

Course books these days
 Teacher attitudes towards course books
 Some drawbacks
 Approaches to mediating them
 Practical examples of getting material off the page

1 2

*Which of these metaphors for course books reflect you view? Why?

- recipe - springboard - straightjacket metaphors (2016)

- supermarket - survival kit

- crutch - compass - holy book

My history
with course
books

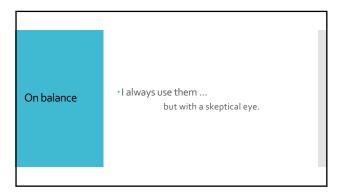
• Trained to use them as little as possible
• Taught 25 / 30 hours a week

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Often don't meet learners' needs
 Don't work in many contexts → NZ
 Sometimes aren't very communicative
 Occasionally include dubious language rules

On balance •I always use them ...

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Course books today

" .. course books are the main teaching resource used by many of the world's English teachers. The extent of English teaching worldwide could probably not be sustained without the support of many kinds of text books and their ancillaries ..."

- Richards 2014

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*Stronger student-centred focus

*More emphasis on speaking

*More logical sequencing of activities

*More appealing design

*Wider range of ancillary resources available

Do they facilitate language learning or acquisition?

"I have seen no convincing evidence that a global course book has facilitated durable language acquisition. But to be fair, I have seen no convincing evidence that a global course book has ever not facilitated durable language acquisition."

- Tomlinson 2016

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Hadley:
Interaction
between
teachers,
teacher
experience and
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Feronable Attitude

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language learning
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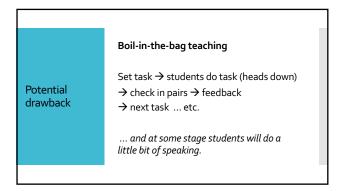
Role of course books in English language programmes

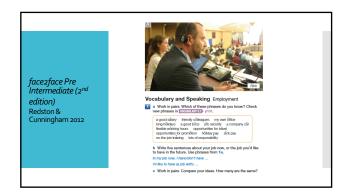
In many institutions they are the syllabus

Provide consistency for students

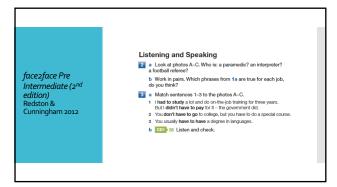
Provide support for teachers, particularly those with little experience

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HELP WITH GRAMMAR

have to that to: positive and negative

■ a Match the phrase in bold in 3s to
these meanings.

a This is nocessary.

b This is not necessary.

c This was nocessary in the past.

d This wasn't necessary in the past.

d This wasn't necessary in the past.

b Fill in the gaps with have to, don't have to, has to and doesn't have to, which verb form Iolius' have to?

Positive

Cunningham 2012

| Mostrie
| Mos

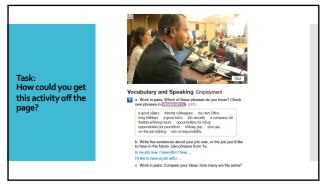
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• Staging is clear and logical
• Tasks are provided
• Plenty of opportunity for student-centred interaction

* Description and the lesson may not get off the page without some teacher intervention.

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Ex 1a
1 Sort vocabulary into categories; people, basic benefits, 2 Collocation matching task.
2 Use concept questions to check the meaning of more difficult vocabulary e.g. promotion.
3 Drill words with difficult pronunciation e.g. colleagues.

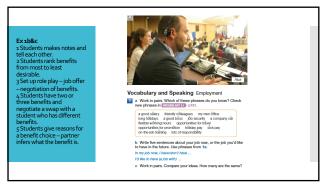
Vocabulary and Speaking Employment in a Work is pair. Which of these phrases do you know? Onck now promotion as you will now? Onck now promotion.
5 Drill words with difficult pronunciation e.g. colleagues.

b Wine fine electrone about your job now, or the job you'd like to have in the Must Lee phrases from 1s.

Bring form, I franciscort Time.

Compare your deas. How many are the same?

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Alternative approach

Alternative approach

Dogme

"... take the view that language is an emergent phenomenon, and that the learning of it is a jointly constructed and socially motivated process ... then the argument for coursebooks starts to look a bit thin."

