

Materials Development online
Week 8 Segment 1

This script has not been edited. It is written with the learner in mind not the instructor. No references or additional materials have been provided.

Hello and welcome back. This is Materials Design and Development and you are watching the first segment for week 8.

Last week we did a walk thru of the present perfect sample lesson and we processed that lesson in terms of materials, methods and the productive skill framework. Today we will discuss adapting course books; especially in terms of SARS: selecting, adapting, rejecting and supplementing. In the second segment we will walk thru the lesson planning process and try to trouble shoot the lesson and materials that you are in the process of creating.

As I have mentioned in previous lectures, I usually like to start my lessons with a review, but since this is an online course and you have the ability to review materials at your leisure, I will instead simply point out the important points from last week. See the screen in front of you. Please, stop the lecture and take a moment to see what you can recall. Any items that you cannot easily recall you should go back and review because those will be important when you are in the process of writing your lesson plans and materials. Go ahead, pause the lecture. I will be here when you return.

**Warm-up & Opportunity for
outcome feedback:**

Think about the following Qs:

- What happened in the encounter stage of the present perfect lesson? How did it set the Ss up for success?
- What happened in the internalization part of the present perfect lesson? How did it set the Ss up for success?
- What is the difference between collaborative discovery and guided discovery activities? Which was used in the present perfect lesson?
- What is the role of the teacher in inductive lessons?

Goes with
above.

How did you do? Were you able to remember more than you did last time? Are you feeling more comfortable with the information you are learning? Or was it still hard to answer the questions on the slide? Remember, learning is up to you. I cannot make you learn, but I can provide you with opportunities for outcome feedback. Reviewing what we discussed last week by giving your questions is the only way for me to provide you with ongoing assessment and some outcome feedback. Remember, these questions are for self study. You do not need to submit them, but if you weren't able to answer them, then you need to re-read and review what we have discussed before. Please, don't hesitate to ask me questions if you are still struggling. If you were able to remember the answers, then you know you are keeping up and doing well.

Before we begin our discussion of adapting course books, I want you to think about these two warm-up questions (see screen)

- *Do you only use the textbook when you teach your classes?*
- *Do you always follow the textbook exactly the way it is laid out?*

**SARS Warm-up:
Discussion Questions**

- Do you **only** use the textbook when you teach your classes?
- Do you always follow the textbook **exactly** the way it is laid out?

I would be surprised if any of you answered yes to either of those questions. Regardless of how good a textbook is we rarely use everything in the textbook, nor do we always follow the textbook exactly as it laid out. Why is that? Well, a teacher has to make decisions about how to use the textbook based on things like time, student needs, goals and objectives, etc... So no textbook is perfect for all Ss at all times and in all situations. Consequently, how should a teacher use a textbook in her class?

Coursebooks and Materials

Principles for using a coursebook:

1. [Understand how the coursebook is organized](#)
2. [Adapt the material & Use SARS](#)
3. [Prepare the learners](#)
4. [Monitor and follow up](#)
5. [Building a repertoire](#)

The author describes five principles for using coursebooks

- 1) We should understand how the coursebook is organized
- 2) We should adapt the material & use SARS
- 3) We should prepare the learners
- 4) We should monitor and follow up
- 5) We should building a repertoire of common activities and tasks

We will take each up in order.

Understanding how the coursebook is organized

- Most coursebooks are organized around key features of language.

For example:

- topics and associated vocabulary (ex: *animals, food, body parts*)
- grammar structures (ex: *verb tenses*)
- social and cultural interaction skills (ex: *introductions*)

One of the first things you need to do as a teacher who is using a course book or textbook is to understand how that book is organized. The good thing is that most course books or textbooks use similar organizational patterns. Textbooks tend to be organized according to topics such as animals, the seasons, or body parts, grammatical structures such as verb tenses, non-count and count nouns or subject verb agreement or functions such as introductions, advice or apologizing. It doesn't matter how the text book is organized, but it is important for you as a teacher to know how it is organized so that you can set your Ss up for success. for example a grammar based textbook may not do a good job preparing Ss with the vocabulary they need to use the grammatical structures that they are learning, if that is the case, then you will need to supplement the missing vocabulary in order to prepare your learners.

Adapt the material

- **Coursebooks are not written for a specific group of people.**
- **No book can meet all the needs and interests of each group of learners you teach.**
- **Therefore, coursebooks need to be adapted to your particular group of learners.**

The next principal of for using course books involves that fact that most course books need to be adapted because textbooks are written for learners in general and not the specific group of learner that you are teaching. No book, regardless of how good, can meet the needs and interests of all learners. Therefore course books need to be SARS'd. SARS stands for Select – Adapt - Reject – Supplement (see slide)

SARS

S = Select

A = Adapt

R = Reject

S = Supplement

Using SARS is really about considering the needs of your Ss and what you need to do in order to successfully achieve your SLO. Most textbooks have multiple skills and sometimes multiple grammar points to a single page; therefore, you use SARS to select the materials from the textbook that you can use to help your Ss achieve the SLO and the activities and tasks that seem appropriate and relevant for their needs. You adapt activities that are appropriate for the SLO, but need your help to make them more relevant and interesting for your Ss. You reject anything that doesn't have to do with your SLO or anything that is inappropriate for your Ss in terms of level, age, or interests. Finally, you supplement anything that you need that the textbook doesn't provide to make your lesson a success such as a fun warm-up activity that allows you to assess Ss prior knowledge and see if the Ss are ready to acquire the point being taught. We will analyze the comparatives 2 lesson in terms of SARS later in the lesson.

