

TESOL

Materials Development

Week 14

- McDonough & Shaw's Evaluating ELT Materials / Garinger's Checklist
- Lesson Guidelines & Checklist

Edward Povey

End-of-semester Project: Lesson Plan & Materials 2

Create a detailed lesson plan and create or adapt materials for a listening or reading lesson. The lesson plan should include an SLO.

Example lesson plans can be found in the coursebook.

First draft: Week 14

Second draft: Week 15

Due: Week 16

Homework: Complete the second draft for next week.

End-of-semester Project: Lesson Plan & Materials 2

1. Create a student learning objective (SLO) for a listening or reading lesson
2. Create a lesson plan following the P-D-P framework using the given template
3. Label the stages in the lesson P-D-P
4. Include interaction for each step in the lesson (T-S, S, Ss-Ss, etc.)
5. Provide a purpose or a rationale for each step in the lesson
6. Select, adapt and/or supplement the necessary materials to be used in the lesson
7. Label your materials so that they match the steps in your lesson plan

Evaluating ELT Materials

Questions to think about:

1. Is it necessary to use a coursebook to teach and learn language in a classroom?
2. Is it possible for a coursebook to contain everything we need for a course?
3. What are the advantages of using a coursebook?
4. What are the disadvantages of using a coursebook?
5. What are the advantages of not using a coursebook?
6. What are the disadvantages of not using a coursebook?

Evaluating ELT Materials



“The ability to evaluate teaching materials effectively is a very important professional activity for all EFL teachers”

McDonough & Shaw

Evaluating ELT Materials

Three options for teachers:

1. Teachers need and use a coursebook.
2. Teachers do not need and use a coursebook. They produce and provide their own materials.
3. Teachers use a coursebook and supplement with other materials.

However, it often isn't the teacher that chooses.

Evaluating ELT Materials

Cunningsworth (1984) describes two scenarios:

(1) The teacher has a lot of choice in selecting the materials they will use. Creating all materials is possibly too time-consuming, so a coursebook is selected.

The coursebook then becomes the core of the program, and so the evaluation of the materials in the selection stage is vital to making an appropriate choice.

Evaluating ELT Materials

Cunningsworth (1984) describes two scenarios:

(2) The teacher is given materials to use in the classroom by a Director or Ministry. This is usually a coursebook. The teacher must then decide how to effectively use the materials.

In this scenario, the teacher must evaluate the materials they are given and decide whether and how they need to adapt and supplement materials.

Evaluating ELT Materials

A coursebook can serve various purposes...

- a core resource
- a source of supplementary material
- an inspiration for activities
- the curriculum
- a resource for presentational material
- a reference source
- a resource for self-access work
- a support for less experienced teachers

Evaluating ELT Materials

Why teachers use coursebooks:

- time-consuming to develop materials
- 'ready-made' activities
- progression and structure, including revision
- a basis for homework
- a textbook can serve as a syllabus
- guidance and support
- a coursebook may be seen as more trustworthy or reliable by stakeholders

Evaluating ELT Materials

A course book can also help students, because it provides:

- a sense of purpose, security and progress
- independent and autonomous learning
- a reference for checking and revising

Evaluating ELT Materials

Problems with using a coursebook:

- students have little or no involvement in the selection process
- content doesn't fit with needs (language and skill)
- content is inauthentic
- teachers are not properly trained on how to choose, adapt, evaluate and use coursebooks
- being stuck with inappropriate material

Evaluating ELT Materials

“No particular course book will totally be suited to a particular teaching situation. The teacher will have to find his own way of using it and adapting if necessary. So we should not be looking for the perfect course book which meets all our requirements, but rather for the best possible fit that the book offers and what we as teachers and students need.”

Cunningsworth

Evaluating ELT Materials

What if a coursebook isn't deemed suitable after it has been chosen? It can be changed at...

Activity level

- S-A-R-S activities

Unit level

- re-order and adapt sections

Book/Syllabus level

- re-consider usage and supplement other materials

Evaluating ELT Materials

Coursebook evaluation:

1. External evaluation
2. Internal evaluation
3. Overall evaluation
4. Summative evaluation

1. Coursebook evaluation: External

External evaluation includes the cover, introduction, and the 'blurb.'

Cunningsworth describes this as 'what books say about themselves.'

The table of contents can also give us a good idea about what is presented inside, and if it matches the claims made by the publisher.

1. Coursebook evaluation: External

The 'blurb' and introduction can give us an indication about:

- the intended audience
- the proficiency level
- the context usage for the materials
- how the language is presented and organized
- the author's views on language and methodology

1. Coursebook evaluation: External



Hot Topics Jordens & Shepherd Compass Publishing

Let's review some of the external features of this coursebook together.

