

## Assessing and Adapting the Course Book

### Objectives:

- Assessing the coursebook
- Discuss with the teachers the idea of selecting and evaluating course books and other material
- Discuss with the teachers to the idea of SARS – select, adapt, reject, supplement
- Adapting an adult course book for their own development and then discussing what can be done with primary course books.

<b>Time</b>	<b>Stage</b>	<b>Activity</b>
00.00	The teachers do various activities	<p>The teachers are going to do the activities, which have been adapted from <i>Module 12 Cutting edge Intermediate</i>. Write these words on the whiteboard(WB): <b>desert, trek, to reach, bleeding, extinct volcano, business man, to get help, unconscious, to climb, rocks.</b></p> <p>Elicit how to pre-teach i.e. gesture, mime visuals etc Elicit what activities could be done from these words. In groups get them to predict the story. After feedback give the groups the sets of pictures to put in order, making up their own story. Trainer puts his or her own set up on WB at random. Teachers present their stories. While the groups present their stories set the other groups a listening task.e.g. Did the groups use all the vocab above? Meanwhile the original text is on the walls in the room. The text is not in order. The teachers work in pairs and going round the room they put the text in order. Then back in their groups they put their pictures in the correct order according to the text. They then compare their stories to the original. Brainstorm what possible language we could teach form the text. Give the teachers the original pages from the text book. In pairs they answer the question “What would you have done, wouldn’t you have done if you had written it?” Pre teach Vocab? Review? Etc Show them material taken from the workbook and teachers’ resource book. <b>H/Os 1, 2, 3 &amp; 4</b></p>
00.40	Evaluating the course book	<p>In groups the teachers discuss: <b>Is the course book a necessity or a crutch?</b> <b>An aid or a springboard? Anything else?</b> What are the <b>pros</b> and <b>cons</b> of using a course book ? Please <b>see acetate 1</b>.</p> <p>In groups the teachers then complete the course book evaluation questionnaire. <b>H/O 5</b>. Each group is given a different English Book for Primary level to evaluate. When they have finished they get into different groups and report their findings to the new group. Each group should have a representative from each book.</p>

Time	Stage	Activities
001.10	SARS	Go through <b>Acetate 2</b> as a class. Which do they think are important? Give them the <b>checklist</b> . Write SARS on the board. Go back to original activity? Ask Why did we adapt? <b>S-</b> select materials from the course book <b>A-</b> adapt them if required <b>R-</b> reject them where they do not meet the course objectives. <b>S-</b> supplement the materials if they are inadequate Conclude that coursebooks are a) a necessity at the outset b) then act as an aid c) finally become aspringboard
01.20	Mini workshop	The teachers work in groups. Give them <i>photocopy from Cool 3 pgs 2/3/4/80</i> Evaluate the unit according to the checklist and come up with a few ideas to adapt.
01.45	Feedback	Feedback to the class. An exchange and sharing of ideas. Trainees are given handouts with ideas for adapting material.

#### Bibliography:

Adapting the course book is really a case of creativity, imagination and experience. The ideas that they will get will come through various resource books and through experience of what works and doesn't work.

Suggested reading material would be:

- Grammar Practice Activities Penny Ur (CUP)
- Developing Reading Skills Francoise Grellet (CUP)
- Newspapers Peter Grundy (OUP)

# **WHAT CHARACTERISTICS ARE IMPORTANT IN A COURSE BOOK?**

- **PHYSICAL CHARACTERISTICS**
- **APPROPRIACY**
- **AUTHENTISITY**
- **SUFFICIENCY**
- **CULTURAL BIAS**
- **EDUCATIONAL VALIDITY**
- **BALANCE OF SKILLS**
- **LEARNER TRAINING**
- **STIMULUS/PRACTICE**
- **REVISION**

## **PROS**

- **Lively/interesting**
- **Logical progression of language items**
- **Systematic amount of new vocabulary presented and recycled**
- **Self study service**
- **Revision**
- **Relieves teacher of pressure**
- **Adequate cover of the four skills**

## **CONS**

- **Monotonous format**
- **Less motivating**
- **Demotivating**
- **Controlled**
- **Some material inappropriate**
- **Stereotypes**
- **No cultural diversity**

# Authentic Material



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# Key Questions



1. Why use authentic texts in language teaching?
2. What are the criteria for authenticity?
3. How can I use unedited text with pre-intermediate (A2) learners?
4. What kind of authentic text can I use with young learners?\*
5. How can authentic materials be exploited?