Meddings & Thornbury 2003

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Alternative approach • Classroom discourse and learning starts with students' own lives • Shared construction of knowledge • Teachers responds to learners' needs as they emerge

Strengths and weaknesses of Dogme

methodology
Students and centre of class but
Risk of introdu
Can prove cha

• Students and teachers placed at the centre of classroom activity

Good opportunity to re-think

- Risk of introducing its own prescription
- Can prove challenging in some teaching and learning contexts

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Curriculum and institutional restraints may limit a teacher's ability to adapt materials Teachers may have little choice in the materials they work with Adaptations are made on the basis of the learner group you are working with

Adaptation of materials - Addition

• Extemporisation: spontaneous response to a learning opportunity

• Extension: adding and supplementing material

• Exploitation: exploiting what's there in a slightly different way

McGrath 2016

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Localised adaptation and getting material off the page

- Exploitation using what's in your course book in a slightly different way
- " ... the creative use of what's already there ..."
- "Whereas extension involves *quantitative* change, exploitation represents a *qualitative* change ..."

McGrath 2016

Getting material off the page involves exploiting course book activities in a different way.

Localised adaptation

Teachers use:

• their experience to critically evaluate course book material

• their creativity to make it more lively and more communicative.

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Pre listening adaptation

I Welcome Visitor

I was defined the different way of learning and answer the quotient may of learning and answer the quotient may of learning and answer the quotient may of learning the sources of the learning that the learning the learning the profits of the learning that the learning the le

Pre listening adaptation:

Role play first

Student A
Read the instructions and write answers to the questions in italics. Speak to Student B who has already done an online course.
You are planning to study university courses next year.
One of the courses you really want to do is online.
What is the topic of the course?
You're not sure you want to do a course online.
There are some things you're not sure about.
What do you want to know about online studying?
You're not sure if your IT skills are good enough.
Why not?

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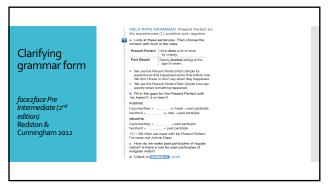
 Students do role play Pre listening • Gist task – similarities and differences adaptation: between students' version and the audio Detailed comprehension task Role play first ·Students repeat role play

While reading adaptation

- Step-by-step interactive read
- Put students in small groups of three or four students and write the following criteria on the board:
 - ✓ I already know this.

 - * I didn't know this
 * This is interesting / surprising.
 * I'm don't like this idea.
 - · ? I'm not sure what this means.
- Students read for about a minute. As they read, they make notes next to the information in line with the board criteria.
- Tell students to stop reading and one student in the group comments on something in the text using the board criteria and the group discusses it. Students take turns being the first to comment.
- Continue in this way until the reading is complete and then do feedback by asking the whole class for examples from the criteria on the board.

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Clarifying grammar form

Students' questions for you

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- Ask students to look at the text (reading or listening) that the grammar came from. Students underline more examples.
- Put students in small groups of three or four students and ask them to think of questions that can ask you about the form of the grammar point.
- On the board, give students some question starters, for
 - What's the correct order for ...?Which verb changes when ...?
 - Is this example correct?

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4 USEFUL LANGUAGE Asking for Practising functional d OTEM Put the conversation in the correct order. Then listen and check. language A So, at 5:15. And is it a direct bus? Great! Thanks for your help.
What time's the next bus to Cambridge Eucuse me.
OK, and which bus stop is it? Cambridge English Empower A1 Doff, Thaine et al. 2015

Practising functional language

Cambridge English Empower A1 Doff, Thaine et al. 2015

- B: Yes? How can I help?
- A: What time's the next bus to Cambridge?
- B: The next bus leaves in 20 minutes. A: So, at 5.15. And is it a direct bus?
- B: No, you change at Birmingham.
- A: OK, and which bus stop is it?
- B: It's stop 7, near the ticket office. A: Great! Thanks for your help.
- B: No problem.

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A: Excuse /
B: Yes? How / help?
A: / time / next bus / Cambridge?
B: The next / leaves / 20 /.
A: / 5-15. And / direct /?
B: No / change / Birmingham.

Rebuild the dialogue
A: OK / bus stop /?
B: / 7 / ticket office.
A: Great! Thanks / help.
B: / problem.

Practising functional language Rebuild the dialogue

- $\boldsymbol{\cdot}$ Point to the first two prompt exchanges on the board and elicit the complete expression.
- Don't write up the full version and don't let students write down what you are drilling.
- Give a clear oral model with a natural rhythm and stress and do choral and individual drilling of these two examples.
- You can also do open pairs nominate a Student A and a Student B and they say the exchange in open class.
- Do the same with the next two exchanges then students practise the dialogue so far in pairs they take both parts.
- Continue in this vein (elicit model drill pairs practice) for the remainder of the dialogue. Whenever students practise in pairs, they start at the beginning of the dialogue.

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Off the page: Core principles

- Provide a communicative focus
- · Get students talking more
- Get students up and moving vary the interaction
- Provide a problem-solving, task element to an activity
 Include a game / competition element
- * Allow students to explore language and ask questions
- Be alert to the language students produce

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