Prepare the learners

- Learners often fail activities in coursebooks because they have not been adequately prepared.
- As long as learners **know what to do** and **have the ability to do it**, they will be successful.

The third principal for using course books is that we should prepare our learners. Textbook activities tend to fail not because the activity is bad but because the Ss were not adequately prepared for the task. On several occasions I have watched a teacher give the following directions: Open your books to page 34. Do the activity at the top of the page. Are you on page 34? Good. Go. Nothing happened. Ss looked at the teacher, Ss looked at each other. Some Ss whispered in Korean. The T stood at his or her desk. A couple of minutes went by and the teacher moved onto the activity at the bottom of page 34. In order to prepare the learners Ss need to know what to do and they have to have the ability to do it. Therefore the instructions you give your Ss and the scaffolding that you give your Ss are vital for using a textbook successfully.

**Preparing the learner also means
preparing yourself → ask yourself
these questions:**

- *What is the **context** for the activity?*
- *How can you make the context clear and interesting to learners?*
- *What is the **purpose** of the activity?*
- *What is the **focus** → to learn grammar, to communicate, to learn vocabulary?*
- *What can **you** do as a teacher to set your students up to be successful at the activity?*
- *How **long** will the activity take?*

✦

In order to prepare your learners, you really need to prepare yourself. Textbooks don't teach themselves, so it is quite important that you know what the textbook intends and what your Ss need to be successful. On the slide (see screen) you can see a series of questions that can help you prepare yourself so that you can prepare your Ss. In four skills you are learning about the activity cycle, these questions prepare you for that cycle. For example, the context Qs are about the lead-in, that is, what you do to motivate the Ss before setting up the activity or task. The next two Qs regarding the purpose and focus prepare you to give the instructions you will need to set-up the activity, the last two Qs involve running or implementing the activity in terms of scaffolding, support language and time.

Although many people believe giving instructions is part of teaching methodology, I believe there is also an important planning component to giving instructions. We don't have time to go into details about this at this time but I would like you to think about this slide (see screen) hopefully later in the semester we will be able to discuss this in greater detail. When you plan the instructions you are going to give your Ss, you need to consider two things: What the Ss need to know and how you will convey that information. If Ss do not get the information they need in a manner that they can understand then regardless of how good the textbook is or how fun the activity is it will fail. When Ss fail to successfully complete an activity in class, it can undermine the confidence that you are trying to build for them as a teacher. Ss tend to blame themselves not the teacher for not being able to do a task. Ts often blame the Ss too, when more often than not it is the Ts fault for their lack of success.

Planning for Clear Instructions

- What info do Ss need to know?
 - page # or materials
 - task
 - purpose
 - groups
 - time
 - special considerations such as turn taking, not showing your paper, etc
- How will T convey that information?
 - using focusing Qs
 - previewing
 - short & simple instructions
 - chunking
 - CCQs
 - modeling
 - providing visual as well as verbal instructions

The fourth principal for using a course book is we should monitor and follow up. How do we monitor? It's simple really we walk around and observe our Ss while they are doing the task or activity. As we observe we should not their progress and help them when it is apparent that they are struggling. Also make sure that you check all Ss. I know that sounds obvious, but you would be surprised at how many teachers in larger classes in public schools do not go much further back than the second row. I have watched teachers do this on numerous occasions, experienced and inexperienced teachers are guilty of it. Sometimes it almost makes me laugh because the teacher looks like a dog which is chained to a post, the teacher never goes more that five or six steps away from his or her desk. The problem is that Ss notice this behavior and those Ss who are not either monitored give up, don't try, or cause behavior problems during the lesson.

Monitor and Follow Up

- How can we "**monitor**" our students?
- While students are doing the task, make sure to check their progress and help them if they need it.
- Make sure to check on **ALL** students!

The fifth principle principal for using a course book is we should build a repertoire of common activities and tasks. What doe the term repertoire mean? well, how many of you play the piano? How many songs do you play well on the piano? Well, that your repertoire of songs that you can play on the piano. It is a range of songs or a range of activities that your do well, It can also be a range of devices or instrument that you can use well.