- True representative of real communication
- Familiarises students with authentic speech e.g. ellipsis, repetition
  - Builds confidence if task is manageable
- Students can deal with small meaningful amounts of print
- Students can see relevance of what is done in class to what they see outside
- “Graded down” language may deceive learners – need to assess themselves against real language

1. Finding text to match level
2. Student fear/panic
3. Students often feel they must understand 100%
4. Speakers –difficult accents–too many
5. Ungraded difficult language
6. A lot more work for teacher e.g. transcribing listening
7. Sometimes needs cultural background knowledge





- Visuals are of benefit because they create a context for grammar and vocabulary, stimulate discussion and cut down on teacher talking time (TTT)

If you are using a visual in class, first check the following:

1. That students know the relevant vocabulary if this is not the object of the exercise
2. That the visual is relevant to the students' own experience i.e. not too 'culture-specific'
3. Grade questions to elicit 'target response' and don't talk too much

## Ensure that the visual is well presented

- Size: Is it big enough for everyone to see?
- Clarity: Does the subject stand out from the background?
- Culture: Could the picture cause offence to a particular race, sex, age-group, nationality or religion?
- Content: Does the picture primarily show:
  1. an object?
  2. a person or other living creature?
  3. an action or activity?
  4. interaction between people?
  5. a locality or setting?
  6. something outside these categories?

Visuals can be used...

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Visuals can be used to:

- introduce topics
- set the scene / set up an activity
- cues to aid memory and prompt learners
- present and practise vocabulary / grammar /functions
- to help predict and anticipate
- to prompt learners in more creative tasks - narratives, role plays etc

# Listening tasks



<https://www.youtube.com/watch?v=qG-tXgr09PU>

- The Present Continuous
- The Past Simple
- The Narrative Tenses
- The Past Simple vs the Past Continuous
- The Third Conditionals
- Reported speech
- Various reporting verbs
- Comparatives
- Phrasal verbs

Work in groups. Decide what activities you could design for your grammar topic.

# mLearning and the traditional ELT Classroom



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[www.ces-schools.com](http://www.ces-schools.com)



**B**

**Y**

**O**

**D**

**BRING YOUR OWN DEVICE**

Discuss the following questions in your group...

What stages of a lesson can be adapted to include mobiles?

What are the benefits of using mobiles in the classroom?

# Benefits of using mobiles in the classroom

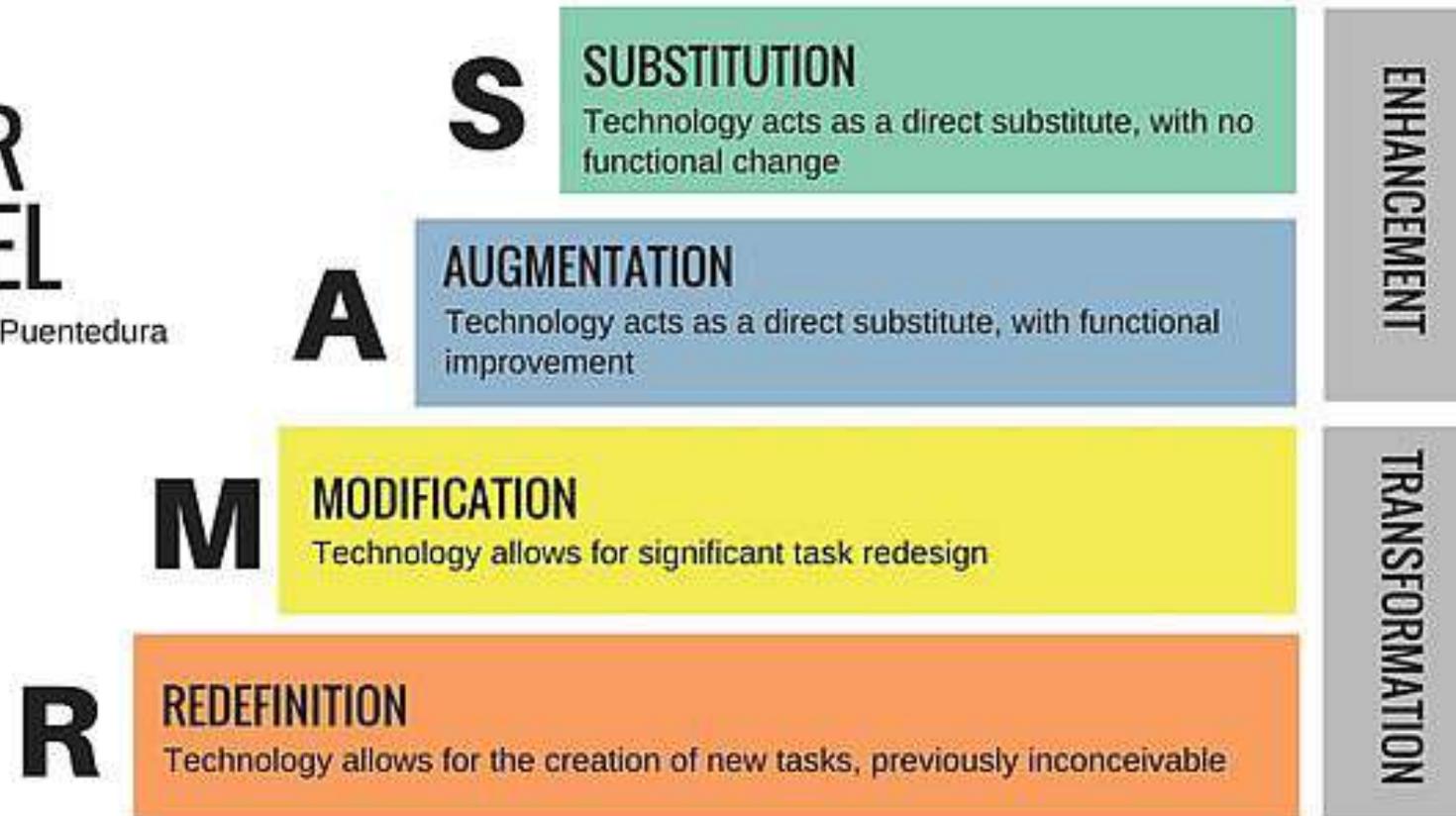
- Motivating for students
- Increase student-student interaction
- Reduce paper use
- Independent learner strategies

