

TESOL

Materials Development

Week 6

- Review of Grave's Adapting Coursebooks
- Fadil's Defining Learning Objectives

Edward Povey

Grave's Adapting Coursebooks



ADAPTING A TEXTBOOK

Just as a piano does not play music, a textbook does not teach language. The textbook is a stimulus or instrument for teaching and learning.

Grave's Adapting Coursebooks

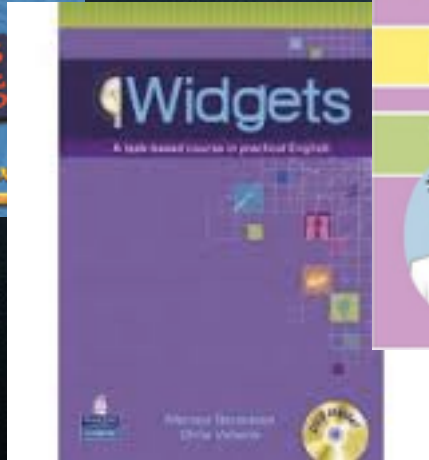
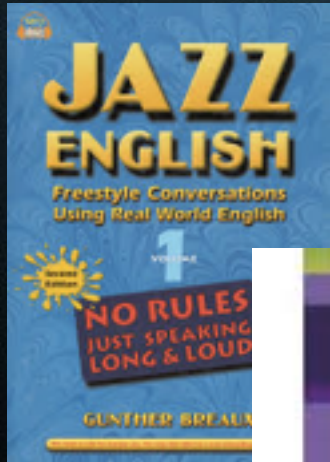
What are coursebooks?

Coursebooks and prepackaged, published books used by the students and teacher as a primary basis for the language course.

Coursebook packages may include audio CDs, videos, CD-ROMs, workbooks, test materials and online resources.

Grave's Adapting Coursebooks

What are coursebooks?



Principles for using a course book

1. Understand how the course book is organized



The image shows a 'Table of Contents' page from a course book. The title 'TABLE OF CONTENTS' is in large orange letters. Below it, the page is organized into units and sections. Each unit is listed with its title and page number, followed by sub-activities and their page numbers. The units are: Unit 1: Radiotelephony (1), Unit 2: The Airport (14), Unit 3: The Aircraft (32), Unit 4: The ATIS (57), Unit 5: Let's Go Flying! (72), Unit 6: Introduction to the Traffic Pattern (88), Progress Test 1 (106), Unit 7: More Pattern Work (125), and Unit 8: Aircraft Checks and Checklists (157). The page also includes a footer with the AEL logo and the text 'Course for 'Takeoff'' • English for Pilots.

Section	Page
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Unit 1 : Radiotelephony	1
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Coursebooks are usually organized around key language features:

- topics
- functions
- vocabulary
- grammar
- skills

Principles for using a course book

Language functions

Instrumental (I want)	Request, cajole, persuade	Library requests, Apologies, Memos
Regulatory (Do as I say)	Direct behaviour	Posters, Instructions, Signs, Advertisements
Interactional (Me and you)	Disagree, promise, criticize, compliment	E-mail, Letters, Notes,
Personal (I feel)	Complain, justify, express emotions	Letters, Cards, Journals, Diaries
Imaginative (Let's pretend)	Tell stories, role play	Poetry, Plays, Stories
Heuristic (Tell me why)	Request clarification predict, probe	Essays, Experiments, Response Papers
Informative (I've got something to tell you)	Describe, compare, discuss, suggest	Biographies, Short Stories, Newspaper

Principles for using a course book

2. Adapt the material

S-A-R-S

Select which parts you want to keep

Adapt and change parts to suit your students

Reject parts that are not suitable

Supplement with extra materials

Principles for using a course book

3. Prepare the learners

Explain and demonstrate

What - Why - How ?