Build a Repertoire

- What does the term “**repertoire**” mean?
- “**the complete list or supply of skills, devices, or ingredients used in a particular field, occupation, or practice**”
From: <http://www.merriam-webster.com/dictionary>
- **How can we apply this definition apply to language teaching? (What does “repertoire” refer to in terms of teaching?)**

How can we apply this definition to the idea of using textbooks and to the teaching of language? It simple. You need to become proficient setting up and running various activities and tasks in your classroom. Most textbooks recycle certain kinds of activities and tasks; for example, information gaps. If a textbook use that activity six time or more times in a particular textbook, it becomes important that a teacher who is using that textbook make that activity part of his/her repertoire. Do certain activities consistently with your Ss helps them to know what to expect. When Ss can predict what to do when you set-up an activity, the activity become part of their classroom routine, and when something become part of a classroom routine, the activity will run more smoothly. Thus the teacher needs to make certain activities apart of his or her repertoire so that the Ss can make those activities part of their classroom routine.

- Coursebooks often contain consistent activities throughout.
- Doing activities “consistently” can build your repertoire of ways to do each type of activity.
- It can also help students to get used to it and know what to expect (**predictability**).

What we are going to do next is to analyze the comparative 2 lesson in terms of SARS. (see screen) To do this you will need to look at the lesson plans and materials which can be found in section 3 of your course packet. The comparatives 2 lesson is the second sample lesson in course packet. You will also need to look at lesson 7 from the Doosan Middle School 2 textbook which can be found in section 5 of the course packet. You will need to look thorough the whole chapter.

Comparatives 2 Sample Lesson

- Look at the sample lesson plan and materials in course packet in your group and answer the following questions:
- How was SARS applied to this lesson?
- What parts of the textbook were:
 - Selected
 - Adapted
 - Rejected (Look at the Doosan Textbook pages in the appendix of your course packet and decide why activities on pp. 122, 132, and 136. were rejected)
 - Supplemented
- Why do you think SARS was applied this way?

Use the SARS chart (see screen) which you can find at the end of the comparatives 2 lesson and fill out what was selected, adapted, rejected and supplemented and why. In terms of what was rejected just look at the Doosan pages those were pages 122, 132, and 136. because each of those pages have activities that require Ss to know the comparative form, but are not used in this lesson. Tell me why they weren't used. This will take about thirty minutes to do, if you do it well, so please stop the lecture. Don't worry, I will be here when you return. When you get back we will discuss the comparatives 2 lesson in terms of SARS.

Fill in this chart

	What	Why
Select		
Adapt		
Reject		
Supplement		

How did you do? Have you described each and every step of the lesson in terms of SARS? Quickly double check to see if you have accounted for each of the six steps in the lesson. You have good, lets work our way through the SARS chart.

The following pages from the text book were selected: p. 130 in step 2, the top of page 125 in step 3, and the bottom of p. 125 in the optional step 4. Each of these was selected because it provided practice opportunities for the Ss, but none of them were used without a certain amount of adaptation. However, before we discuss what was adapted lets look more closely at why each other three activities was selected.

Page 130 was selected because it allowed the T to introduce the concept of both less and more, through the expression which is more/less expensive, A or B? It also provided a SS with nice control practice situation that Ss could see as being useful and relevant. The top of page 125 was chosen because it was a nice substitution drill that allowed the Ss to

practice both who and which in a controlled way. The items in the activity were familiar to the Ss, but not as relevant as the first practice activity. The bottom of 125 was selected because it is appropriate for lower level Ss who are struggling with the concept for who or which. This activities allows Ss to practice who before doing the substitution drill at the top which requires Ss to know the use of who and which.

The following textbook pages were adapted p. 130 in step 2, the top of page 125 in step 3, and the bottom of p. 125 in the optional step 4. Page 130 was a writing activity, but it was turned into a speaking activity, because this is a speaking lesson rather than a writing lesson. Support language was provided on the PPT to help Ss with the speaking practice (see slide), This support language is provided to prepare the learners without the support language some Ss might not have the ability to do the task. The direction given to the Ss clearly tell Ss what is expected, that is it is a speaking activity and not a writing activity, furthermore, a CCQ to check that Ss understand this aspect of the instructions is actually planned into the lesson plan. T asks: Is this a writing activity or a speaking activity? Ss should say speaking activity if they were paying attention, but I find that when Korean Ss see blanks they always want to fill them in.

A: Which is ____, A or B?

B: (A)/(B) is ____ than ____.

The top of page 125 was also adapted. Look at the sample dialog above the activity with the materials that come with the lesson plan and compare that to the sample dialog that comes with the textbook pages in section 5. The sample dialog with the materials that come with the lesson plan reads: Which is more interesting, Harry Potter or Lord of the Rings? Lord of the Rings is more interesting than Harry Potter. The sample dialog in the textbook reads: Which one is more interesting, Romance of the Busy Broker or the Christmas Present? The Romance of the Busy Broker is more interesting than the Christmas Present. The sample dialog was changed because the examples are more relevant and more familiar to the Ss. I have also altered the TL in the book so that the for who is moe moe moe and which is moe moe moe is consistent. Using which one is moe moe moe is just unnecessarily confusing. Support language was also provided on the PPT for this activity as well (see slide) This support language is provided to prepare the learners without the support language some Ss might not have the ability to do the task.