# Stages of a lesson that benefit from mLearning

- Research/project work
- Vocabulary introduction /review
- Pre-reading/listening stages
- Extensive reading/listening
- Presentations
- Speaking/pronunciation
- Models for written work

# THE SAMR MODEL

Dr. Ruben R. Puentedura



More teacher centred



More student  
interaction and  
control

**Substitution:** Teacher dictates and students take notes on their phones. Students can then share and compare their notes.

**Augmentation:** Students create a chain story using their phones. They then upload this to a blog so that readers outside the class can read and comment on the text.

**Modification:** Students record themselves doing an oral presentation and upload to a class blog.

**Redefinition:** students use GPS enabled devices to find clues in the school.

Compare your phones. What can you use for teaching? Think about...

Apps

Multi-device platforms

Functions on all phones

How does it relate to SAMR?

## Apps

- News app
- Whatsapp
- Padlet
- Cambridge
- Mentimeter
- Explain Everything
- Pronunciation app



## Multi-device platforms

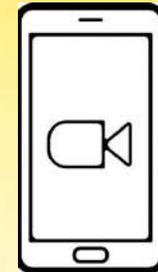
- Web browser
- Google
- Kahoot
- Google forms
- YouTube



**WORD FAMILY FRAMEWORK**

## Functions on all phones

- Voice recorder
- Video recorder
- Photos
- Memo or notepad



## Exercise 1A

Use **Mentimeter**. Students post their ideas of what success is.

Use **Google Forms** to create a happiness quiz and share with the group.

## Exercise 1B

Use the **Explain Everything App** to create a page about someone famous in their country. Share with students in the class. Students vote on who is the most interesting.

Use **voice recording**. Students answer the questions. Students listen to native speakers the teacher has recorded answering the questions and note interesting ideas and language. The students then change partners and answer the questions again.

Students plan and rehearse their answers before making their own **video recordings**. These could be posted on **Whatsapp** for comment.

## Exercise 2

Students **video record** themselves saying the phrases and focus on gestures. Swap phones. Second pair has to guess what phrase their partner is saying by watching the video without sound.

Use **Cambridge Dictionaries Online** to research the meanings of the phrases and take notes. Students compare ideas.

Create a **Kahoot** to check students' understanding of the language.

Students use **memo** to note sentences that are true for themselves. Students post their sentences to a class **Padlet**.

### Exercise 3

Before listening, students complete a **Web Quest** aimed at finding out about the celebrities mentioned.

Use **Word Family Framework** to find phrases with 'Success' in them. Example...make a success of... Students can then make questions for each other.

Use **Explain Everything App** to write answers for each point. Students hold up their answers (as with individual whiteboards)

Use the **podcast app** on their phones to subscribe to the BBC focus podcast. Use the **podcast app** in the class and create an info gap. Set the **podcast** for homework.

Use the **record function** on the phone to record students saying a chunk of the text. Students will have worked on key pronunciation features.

### Exercise 5

Students create a short radio piece about a famous person in their country. Use the **video record function** or **sound record**.