Prepare yourself first

Principles for using a course book

4. Monitor and follow up

Prepare - Implement - Follow up

Monitor:

- * Difficulties
- * Corrections
- * Timing
- * Feedback and report to the class

Principles for using a course book

5. Build a repertoire

Use consistent and predictable steps

Build habits

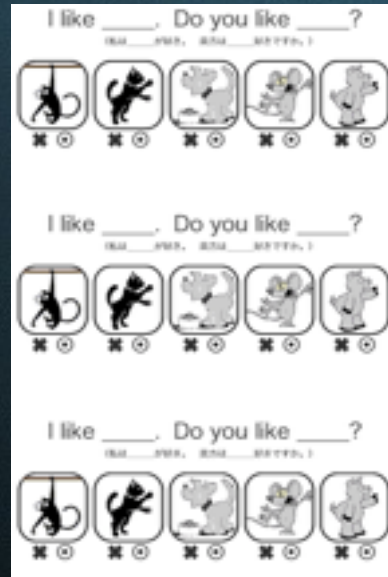
Classroom Techniques

Personalizing

Relate the topic and language to your students

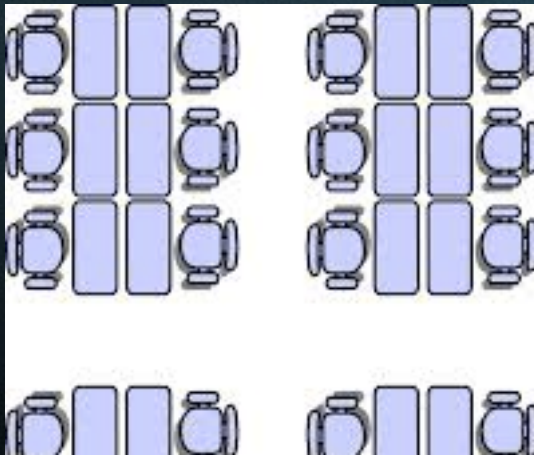
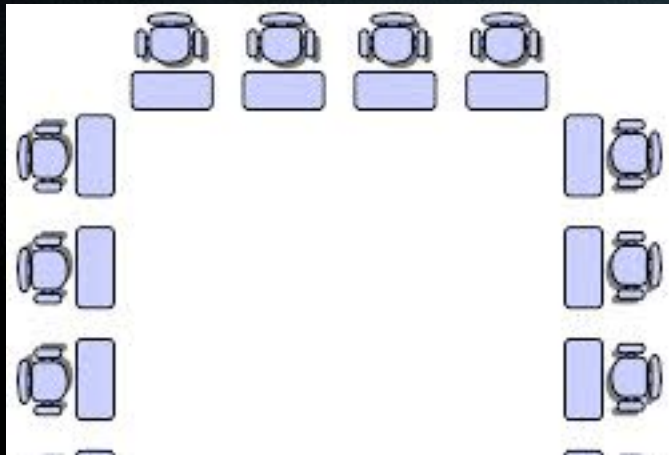
“What do you think?”

“What’s your opinion?”



Classroom Techniques

Format shift the skill or grouping



Classroom Techniques

Visual instructions



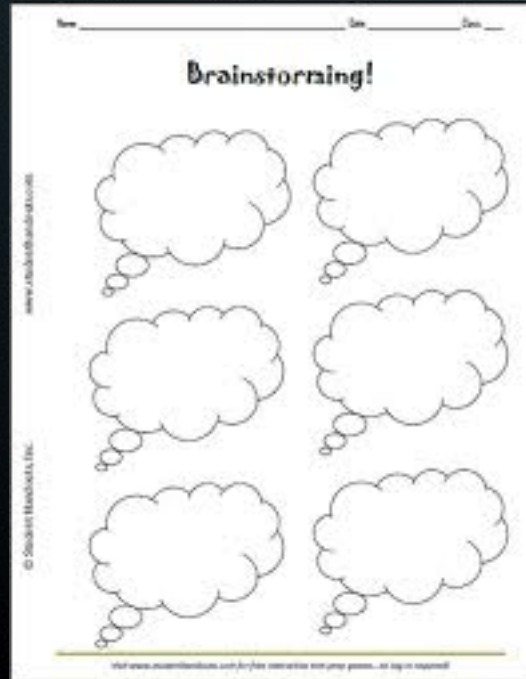
Classroom Techniques

Use props, visuals, or realia



Classroom Techniques

Elicitation



Grave's Adapting Coursebooks

See more ideas in Grave's Adapting Coursebooks.



Remember:

- * Don't feel trapped by the coursebook
- * Use your creativity and imagination
- * Use your students
- * S-A-R-S - Can you remember what this means?