A: Which is ____, A or B?

B: (A)/(B) is ____ than ____.

A: Who is ____, A or B?

B: (A)/(B) is ____ than ____.

Although the activity at the bottom of page 125 is optional and not normally done with higher level Ss, it is also adapted. The TL of that activity is A: Is X ____ then Y? This was the TL for the comparatives 1 lesson, so the TL for this lesson would need to be changed. to A: Who is _____ X or Y? because this is the TL for this lesson's SLO. The support language for this activity would need to be written on the WB, because it is not on the PPT. Ss need the support language so that Ss can do the activity successfully.

Most of the textbook pages were rejected because they didn't have anything to do with today's SLO, but three pages in particular were rejected even though they had something to do with comparatives, those were pages 122, 132, and 136. Page 122 was rejected because it was a listening activity. Although it could have been used as an encounter activity or warm-up activity, I chose to supplement my warm-up activity because I thought it would be more appealing to my Ss interests. The activity on p. 132 was rejected because it involves character in a story that the Ss haven't read yet which would make the task impossible for the Ss to do. The activity on p. 136 was rejected because it would require vocabulary that the Ss do not know such as polluted, peaceful, calm, noisy, crowded, etc... That additional vocabulary takes the activity out of the Ss challenge level of (i+1).

Steps 1, 5 and 6 were supplemented. Although I usually use textbook when I teach, I find that no textbook is good at designing warm-up activities. This is mostly because a textbook writer cannot know where one lesson ends, If you don't know where a lesson ends, then it is very hard to create a warm-up exercise to review and assess Ss prior knowledge. Therefore I supplemented the materials from step 1. (see screen)



Salad

Sam kyeob sal

For example I created PPT slides that used pictures that allowed me to review Is X ____ then Y? and which also allowed me to introduce Who is.... and which is..... I also had Ss correct wrong sentences so that Ss could clarify the TL in written form. We did something similar in the comparative 1 lesson when I had Ss fill in the chart, but this time I wanted them to see written sentences with the errors. This makes it slightly more difficult but reviews the form to help them remember and internalize what they studied in the previous lesson.

- Brad Pitt is handsomer than Shrek.
- Mabbakie is more smarter than Albert Einstein.
- Queen Elizabeth is more old than Lee HyoRi.
- Soccer is more good than tennis.
- Han Galn is more beautifuler than Princess Fiona.

Step 5 was also supplemented because I wanted to do a less controlled practice activity that allowed Ss to personalize the language that they were learning. Consequently I drew a chart on the WB and elicited place in Korea from Ss and words to describe those places such as Everland exciting and famous Korean people like Lee Hyo Ri and beautiful Ss then practiced asking and answering Qs with who and which and the comparative. This was more relevant and useful than any of the practice activities in the textbook, and like I said before allowed Ss to personalize the language they were learning.

Step 6 was the fluency activity and most textbooks do not provide good communicative activities for the Ss, so I supplemented the consent game. Ss get two slips of paper which they write either two things or two people on, a describing word and their answer. there is another box where the score can be kept. Ss ask and answer Qs as they pas the paper around. When someone agrees with the answer on the paper the person who made the slip gets a point. The person with the most points in their group wins.

Well it looks like we are running out of time. I hope you have a feeling for how SARS can be used to make a lesson plan. In the next segment we will practice doing SARS and spend some time thinking about the lesson plans and materials you need to be creating for next weeks conference.

I will take a short break, and I hope you do too. See you again soon.

Materials Development online Week 8 Segment 2

Hello and welcome back. This is the second part of Materials Design and Development for week 8.

In the first segment we introduced SARS and looked at how SARS was applied in the comparatives 2. IN this segment we will practice using SARS and then discuss what you will need to bring to next weeks conference.

Before we practice using SARS, I would like you think about the Comparative 2 sample lesson we looked at in the last segment. How did the Comparative 2 lesson plan build flexibility in the lesson plan? Why is this important?

Flexibility & Lesson Planning

- How did the Comparatives 2 Lesson build flexibility into the lesson plan? Why is this important?

The Comparative 2 Sample Lesson built in flexibility by including lots of optional activities and options for teaching different Aspects in the lesson. For example in step 3 there was an option activity in which Ss complete a chart to demonstrate their understanding of who/which, step 4 was completely optional. Building in flexibility into your lesson is important because no two classes are the same and most teachers have to teach the same lesson to three or four groups of Ss. The more flexibility you have built into your lesson the better able you will be able to adapt yourself and your materials to your Ss needs.