1. Coursebook evaluation: External

On the cover:

“A Culturally Specific Discussion Book”

Society

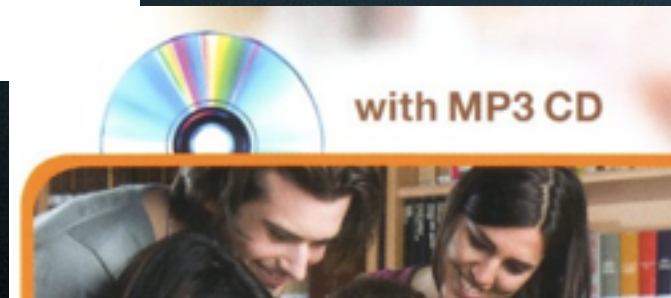
The Korean Coffee Explosion

The Pet Explosion in Korea

Aging Population, Low Birth Rate:
What's Next for Korea?

Communicating Korean Style

Society
Health
Education
Science and Tech
Culture



1. Coursebook evaluation: External

Hot Topics is a new two-book series specifically developed for the intermediate to advanced English language learner. The series is intended to support a discussion-style classroom and contains some of the most current issues of interest to young Koreans. Within each unit, students will be exposed to a variety of ideas and offered multiple opportunities for discussion. Reading and listening passages have been designed to both engage and inform the learner.



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1. Coursebook evaluation: External

Key Features

- Korea-specific current events to tap learners' individual opinions and knowledge
- Topic-based vocabulary, listening, and reading passages in each unit
- Common useful expressions incorporated in both reading and listening passages
- Note-taking exercises to support listening comprehension
- Synthesis activities to link the reading and listening passages
- Thought-provoking discussion and writing activities to extend exploration of unit topics



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1. Coursebook evaluation: External

Other factors to consider in the external evaluation:

1. Are the materials to be used as the 'main' core course or supplementary to it?
2. Is the teacher's book in print and locally available?
3. Is a vocabulary list/index included?
4. What visual material does the book contain?
- ...

1. Coursebook evaluation: External

Other factors to consider in the external evaluation (continued):

5. Is the layout presentation clear and uncluttered?
6. Is the material too culturally biased or specific?
7. Do the materials present minorities, women, and/or other cultures in a negative way?
8. Is there extra essential material needed?
9. Are included tests useful for your learners?

2. Coursebook evaluation: Internal

Internal evaluation is concerned with the contents of the units. Ideally, two or more units should be investigated.

Factors from the external evaluation can be compared with the internal consistency and organization.

2. Coursebook evaluation: Internal

The following factors should be considered:

1. The presentation of the skills in the materials.
2. The grading and sequence of the materials.
3. Where reading/discourse skills are involved, does it go beyond sentence level?
4. Where listening skills are involved, and are recordings authentic?
5. Do speaking materials incorporate features of real interaction or only artificial dialogues?

...

2. Coursebook evaluation: Internal

The following factors should be considered (continued):

6. The relationship of tests and exercises to learner needs and what is being taught.

7. The suitability for different learning styles and self-study.

8. Are the materials 'transparent' to motivate both teachers and students (teacher-learner 'balance'?)

3. Coursebook evaluation: Overall

At this stage, we can now make an overall assessment on the following factors:

1. The usability factor
 - integration into syllabus
2. The generalizability factor
 - core features that are generally useful
3. The adaptability factor
 - parts can be added/extracted/modified/used
4. The flexibility factor
 - less rigid sequencing and grading

Retrospective evaluation can also be used after using the coursebook in the classroom.

Evaluating ELT Materials

Coursebook evaluation:

1. External evaluation
2. Internal evaluation
3. Overall evaluation
4. Summative evaluation

Using a Checklist for ESL Textbook Selection



The use of a evaluation procedure, such as a checklist, can lead to a more systematic and thorough examination of potential coursebooks.

Garinger's Checklist for ESL Textbook Selection

Practical and theoretical considerations have been included. Items regarding your specific course objectives can be added.

- A. Program and Course
- B. Skills
- C. Exercises and Activities
- D. Practical Concerns

Checklist for ESL Textbook Selection		
<i>A. Program and Course</i>	Yes	No
Does the textbook support the goals and curriculum of the program?		
Is the textbook part of a series, and if so, would using the entire series be appropriate?		
Are a sufficient number of the course objectives addressed by the textbook?		
Was this textbook written for learners of this age group and background?		

Garinger's Checklist for ESL Textbook Selection

A. Program and Course

- Does the textbook support the goals and curriculum of the program?
- Is the textbook part of a series, and if so, would using the entire series be appropriate?
- Are a sufficient number of the course objectives addressed by the textbook?
- Was this textbook written for learners of this age group and background?
- Does the textbook reflect learners' preferences in terms of layout, design, and organization?
- Is the textbook sensitive to the cultural background and interests of the students?