S-A-R-S

Select which parts you want to keep

Adapt and change parts to suit your students

Reject parts that are not suitable

Supplement with extra materials

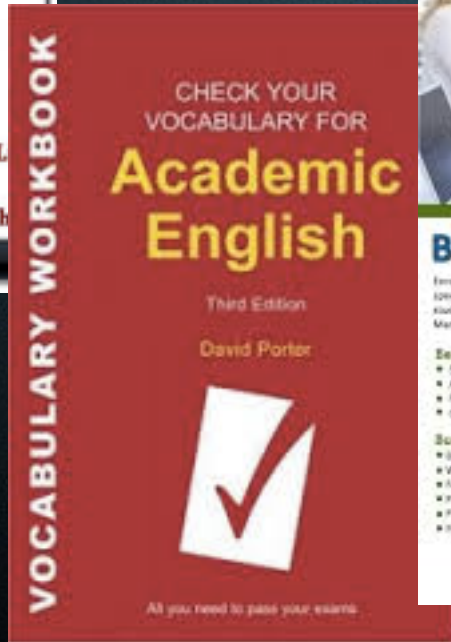
Remember:

There are many teaching resources out there.

You don't need to create everything!

Selecting materials

What is right for your learners,
their interests and objectives?



NEW IN 2010

BUSINESS ENGLISH

Enroll in our exciting new Business English Success program if you are interested in learning English specifically focused on the business environment. This specialized course is for intermediate level students and serves as an introductory program to our Professional Certificate in Business & Management (POM).

Benefits of Our Program

- Specialized curriculum for the intermediate level English learner
- Authentic business readings and materials to practice skills learned
- Heavy emphasis on professional speaking skills
- Qualified teachers with professional experience in the business world

Business English students will perfect:

- Business vocabulary for office interaction
- Writing and delivering business presentations
- Formal and informal business language
- Professional networking and making a good impression
- Phone and email etiquette
- Industry-specific vocabulary

Monday through Thursday
8am to 1:30pm

Enroll now!
Speak to the front desk for more information.

Intrax
INTERNATIONAL INSTITUTE

A photograph of a smiling woman in a black blazer sitting at a desk in a business office. A blue circular badge with the text 'NEW IN 2010' is overlaid on the image.

Adapting materials

How can you make the materials more effective and useful?

Classroom Coin Flick Game

Put coin here

After more than nine weeks on a **hunger** strike Palestinian prisoner with by far the longest rec Palestinian officials say

A baker by trade, the 33-year-old **Adnan** began December 18, a day after he was arrested near West Bank village of **Araba** near the northern I

"He will be released on Palestinian Prisoners' **Adnan's** lawyer, said at a press conference at : "We will not **forgive** the Israelis for his deteriorating medical condition," he added.

Adnan started his hunger strike on December 18, a day after his arrest, when an Israeli investigator insulted his wife during questioning, Palestinian officials said.

Eisa **Qaragol**, Minister of **Distances'** Affairs, announced that the Palestinian National Authority will mark Palestinian Prisoners' Day at **Adnan's** home to give him a hero's welcome.

Word cards

garden	seeds
garden	soil
plants	trowel
to plant	watering can
bee	bee
bird	bird
butterfly	butterfly
gloves	gloves
hose	hose
rake	rake
seedling	seedling

Reject the unwanted parts



Introduction:

Babies are a very important part of human history. Although most of it is possible to learn
without knowing because this is the most way to register facts, theories, events, experiences and
memories. Every day we read in fact about new technological inventions, and the general other things.
The most also are an interesting part. Some people prefer writing books or going but reading using
the most also is a better way of work. These reasons are the value of books. The most also is a better
way of work.

Body:

Topic Sentence

Having a better set of books is something good. In fact, babies when you look at these books you
will remember each feeling, concept, or principle contained in them. However, when you look to them,
you need to care all these books to another place, and that is not easy.

In addition, babies are automatically friendly, so doing so the teachers will be
pleased. Another reason about that makes people books or "e-books" is the content is because they
do not get bored by them so appear to the teachers. In an electronic device it is possible to share
files or books to any user, without making a single bad file name.

Another advantage that the internet bring us is the possibility that we have to share
without leaving the house, and just a few minutes for downloading, require not order and have the
book available on their hand. Even if you are in a child place, so in an electronic you can comfortably look
also in book, because you don't need a light.