Now it time for SARS part 2. This is a workshop. I will be giving you tasks to help you understand the process that you need to go through when adapting a course book to your class. Please do the task that I give. You do not practice the skills, then your skills will not develop. If you skills are underdeveloped that will affect your ability to apply them on your mid-term and final project. Not being able to apply the skills that I am teaching you will affect your grade. I want everyone to succeed, but since I cannot monitor you will you do the task I assign, you must monitor yourselves.

SARS Part 2

- Look in section 5 of your course packet.
- Find lesson 6 from the Doosan Middle School 2 English Textbook
- Make a list of 6-8 lexical (vocabulary), grammatical, and functional items that you could turn into speaking lessons.
 - For example camping vocab: tent, fishing pole, backpack etc..

When adapting a textbook to be used in class the first thing you need to do is go through the chapter or unit and make a list of what you will teach. For today's task, we will limit the items that you will be selecting to just target language that could be used to create a speaking lesson. See screen for summary of the these directions. Go to section five in your course packet. Find lesson 6 from the Doosan Middle School 2 textbook. Go through the unit and make a list of the target language that you could use to make a speaking lesson such as lexical topics (vocabulary) grammatical items, and functional items. For example one lexical lesson could focus on the vocabulary for camping such as tent, sleep bag, backpack, fishing pole, etc...Please make a list of 6-8 items. You will need to stop the lecture. Make your list. I will be here when you get back and then we can compare the list you made to the list I will make. See you soon.

How did you do? Have you done this before? If you don't have any teaching experience this may have been a difficult task for you, but it is important that you learn this, because

this is how teacher begins the process of planning and conceptualizing lessons that they will teach based on a textbook. The list you create will eventually become a sequence of lesson that you will teach your Ss. So let's compare your list with mine (see screen)

- Vocabulary Lesson: Camping items and/or actions; items such as tent, stove, backpack, fishing pole...actions such as fishing, hiking, set up, take down... (Just for your own enlightenment this can be done in either a single lesson or in two lessons depending on Ss level. If it is done as two different lesson. I would do a listening lesson based on the two page picture from the textbook first and that lesson would introduce the vocabulary. I'll do a sample listening lesson in about three weeks. The second lesson would be a speaking lesson in which the Ss to use the lexical items to describing camping.
- Grammar Need vs. Want with because: This lesson should come after the vocabulary lesson, because it allows Ss to review of camping vocabulary. The new target language is planning what to take, and stating a reason. Remember you should do vocabulary lesson before you do grammar lessons. Many teachers try to teach vocabulary and grammar together and it's too much for the Ss. We want our challenge level to be (i+1).
- Giving advice using "you'd better"
- Making, accepting and refusing requests using A: Would you...? B: OK. No problem / I'm sorry I can't. I....
- Asking and answering about specific past experiences using: A: What did you do on your _____? B: I _____
- Describing a sequence of events in simple past tense using before, after, around, until and for
- Be going to...planning future events using A: What are you going to do on your _____? B: I am going to _____.

Compare your list to mine

- Vocabulary Lesson: Camping items and/or actions; items such as tent, stove, backpack, fishing pole...actions such as fishing, hiking, set up, take down... (note this may be one or two lessons depending on Ss level)
- Grammar Need vs. Want with because: Review of camping items planning what to take, and stating a reason
- Giving advice using "you'd better"
- Making, accepting and refusing requests using A: Would you...? B: OK. No problem / I'm sorry I can't. I....
- Asking and answering about specific past experiences using: A: What did you do on your _____? B: I _____
- Describing a sequence of events in simple past tense using before, after, around, until and for
- Be going to...planning future events using A: What are you going to do on your _____? B: I am going to _____.

Once you have a list of items that you can teach, the next step is to take those items on the list and turn them into student learning objectives. Look at the seven items on my list and make an SLO for each one. Do you remember the formula? If not, look at the screen for a reminder. Remember the top blank is where you describe the target language you will be teaching. Be as specific as possible. The second blank is where you describe the fluency activity, the activity at the end of your lesson that will allow you to assess Ss learning. This should take you about ten minutes to complete. When you come back, we will compare your SLOs to mine. Remember SLOs are worth ten points on your mid-term project, so being able to write them is important. Practice makes perfect. You will need to stop the lecture while you write the SLOs. I'll be here when you get back.

Write an SLO for each item

- **By the end of the lesson, SWBAT**
_____ by

_____.

How did you do? Are writing SLOs getting easier? I hope so, because every lesson you plan should have one. Lets take a look at my first two. If your are a little different that's OK, but you need to have specified the TL in the first half of the SLO and a communicative assessment activity in the second part.

By the end of the lesson SWBAT...

- **use camping item (and/or) action vocabulary such as (tent, stove, backpack, fishing pole...(and/or) fishing, hiking, set up, take down...) BY playing the camp ground board game.**

If yours was different that's OK. For your fluency activity did you have something like an information gap, an interview activity or a find someone who game? If you did then your SLO sounds good to me.