Garinger's Checklist for ESL Textbook Selection

B. Skills

- Are the skills presented in the textbook appropriate to the course?
- Does the textbook provide learners with adequate guidance as they are acquiring these skills?
- Do the skills that are presented in the textbook include a wide range of cognitive skills that will be challenging to learners?

Garinger's Checklist for ESL Textbook Selection

C. Exercises and Activities

- Do the exercises and activities in the textbook promote learners' language development?
- Is there a balance between controlled and free exercises?
- Do the exercises and activities reinforce what students have already learned and represent a progression from simple to more complex?
- Are the exercises and activities varied in format so that they will continually motivate and challenge learners?

Garinger's Checklist for ESL Textbook Selection

D. Practical Concerns

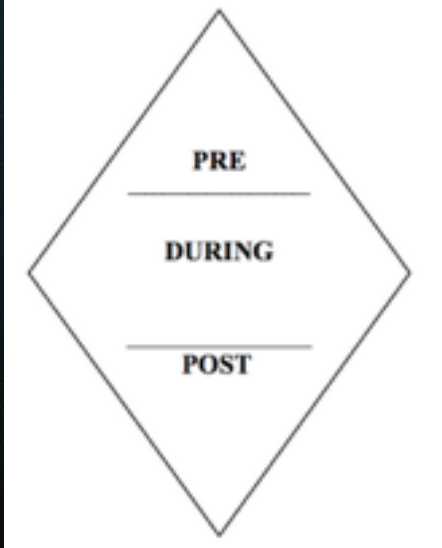
- Is the textbook available?
- Can the textbook be obtained in a timely manner?
- Is the textbook cost-effective?

Conclusion: Evaluating Materials

Choosing a coursebook can be extremely difficult. We cannot get a good picture of the suitability of a book until we have been working with it for some time.

The teacher's responsibility involves not only student assessment, but also evaluation of the teaching and learning process itself. This means that materials must be evaluated as well.

P-D-P Lesson Plan Guidelines & Checklist



Guidelines and a checklist for your P-D-P lesson plans.

P-D-P Lesson Plan Listening & Reading Guidelines

A good listening or reading lesson...

1. has 'pre' activities to prepare and motivate students for success to:

(a) use their background knowledge

(b) anticipate what they will read/hear

(c) decide on a L/R strategy

2. helps students practice L/R skills

3. helps them learn new vocabulary and information in the L2

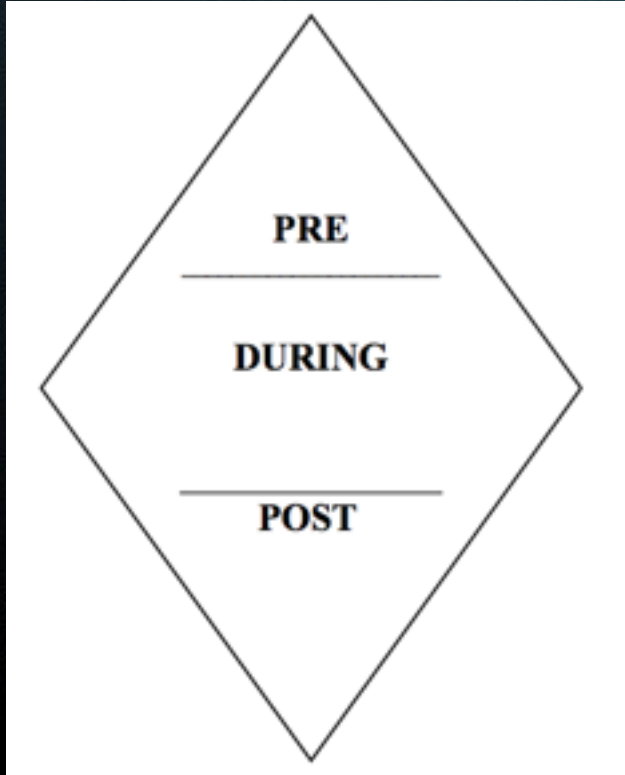
...

P-D-P Lesson Plan Listening & Reading Guidelines

A good listening or reading lesson (cont'd)...

4. uses appropriate material (topic, level, authentic)
5. gives students L/R tasks (general, specific, make a decision)
6. requires a response from the listener/reader
7. gives opportunities and reasons for multiple listenings/readings
8. has follow-up activities including other skills

P-D-P Lesson Plan Checklist



Lesson Plan Checklist

1. Clear learning objectives
2. Pre stage
3. During stage
4. Post stage

Use the following questions to check your lesson plan.