Conclusion:

Revised Thesis

It is possible also to use it in other things. For example, it can be used in a computer
and also can be used in other things. For example, it can be used in a computer
and also can be used in other things. For example, it can be used in a computer

Supplementing with online resources

ESL CLASSROOM RESOURCE LINKS: OTHER LINKS

This section offers an extensive annotated listing of useful resources available on the Internet for teachers of English as a second language.

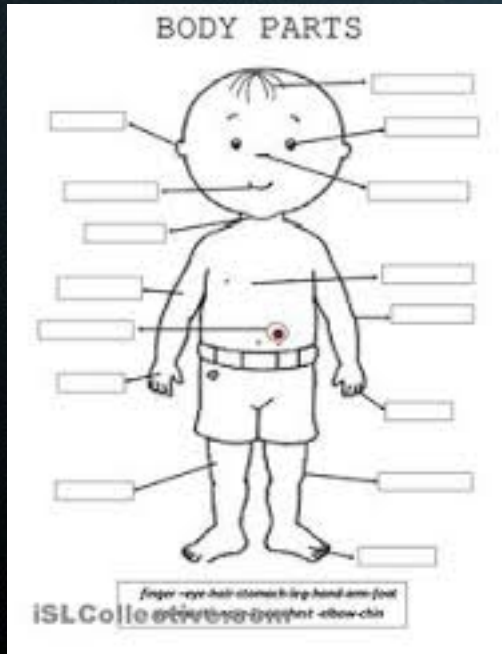
Please note that the resources listed in this section are for reference purposes only and do not reflect endorsement by the CASLT.

- [General ESL Web Sites I](#)
- [General ESL Web Sites II](#)
- [Grammar 1](#)
- [Grammar 2](#)
- [Vocabulary 1](#)
- [Vocabulary 2](#)
- [Listening 1](#)
- [Listening 2](#)
- [Listening 3](#)
- [Speaking and Pronunciation](#)
- [Reading](#)
- [Magazines and Journals](#)
- [Lessons and Activities](#)
- [Idiomatic Expressions 1](#)
- [Idiomatic Expressions 2](#)
- [Proverbs and Clichés](#)
- [Quizzes and Tests](#)
- [Holidays and Special Days](#)



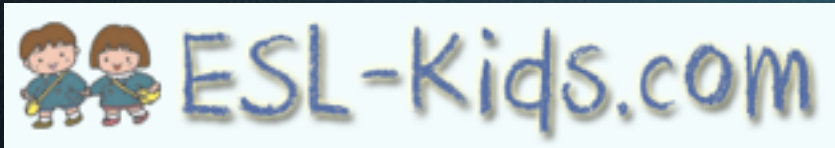
Supplementing with online resources

Vocabulary worksheets and flashcards



Supplementing with online resources

Vocabulary for young learners



www.esl-kids.com

provides lots of topic ideas and materials (flashcards and worksheets) for young learners

- Actions
- Alphabet
- Animals
- Body Parts
- Buildings
- Christmas
- Classroom
- Clothes
- Colors
- Days of the Week
- Dinner Set
- Easter
- Emergency Services
- Family
- Feelings
- Five Senses

Supplementing with online resources

Grammar practice worksheets

Worksheets: This That www.mes-english.com

THIS

Circle the answer

this or that

this or that

this or that

Circle and write

This or That
_____ is a pen

This or That
_____ is a desk

This or That
_____ is a computer

This or That
_____ is a pencil

This or That
_____ is a book

Supplementing with online resources

Topics for adults

The Internet TESL Journal
For Teachers of English as a Second Language

<http://iteslj.org/questions/>
provides lots of topic ideas
and conversation questions
for adolescent and adult
learners

- Do you have any pets?
- What was the last book you read?
- Do you like to cook?
- What's your favorite food?
- Are you good at cooking/swimming/etc?
- Are you married or single?
- Do you have brothers and sisters?
 - Are they older or younger than you?
- Do you like baseball?
- Do you live alone?
- Do you live in a house or an apartment?
- Have you ever lived in another country?
- Have you ever met a famous person?
- How do you spend your free time?
- How long have you been studying English?
- How old are you?
- How tall are you?
- Tell me about a favorite event of your adulthood.
- Tell me about a favorite event of your childhood.
- What are your hobbies?
- What two things could you not do when you were...?

Supplementing with online resources

Language games

Tic-Tac-Toe

Give advice for the problems in the pictures. Draw an X or O over the picture when you make a sentence.
Get 3 pictures in a row, in any direction, to win one game.