- **ask and answer questions using (A: What do you want/need to take on your trip? B: I need/want to take ____, because _____) By doing a what do I pack role play.**

Again your fluency activity might differ, but if it requires two Ss interacting and using the TL then it's probably a good activity

Compare your SLOs to mine

- **By the end of the lesson SWBAT...**
 - use camping item (and/or) action vocabulary such as (tent, stove, backpack, fishing pole...(and/or) fishing, hiking, set up, take down...) BY playing the camp ground board game.
 - ask and answer questions using (A: What do you want/need to take on your trip? B: I need/want to take ____, because _____) By doing a what do I pack role play.

Here are my next two SLOs (see screen)

By the end of the lesson SWBAT...

- **give advice using the form “you’d better” in a dialog such as (A: I have an exam tomorrow. B: You’d better study hard.) BY doing “I have a problem” mingle activity.**

Are the Ss interacting in your final activity. Are they speaking w/o help from the T, then it's probably a good fluency activity.

- **make, accept and refuse requests using (A: Would you ___? B: OK. No problem / I'm sorry I can't. I ____.) BY playing a "Find Someone Who" mingle activity.**

Are the Ss interacting in your final activity. Are they speaking w/o help from the T, then it's probably a good fluency activity.

Compare your SLOs to mine

- By the end of the lesson SWBAT...
 - give advice using the form "you'd better" in a dialog such as (A: I have an exam tomorrow. B: You'd better study hard.) BY doing "I have a problem" mingle activity.
 - make, accept and refuse requests using (A: Would you ___? B: OK. No problem / I'm sorry I can't. I ____.) BY playing a "Find Someone Who" mingle activity.

Here are my the last three SLOs (see screen)

By the end of the lesson SWBAT...

- **ask and answer about specific past experiences using (A: What did you do on your ____? B: I ____.) BY doing a class survey.**

What was your fluency activity? Was it some kind of interview activity like a survey?

- **describe a sequence of events in the simple past tense using (before, after, around, until and for) By doing "What Really Happened" information gap.**

Did you think of using a board game or a card game here? It's a possibility.

- **make a future plan using 'be going to' in a dialog such as (A: What are you/we going to do on ___ your ____? B: ___ I am/We are going to ____.) BY making a three day travel schedule to some place in Korea.**

Are the Ss interacting in your final activity. Are they speaking w/o help from the T, then it's probably a good fluency activity.

I hope you are feeling more comfortable with writing SLOs. The formula is easy, it deciding what to do for the final activity that's hard. As you gain more experience writing lesson and as you learn about different kinds of activities, you will have a larger repertoire of fluency activities that you can do with your Ss.

The next thing I would like you to do is make a SARS chart like this (see screen)

Make A SARS Chart

	What	Why
Select		
Adapt		
Reject		
Supplement		

Then I want you to pick one of the SLOs that you wrote. I want you to go through the textbook pages for lesson 6 in section 5 of the course packet and I want you select the pages that you can use. Once you have found all the pages you can use, decide whether

you will select or reject those pages. If you select them explain why if you reject them explain why. Then decide if you will need to adapt any of the activities that you have selected. How will you adapt it and why? Finally describe what you would need to supplement and why. This will take you about 15-20 minutes to do, so please stop the lecture. I will be here when you get back.

Pick an SLO

- Go through the textbook and identify which pages are associated with your TL
- Decide what you will select and what you will reject and explain why
- Look at what you have selected, does it need to be adapted? How? Why?
- What other materials will you need to supplement? Why?

Let's take a look at some of my ideas about how to use the textbook to teach these various lesson. One again your answers may vary, and that is fine so long as you have good reason for doing what you are doing.

Possible Answers

- Vocabulary lesson/lessons
 - Select 96-97 because it introduces many of the key terms
 - Adapt p. 96 by removing the what we'll learn and what we'll do box, because it might distract Ss attn and undermine my ability to elicit Ss background knowledge
 - Reject p. 98-99 because they will be used in another lesson, 107 because it focuses on writing though I might also adapt it to make it a better ongoing assessment activity at the end of the encounter stage
 - Supplement all practice activities (controlled to free) because the textbook doesn't offer Ss many opportunities to build the vocab. they are learning

Vocabulary lesson/lessons

- I would select the two page picture o pages 96-97 of the Doosan textbook because they introduces many of the key lexical items. As I mentioned above, this picture would serve well as the basis of a listening lesson. If I use this picture for a listening lesson, then I would reject this picture for the speaking lesson. I would instead supplement other pictures to use in my warm-up.
- If used the picture I would adapt it slightly because in the lower left hand corner of p. 96 there is the “what we'll learn” and the “what we'll do” boxes. I would remove them, because it might distract Ss attn and undermine my ability to elicit Ss background knowledge
- I would reject p. 98-99 because they will be used in the need/want...because lesson, I would also reject 107 because it focuses on writing though I might also

adapt it to make it a better ongoing assessment activity at the end of the encounter stage if Ss seemed to need more controlled practice with key expressions.

