

# The Optimal Set of Teaching Tools and Materials for Globally-based ESL Teachers of Young Learners

Olive  
Pasynkova

## Problem:

Extreme range in educational environments within various countries in terms of the physical space and technological tools for teachers that led to a situation where teachers could seldom be fully prepared for all educational situations. The classroom may be sparse with tools and furniture, or it may be loaded with the highest technological set of tools currently available.

## Hypothesis:

- despite different representation and availability of teaching resources around the globe, there would be many similarities as to what was needed in the classrooms
- tables, chairs, boards, textbooks, flashcards, and basic stationery are the most essential tools

## Justification:

- Less than 10% of educational institutions in developing countries have access to the Internet<sup>1</sup>.
- 617 million children and adolescents around the world are unable to reach minimum proficiency levels in reading and mathematics<sup>2</sup>.
- Students in half of the schools, especially those in rural areas, had to use toilets outdoors, which did not contribute to personal hygiene<sup>3</sup>.
- "Widespread boredom and social atomism, fallout zones of nuclear waste, and a severe trivialization of many human opportunities" are the drawbacks of technological abundance<sup>4</sup>.

## Goals:

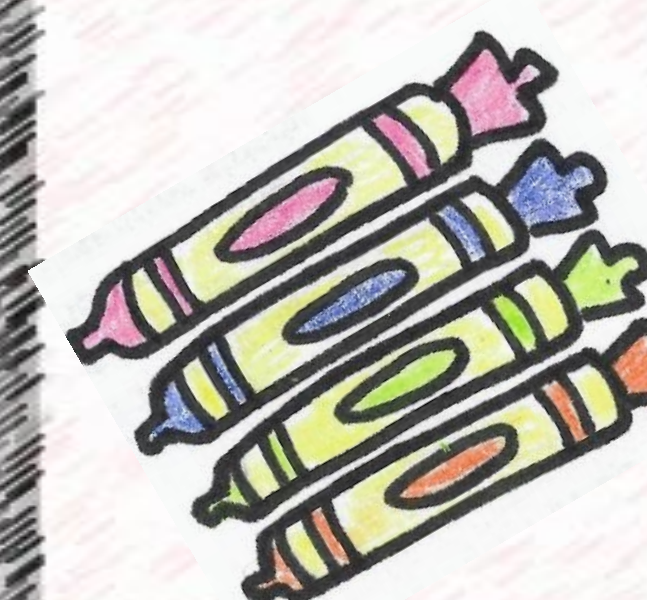
- to identify an optimal set of TTM that is needed in every classroom
- to inform government level officials of a basic set of tools, standardized across the globe, and used for teacher-training planning as basic expectations of a classroom

## Mixed-Methods:

- categorical data in the form of pie charts and bar graphs
- qualitative data analyzed using a Thematic Analysis



## The Top 5 in the optimal set of TTM in the global contexts:



1. interactive board;
2. computer/laptop;
3. markers;
4. books and flashcards; and
5. desks and chairs.

## References:

- <sup>1</sup>Global Partnership for Education. (2019, October 2). Education data. Retrieved from <https://www.globalpartnership.org/data-and-results/education-data>.  
<sup>2</sup>Unicef. (n.d.). Education: Every child has the right to learn. Retrieved from <https://www.unicef.org/education>  
<sup>3</sup>Pons, A., Amoroso, J., Herczynski, J., Kheyfets, I., Lockheed, M., & Santiago, P. (2015). OECD reviews of school resources: Kazakhstan 2015. Paris: OECD Publishing  
<sup>4</sup>Emberley, P. C., & Canadian Electronic Library (Firm). (1995). Values education and technology: The ideology of dispossession. Toronto, Ont: University of Toronto Press