Page 1:

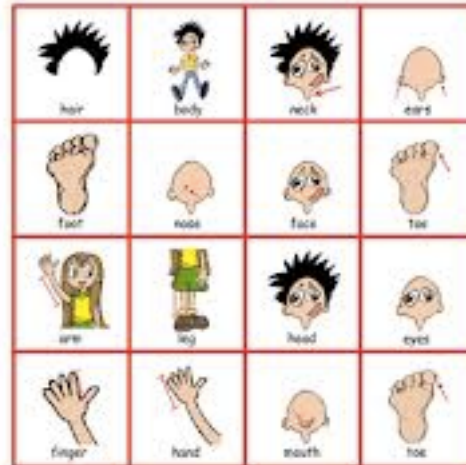
I have a headache	I don't have any money	I have no friends	I'm tired	I'm hungry	I'm wet from the rain	I'm cold	My clothes are dirty
I get a bad grade	I lost my friend	I'm bored	I feel sick	I'm always late for school	I can't read well	I can't speak English well	I want to get on when I'm older
I lost my soccer ball	I'm fat	I'm thirsty	I made my sister cry	I lost my names	My cell phone is broken	I want to go to France	My friend hit me
I'm late	I'm thirsty	I'm always late for school	I can't speak English well	I lost my soccer ball	I feel sick	I made my sister cry	I lost my friend
I'm sad	I'm late	I don't have any money	I lost my friend	I'm bored	My cell phone is broken	I'm hungry	My friend hit me
I get a bad grade	I'm tired	I can't speak English well	I want to go to France	I can't read well	I want to get on when I'm older	My clothes are dirty	I lost my friend
I'm always late for school	I lost my soccer ball	I have no friends	I feel sick	I'm fat	I'm wet from the rain	I made my sister cry	I have a headache

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Revised by The Fun Store

www.funstore.com
FunStore.com

Name: _____

Bingo



FunStore.com English

Supplementing with online resources

Create your own puzzles



www.puzzlemaker.com
and many other sites
allow you to make your
own puzzles.

For example,
Wordsearch worksheets

JACOB AND SHEREM
2000 T
WORDSEARCH

Z	P	X	C	H	V	B	B	N	M	G	O	M	A	N	L
Y	U	F	R	E	V	E	L	A	T	I	O	N	H	J	K
T	N	D	S	A	A	J	A	C	O	B	O	S	Q	W	E
I	I	P	O	R	I	U	S	Y	T	E	R	M	P	S	H
N	S	L	K	T	H	C	P	S	L	F	D	I	R	E	O
R	H	V	C	S	X	L	H	S	Z	A	S	T	O	R	L
E	M	S	B	N	M	E	E	R	L	K	F	E	P	U	Y
T	E	S	D	F	R	A	M	G	I	H	L	J	H	T	G
E	N	E	S	E	A	R	Y	Q	W	S	A	E	E	P	H
N	T	F	M	I	S	N	D	U	Y	T	T	R	T	I	O
I	O	N	H	C	E	E	P	S	P	F	T	L	S	R	S
R	A	O	S	D	V	D	S	F	G	H	E	J	K	C	T
T	Z	C	Y	I	C	V	B	O	N	M	R	L	M	S	N
C	E	N	L	R	T	Y	E	U	M	I	Y	O	L	P	N
O	E	W	Q	Z	X	W	I	C	K	E	D	C	V	B	I
D	E	V	I	E	C	E	D	M	N	B	V	N	G	I	S

Jacob	Devil	God	Holy Ghost	Die
Sham	Revelation	Moses	Deceived	Scribe
Christ	Hearts	Blasphemy	Eternity	Fall
Learned	Angels	Scriptures	Punishment	Confess
Flattery	Doctrine	Daily	Sea	Wicked
Speech	Gospel	Prophecy	Sign	Mary

Supplementing with online resources

Create your own puzzles



... and cryptograms

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
3			9		10		13												1						

	D	D							A	D	A				A	D								T							
	2	26	9		9	20	26	24	6	3	9	3	16		3	23	9		6	24	6		26	12	1						
F	T	H			A	D								A	F								D	A	D						
26	10		1	13	6	2	3	20	9	6	23		11	23	3	10	12	20	8				9	3	24	11	9				
	T				H	A							H	A	D	T	H						H		T						
15		1	20	11	12	16	14	13		21	3	15		13	6	3	20	9		1	13	20	26	12	2	13	26	12	1		
	T	H			A	D							A										A								
	1	13	6		18	3	23	9					3	18	15	26						14	20	26	5	3	5	18	8		
A	H				D	A							A									T	H	A		T					
3		13	26	23	9	3			5	6	7	3	12	15	6					1	13	6		3	14	26	15	1	18	6	15

Supplementing with online resources

Don't forget multimedia...