P-D-P Lesson Plan Checklist

1. Clear learning objectives

Your SLO:

- uses observable verbs describing student behavior
- uses the correct format including the name of the text and the final comprehension activity
- can only be achieved by comprehending the listening/reading material

P-D-P Lesson Plan Checklist

2. Pre stage

- activates schema through use of visuals, topic-related discussion and prediction
- provides background and context
- pre-teaches and introduces key vocabulary and language structures

* all in a learner-centered way

P-D-P Lesson Plan Checklist

3. During stage

- provides multiple opportunities to see/hear the text
- has interactive tasks and peer work
- general/main idea to specific details
- allows students to check comprehension, ask Qs, clarify vocabulary and move toward deeper understanding

P-D-P Lesson Plan Checklist

4. Post stage

- requires students to be creative and expand on the text
- allows students to personalize the topic
- reinforces new vocabulary/grammar
- uses other target skills

Planning for clear instructions

What information do the students need to know?

- page number or materials
- task
- purpose
- groups
- time
- special considerations, e.g. turn-taking, not showing your paper, etc.

How will the teacher convey this information?

Planning for clear instructions

How will the teacher convey this information?

- using focusing questions
- previewing
- short and simple instructions
- chunking
- CCQs
- modeling
- providing visual instructions

End-of-semester Project: Lesson Plan & Materials 2

Next week we will meet in person on the HUFS campus to discuss your P-D-P lesson plans.

Please have a draft of your lesson plan for evaluation and feedback, including your SLO and ideas for materials.

Second draft: Week 15

Due: Week 16

Homework: Complete the second draft for next week.

Ten Teaching Tips

1. Incorporate Groupwork

Learning a foreign language, even if its roots are familiar, is a very daunting task for students of any age. Learning it alone is even more difficult. To make your ESL students feel comfortable practicing their new language, get them to work in pairs or larger groups so that they can help each other. Lessons become fun, and communicating and learning English becomes more natural when students can work through it together and peer-teach.

Ten Teaching Tips

2. Maximize Oral Communication

Make sure you keep an oral focus in the classroom. While writing and reading are both important, requiring students to speak as often as possible helps ingrain the sound and feel of the language in a student's mind. It also helps them learn the verbal cues. Developing a comfort with speaking English in front of other people is crucial to overall ESL success. The sooner they learn to start communicating verbally, the easier and more successful your job will be.

Ten Teaching Tips

3. Use a Diverse Lesson Plan

ESL students will come from an array of cultural and educational backgrounds. As in any classroom, each student will learn differently. Keeping a lesson plan diverse will help you cater your English teaching to individual learners. Mix reading, writing, observing and listening with your oral focus to create a comprehensive lesson plan.

Ten Teaching Tips

4. Incorporate Cultural Lessons to Personalize

Making the English language relevant and personal helps your students get interested and internalize the lesson plan. Use their personal experiences and backgrounds to teach the language. You can ask them to tell the class what they did the previous weekend, what their family is like, what their home is like — anything that gets them to think of their personal experiences will help them become more passionate about the words and phrases they learn and use. Also ensure that you teach them while making it relevant to their culture.

Ten Teaching Tips

5. Limit Dictionary Use

Try to limit the amount of time students spend consulting a glossary or dictionary. Asking students to memorize words and phrases is fine, but make sure that the majority of class time is spent putting these words and phrases into practice rather than just reciting words from a dictionary. This can become repetitive and boring, and provides little context to make your lesson relevant.

Ten Teaching Tips

6. Give Homework to Keep English a Focus After Class

Your ESL students will most likely be going back to a household that does not regularly use English in conversation. This acts as an additional challenge for your students to overcome. While no student jumps at the chance to do more homework, giving your students work to practice on when they are away from the classroom is the best way to ensure that they aren't completely forgetting the English they learned in your class that day.

Ten Teaching Tips

7. Try Tongue Twisters

Tongue twisters can be a fun challenge for your ESL students. Asking your students to pronounce phonetically similar words gets them to stop and think about what they are saying and how they are saying it. It also helps them internalize pronunciation. Besides, tongue twisters are funny and will keep things light!

Ten Teaching Tips

8. Have Students Read Aloud

Your students should practice reading aloud often. This is a great way to blend auditory, oral and reading skills. It will also help them become more comfortable speaking English in front of their peers.

Ten Teaching Tips

9. Let Students Make Mistakes

Let your students work through their mistakes. Whether they are speaking, writing or reading English, allowing them to correct themselves will help them get a better grasp on the language. It may be tempting to interject with the correct pronunciation or spelling, but if a student can recognize his or her mistake and correct it, they are truly making progress.

Ten Teaching Tips

10. Teach by Doing

The best way to teach English as a second language is to model each aspect of your lesson plan before asking students to iterate it. Clearly pronounce words and sentences. Read aloud to the class and ask them to repeat. Tell a story about your weekend to help them with syntax and inflection. By modeling your lesson for your ESL students, you will help them feel comfortable with what you are asking them to do.

See you next week!

