURN to forum

# Icebreaker

- **Aims of the Icebreaker:**

1. To find out something about each person.
2. To practice using the *present or past simple tenses* to say something about yourself.
3. To practice the *present or past simple tenses* to talk about other people.

- **IT Aims:**

1. To use an online survey.
2. To use the breakout room facility on Teams to work in pairs or groups.



# Rationale for icebreakers

- **Now you've taken part in an Ice breaker, you are going to analyse this material.** To do this the tutor will break you into groups.

# Group work

- ***You are going to be put into FOUR break out groups.***
- ***Each group will work on a different aspect of the material Icebreaker.***
- ***GROUP 1: DESCRIPTION***
- ***GROUP 2: EVALUATION***
- ***GROUP 3: YOUR TEACHER CONTEXT***
- ***GROUP 4: IMPORTANT PRINCIPLES in TESOL***
- If you haven't managed to print out the documents for this, I will show each group's list on the screen, and you can take a photo of your group's list.

# GROUP work in breakout rooms

- This is like group work in class. BUT because it's online, it needs to be more organised!
- What you MUST do:
- **Choose a 'chairperson' in your group to organise the discussion.** This person can manage the timing to make sure you answer ALL the questions in five minutes.
- **Choose a reporter for your group.** This person will report your answers to the rest of the class. This is because if more than one person speaks at once, it's difficult to hear.
- **Decide who will have the responsibility to answer** which question(s). If there are several questions, and you haven't got much time, it's a good idea to allocate the questions to different people. You can discuss together if you have different ideas.
- You have 15 minutes to do this task.

# DESCRIPTION

- ***What were the aims of material? (social, linguistic)***
- ***Method: what did the tutor do? What did the students do?***
- 
- ***Equipment: what was needed? (survey sheets etc)***

# Evaluation

- ***Were the aims achieved/not achieved?***
- ***How do you know they were achieved/not achieved?***
- 
- ***What could be done to improve this material?***
- ***Could it be adapted for a different context?***

# Your teaching context

- ***Describe YOUR teaching context: WHERE do you teach, WHO are the students, WHAT do they like doing in their spare time, WHAT kinds of learners are they?***
- 
- ***Would this material work in your teaching context? Why? Why not?***
- 
- ***If the material didn't work, how could you adapt it?***

# Current teaching practice

- ***Which principles are important in teaching English to Speakers of Other Languages today?***
- ***Does this material follow those principles? If so, how? If not, why not?***

# How does this relate to the Trinity Cert PT?

- Let's look at the Cert PT in detail.



Cert PT Session 1

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# WHAT is the trinity Certificate for practising teachers?

We know you are already **experienced teachers**.

So this is a **practical course** designed to:

1. **enhance** your understanding of communicative teaching techniques.
2. **develop** your use of materials in teaching English.

Trinity Course aims 1:  
What does trinity want **you** to be able to do at  
the end of the course?

1. **Critique** teaching/training material and suggest developments to meet the needs of a specified learner / learner group
2. **Adapt** teaching/training material to meet the needs of a specified learner / learner group
3. **Create** teaching/training material to meet the needs of a specified learner / learner group
4. **Justify pedagogical decisions** for teaching/training of a specified learner / learner group

AND/

# Trinity course Aims 2

- 5. **Reflect** on pedagogical decisions made to meet the needs of a specified learner / learner group
- 6. **Demonstrate an awareness of formative assessment** on a specified learner / learner group
- 7. Use academic **referencing** to meet the needs of AIMS 1-6

# How will you achieve Trinity's aims?

You will complete FOUR tasks:

1. EVALUATION of a material or activity
2. ADAPTATION of published material or activity
3. CREATION of your own material or activity
4. REFLECTION on use of material or activity

# Task one

- **Task 1: Teaching/training material evaluation**
- Candidates must:
- produce a 750-word (+/- 10%) evaluation of a piece of published [print or online] teaching material; and
- evaluate the teaching material through the lens of their professional practice; and
- make explicit links to their teaching/training context; and
- demonstrate insight into wider educational practices and the resulting impact on their professional practice; and
- reference the teaching material, including a copy where copyright law allows.

# Task two

## **Task 2: Adapted teaching/training resource with commentary**

Candidates must:

- produce a resource adapted from an online or printed teaching/training resource suitable for at least 15 minutes' teaching/training [if no handout or online resource is used, this can take the form of a session plan detailing an activity]
- produce a 750-word (+/- 10%) commentary that explains why the resource has been adapted [or activity planned] in the way it has with direct reference to a specified target group/learner
- demonstrate insight into wider educational practices and the resulting impact on their professional practice; include a copy of the adapted material, referencing and including the original source, where copyright law allows.

# Task three

## **Task 3: Original teaching/training resource with commentary**

Candidates must:

- produce an original teaching/teaching resource suitable for at least 15 minutes' teaching [if no handout or online resource is used, this can take the form of a lesson plan detailing an activity]
- produce a 750-word (+/- 10%) commentary that explains why the resource has been created [or activity planned] in the way it has with direct reference to a specified target group/learner
- demonstrate insight into wider educational practices and the resulting impact on their professional practice
- include a copy of the material.

# Task four

- **Task 4: Reflection on material use**
- Candidates must:
- produce a 750-word (+/- 10%) reflection on the use of the adapted material/activity (Task 2) or the original material/activity (Task 3); and
- identify strengths and weaknesses in the material/activity, with direct reference to the target group/learner; and
- suggest solutions for the identified weaknesses and, where appropriate, suggestions for improving the strengths; and
- include evidence of feedback from learner(s), peer(s) or manager(s) on the material's /activity's use.



# Timetable

- Please look at your course timetables.
- During this course we will work with you on all four tasks.
- You will receive a lot of input designed to enhance your teaching skills.

TASK	Draft due date	Final due date
ONE	Week 1 Friday	Week 2 Friday
TWO	Week 3 Friday	Week 4 Friday
THREE	Week 5 Friday	Week 6 Friday
FOUR	Week 8 Friday	Week 9 Friday
Portfolio assembled	Week 10 Friday	Portfolio submitted to Trinity by tutors

# Language of writing the tasks

- You MUST write these tasks in English.
- You will be given a clear rubric for each task.
- PLEASE follow the rubric carefully.
- You will submit your drafts and completed tasks via LearnDash.
- You will receive detailed feedback on all your work.

# Session 1 Homework

- What did you do in your groups?
- You described and evaluated a material (the icebreaker) and described its teaching context, and its relationship with current TESOL practice.
- You've actually just completed a practice version of Task 1: well done!
- After this class we would like you to spend some time looking at the Session 1 documents available on LearnDash.
- These will help you to choose a PUBLISHED material you would like to use for Task 1.
- The material can be from your own textbook, or an online lesson. The Trinity website and the British Council websites have many useful online lessons.
- <https://www.trinitycollege.com/about-us/research/Trinity-corpus/corpus-resources/classroom-activities>
- [www.teachingenglish.org.uk › resources › secondary](http://www.teachingenglish.org.uk/resources/secondary)