Supplementing with online resources

... such as YouTube...

Super Simple
A B C's
phonics fu

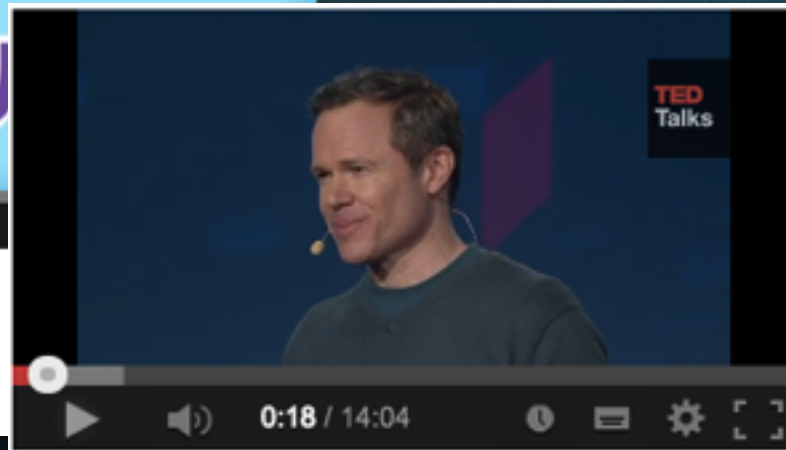
0:03 / 0:57

Super Simple ABCs Phonics Song: A - I

Super Simple Songs 84 videos

Subscribe 1,031,152

This image shows a YouTube video player interface. The video title is "Super Simple ABCs Phonics Song: A - I". The channel name is "Super Simple Songs" with 84 videos and 1,031,152 subscribers. The video progress bar shows 0:03 / 0:57. The video content displays the text "Super Simple ABCs phonics fu" on a light blue background.



Supplementing with online resources

... and the BBC Learning English page.



BBC LEARNING ENGLISH
Inspiring language learners for 70 years

70
YEARS

Home > Grammar, Vocabulary & Pronunciation

Grammar, Vocabulary & Pronunciation

Words in the News
Why are the unique animals of the Galapagos under threat?

Today's Phrase

What's new?
Latest content
[Galapagos](#)

Supplementing with traditional materials



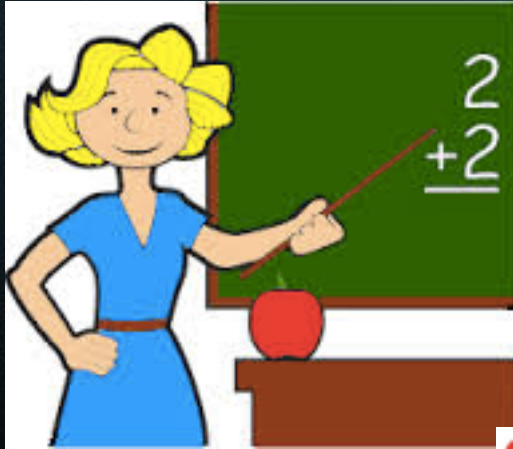
Fadil's Defining Learning Objectives

What is an aim?

What is an objective?

What is the difference?

Fadil's Defining Learning Objectives



Aim:


“I will teach my students Math.”

“My students will know the answer to this.”

Fadil's Defining Learning Objectives

Objective:

“By the end of the lesson, students will complete this worksheet.”



KindergartenWorksheets.net Practice Adding Math Worksheet

Name _____

1. $2 + 7 =$	9. $3 + 7 =$
2. $2 + 8 =$	10. $4 + 1 =$
3. $3 + 1 =$	11. $4 + 2 =$
4. $3 + 2 =$	12. $4 + 3 =$
5. $3 + 3 =$	13. $4 + 4 =$
6. $3 + 4 =$	14. $4 + 5 =$
7. $3 + 5 =$	15. $4 + 6 =$
8. $3 + 6 =$	

www.kindergartenworksheets.net

Fadil's Defining Learning Objectives

Student Learning Objectives (SLOs)



Objectives from the student's perspective.