- Supplement all practice activities (controlled to free) because the textbook doesn't offer Ss many opportunities to build the vocabulary they are learning. I would have Ss use flashcards and the lesson would end by playing the campground board game.

Possible Answers

- need/want...because
 - Select 98-99 because it suggests items that Ss might want to bring on a trip. Will use the pictures to help Ss brainstorm more items
 - Adapt p. 98-99 by using the pictures to facilitate speaking, because in the textbook these are listening activities that either don't use today's TL or only partially use the TL
 - Reject p. 96-97 because it was used in another lesson
 - Supplement all practice activities (controlled to free) because the textbook doesn't offer Ss many opportunities to use the TL that I have selected

need/want...because

- I would select 98-99 because it suggests items that Ss might want to bring on a trip. I would use the pictures to help Ss brainstorm more items
- I would adapt p. 98-99 by using the pictures to facilitate speaking activities. In the textbook the pictures are to be used as part of a listening activity that either don't use today's TL or only partially make use the TL.
- I would reject p. 96-97 because it was used in another lesson
- I would supplement all practice activities (controlled to free) because the textbook doesn't offer Ss many opportunities to use the TL that I have selected. for example Ss would need a controlled practice activity like a substitution drill so that they can substitute items and reasons into a dialog. Ss would need a less controlled practice activity where I elicit additional items and reasons that the Ss might need them. All of this so Ss can be prepared to do the role play successfully on their own.

Possible Answers

- you'd better
 - Select: p. 100 because it's a nice controlled practice activity
 - Adapt: p. 100 by allowing Ss to brainstorm additional problems and advice so that they can personalize the TL
 - Reject: p. 106 because it more of a writing activity
 - Supplement: the less controlled and fluency activities because the book only provides controlled practice

you'd better

- I would select: p. 100 because it's a nice controlled practice activity
- I would adapt: p. 100 by allowing Ss to brainstorm additional problems and advice so that they can personalize the TL
- I would reject: p. 106 because it more of a writing activity

- I would supplement the warm-up, I would find more interesting pictures or maybe I would find a listening activity or a pop song to introduce the TL, I would also supplement the less controlled and fluency activities because the book only provides controlled practice activities.

Possible Answers

- making, accepting and rejecting requests
 - Select: p. 101 because it's a good controlled practice activity
 - Adapt: p. 101 by allowing Ss to brainstorm additional requests and ways they can accept and reject them so that they can personalize the TL and see how it is relevant
 - Reject: N/A because there is only one page for this in the textbook
 - Supplement: the less controlled and fluency activities because the book only provides controlled practice

making, accepting and rejecting requests

- I would select: p. 101 because it's a good controlled practice activity
- I would adapt: p. 101 by allowing Ss to brainstorm additional requests and ways they can accept and reject them so that they can personalize the TL and see how it is relevant
- I wouldn't reject anything because there is only one page for this in the textbook.
- I would supplement: the less controlled and fluency activities because the book only provides controlled practice.

Possible Answers

- Asking and answering about specific past experiences
 - Select: 96-97, 102-104 because the pictures will allow me to ask Ss about past events and introduce the TL
 - Adapt: 96-97 so that it can become a controlled practice activity, 102-104 because it's a reading text that the Ss have already read and I will use it as my warm-up activity
 - Reject: p. 106 because it will be used in the next lesson
 - Supplement: less controlled and fluency activities because the textbook doesn't provide them.

Asking and answering about specific past experiences

- I would select: 96-97, and 102-104 if the Ss have already read the story because the pictures will allow me to ask Ss about past events and introduce the TL
- I would adapt: 96-97 so that it can become a controlled practice activity, 102-104 because it's a reading text that the Ss have already read and I will use it as my warm-up activity
- I would reject: p. 106 because it will be used in the next lesson where Ss have to use time markers with the past tense
- I would supplement: less controlled and fluency activities because the textbook doesn't provide them. I also might supplement some additional pictures to be used with the warm-up; pictures I could laminate and post on the walls, so that my materials would have greater impact and generate more interest and motivation

Possible Answers

- narration in simple past using time markers before, after, around, until and for
 - Select: 106 because it intros the TL, 96-97, 102-104 because the pictures will allow me to ask Ss about past events and introduce the idea of sequencing
 - Adapt: 96-97 so that it can be used to elicit the words before, after, around..., 102-104 because it's a reading text that the Ss have already, so they can use the events from that story for controlled practice.
 - Reject: N/A because there is only one page for this TL in the textbook
 - Supplement: less controlled and fluency activities because the textbook doesn't provide them.

narration in simple past using time markers before, after, around, until and for

- I would select: 106 because it intros the TL, 96-97, 102-104 because the pictures will allow me to ask Ss about past events and introduce the idea of sequencing
- I would adapt: 96-97 so that it can be used to elicit the words before, after, around..., 102-104 because it's a reading text that the Ss have already, so they can use the events from that story for controlled practice.
- I wouldn't reject anything because there is only one page for this TL in the textbook
- I would supplement: less controlled and fluency activities because the textbook doesn't provide them

Did you notice a pattern?