Student Learning Objectives

Try to remember the answers to these questions:

1. What is a student learning objective?
2. What do we mean by “observable behavior?”
3. When should we make a student learning objective (SLO)?
4. What do you need to think about when you create an SLO?
5. Who needs to know the SLO?
6. How do you prepare students to succeed in reaching the SLO?
7. How do you know if the SLO is too easy or too hard?

Student Learning Objectives

1. What is a student learning objective?

- * a statement which describes a learning outcome in terms of student behavior
- * a good objective is specific and measurable
- * a good objective is demonstrable and observable

Student Learning Objectives

2. What do we mean by “observable behavior?”

* an action we can see or hear

A teacher asks “Do you understand?”

The student says “Yes”

Can the teacher observe that the student understands?

Did the student demonstrate that they understand?

Student Learning Objectives

2. What do we mean by “observable behavior?”

* an action we can see or hear

A teacher asks “Do you understand?”
The student says “Yes”

Can the teacher observe that the student understands? **No**

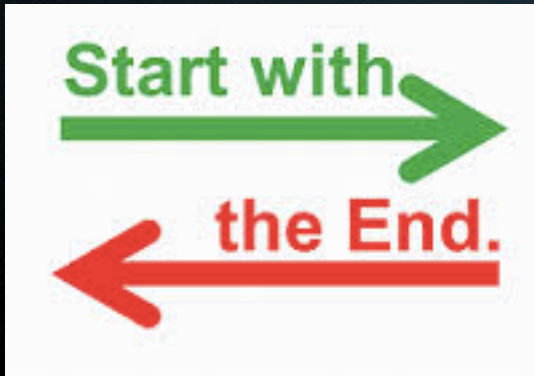
Did the student demonstrate that they understand? **No**

For this reason we use action verbs when creating a student learning objective.

Student Learning Objectives

3. When should we make an SLO?

- * after you have selected the target language
- * before planning your lesson

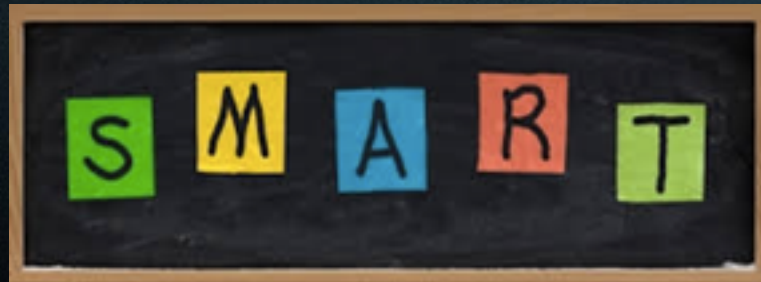


Knowing the end goal of the lesson (the SLO and the 'fluency' activity) will help you know the steps to get there.

Student Learning Objectives

4. What do you need to think about when you create an SLO?

- * student's level and ability
- * class time
- * appropriate and relevant language
- * assessment



Student Learning Objectives

5. Who needs to know the SLO?

- * both the teacher and the students need to know the SLO, but the SLO may not be presented in the same language to both

- * express your SLO to your students using appropriate language

Student Learning Objectives

6. How do you prepare students to succeed in reaching the SLO?



scaffolding



controlled practice

Student Learning Objectives

7. How do you know if the SLO is too easy or too hard?

- * achievability (i+1)

- * assessing prior knowledge

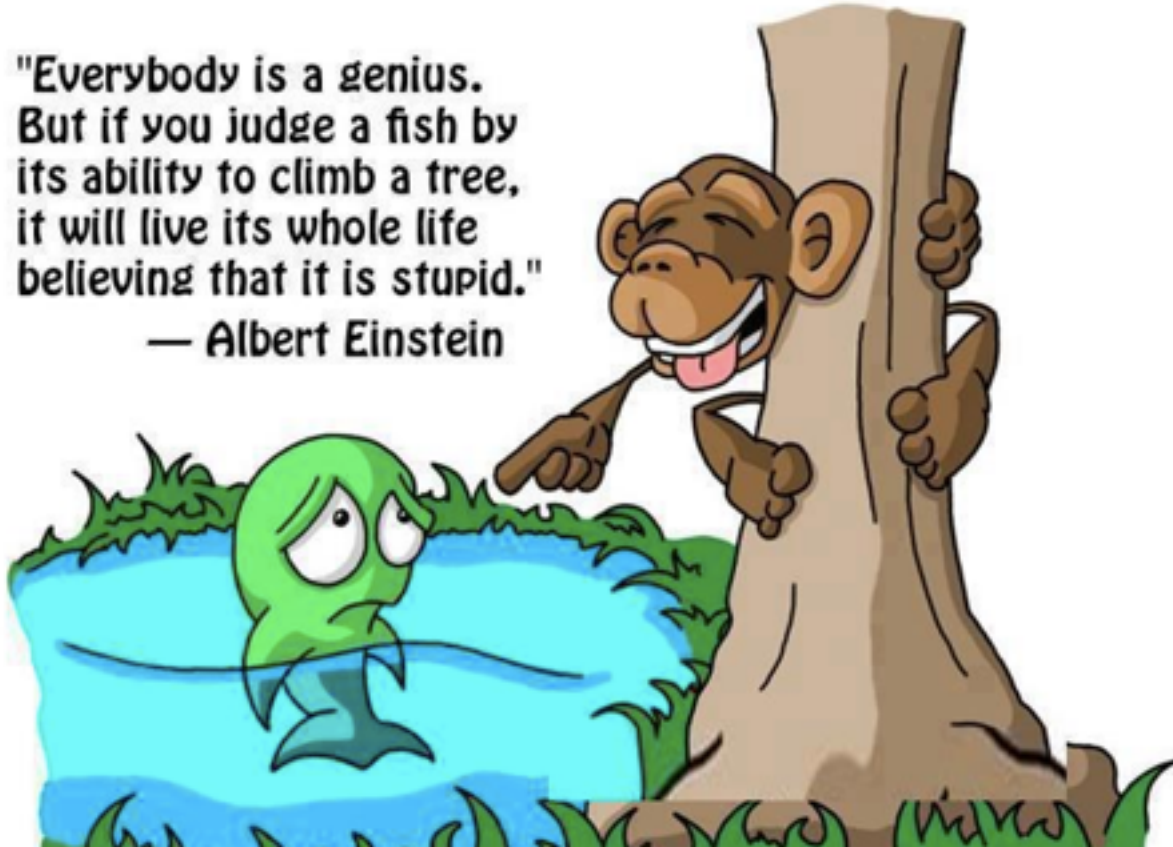
Can the students do the task at the start of the lesson?

Will they be able to do it by the end?

Student Learning Objectives

Realistic objective?

**"Everybody is a genius.
But if you judge a fish by
its ability to climb a tree,
it will live its whole life
believing that it is stupid."
— Albert Einstein**



Student Learning Objectives

An SLO is a plan made by the teacher during the lesson planning stage.

However, the plan is not for what the teacher will do. The plan is made from the perspective of what the student will achieve.

The plan includes the language that the students will use and the activity that the students will complete to show they can use the TL independently.

Writing SLOs

What is the difference between the verbs in the left column and the verbs in the right column according to learning objectives?

**Rank
Answer
Create
List
Ask
Use
Give
Identify
Write
Tell
Categorize
Describe
Evaluate
Paraphrase
Retell**

**Understand
Appreciate
Learn
Know**

Writing SLOs

What is the difference between the verbs in the left column and the verbs in the right column according to learning objectives?

Action verbs

**Rank
Answer
Create
List
Ask
Use
Give
Identify
Write
Tell
Categorize
Describe
Evaluate
Paraphrase
Retell**

**Understand
Appreciate
Learn
Know**

**... How can
these words be
measured?**

Writing SLOs



“I know Korean.”

What does this mean?!?

Writing SLOs



- Specific
- Measurable
- Achievable
- Realistic
- Time-bound

Writing SLOs

Here is the formula for writing an SLO:

By the end of the lesson, students will be able to...

< use this target language >

by

< completing this task >

Mid-semester Project: Lesson Plan & Materials 1

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

Example lesson plans can be found in the coursebook.

First draft: Week 8

Second draft: Week 9

Due: Week 10

See you next week!