- What kinds of adaptations did I usually seem to make?
- What did I usually reject and why?
- What/Why did I usually supplement?

- Are you using a textbook? Pick a unit in your textbook and do what we did together on your own. Do you notice a similar pattern developing?

As we went through the textbook together and made our choices about what to select, adapt, reject and supplement, did you notice that a kind of pattern developed? That we tended to make similar decisions for each and every item? For example what kind of adaptations did I usually make? What did I usually reject and why? what did I usually supplement and why? If you need a moment, stop the lecture and review what we did, then come back so we can discuss it together.

There several things that I typically do to adapt textbook materials. first I usually try to give my Ss opportunities to personalize the TL that they are learning by brainstorming additional examples. This of course make what they are learning more useful and relevant. I also try to adapt the textbook to the skill that I am focusing on. Public school textbooks tend to have more listening and writing activities than speaking activities, so I often have to adjust how I use what's provided in the textbook so my Ss can use it to talk to one another. Consequently I often provide Ss with gapped dialogs on the PPT or WB so that they can use the dialogs to practice using the pictures in the textbook.

I reject anything that doesn't help me achieve my SLO or is too hard to adapt to my purposes or pages that I expect to use in other lessons. One of the reasons you should make a list of all the TL that you can teach from a unit is so that you know what textbook pages will be used where. Ss expect the textbook to be completely organized, and I try to make it seem that I am using the textbook as much as possible even when I am adapting the activities extensively.

In terms of what I have to supplement there are two things that usually have to be supplemented in any lesson the warm-up or introductory material and the less-controlled practice and fluency activities. Many textbooks do not provide communicative practice activities; consequently you will have to supplement those activities. Some of the newer national curriculum textbooks that are either available or will be available are better than the textbook I used for this lesson in terms of providing communicative activities, but even if an activity is provided you still might want to supplement it because you have a better idea about what your S will like.

Next Saturday we will be meeting at HUFSS. I want you to share ideas and to give you feedback about your lesson plans and materials. A disadvantage to lesson planning alone is that you do not have many opportunities to share ideas with others. Next Saturday will be your chance to get ideas and make your materials stronger.

Rough Drafts of Mid-Term Project Due Next Week!

- Week 9: All Participants will need to come to HUFSS to meet with me and their peers so that we can do group and individual conferencing.
- A Disadvantage to lesson planning alone is that you have few opportunities to share ideas. Use this time together to borrow activities and ideas from your classmates

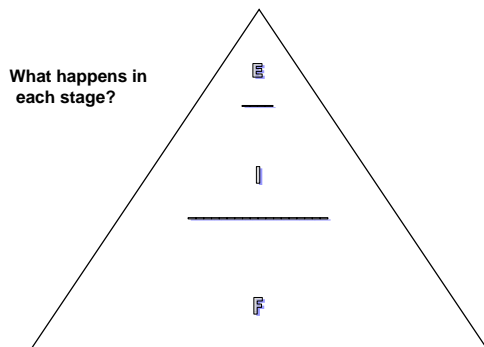
We are almost out of time, but before we go I would like to remind what you should bring so I can give you the feedback that you need. Please make sure you bring the following (see screen), an SLO, a rough draft of your LP with all your procedures described, materials or a range of material that you are considering using. I will be meeting with you individually and in groups. While you are in groups you be sharing your lesson plans and exchanging ideas. When I meet with you individually, I will give you feedback about the materials and lesson plans you are designing. I will do my best to provide you with feedback that you can use to improve the quality of your materials and lesson plans.

What you need to bring

- Your SLO
- A rough draft of your LP – All your procedures and reasons for teaching
- Your materials or a range of materials that you think you might want to use.
- Use lesson plan template available online, <http://songsim.catholic.ac.kr/~jbrown/HUFS-TESOL/MatDev/MatDev-P-index.html>

Please use the lesson plan template that is available at my website (see screen). You can also find my website using google, just type in my name James Brawn TESOL and I will be the first or second website. Go to the HUFSS course index and find Material Development. The file you need is in the left hand column in the section called errata.

Review: EIF framework



As you write your lesson plan and develop your materials, please make sure you keep the productive skill framework in mind. There no such thing as a bad activity, but there is bad sequencing and staging. Think about what happens in each stage so that the activity you choose are sequenced correctly.

This concludes week 8 of materials design and development. Next week you have no reading homework, but you should be busy writing your lesson plan and selecting, adapting and supplementing your materials. Also don't forget to post an entry on the discussion board and to reply to two others. Your participation in the discussion board is essential for earning full point for your participation grade.

Good luck with your lesson plans and I will see you next week!