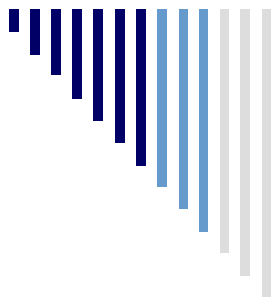


# Beyond the Textbook

Janet Smith



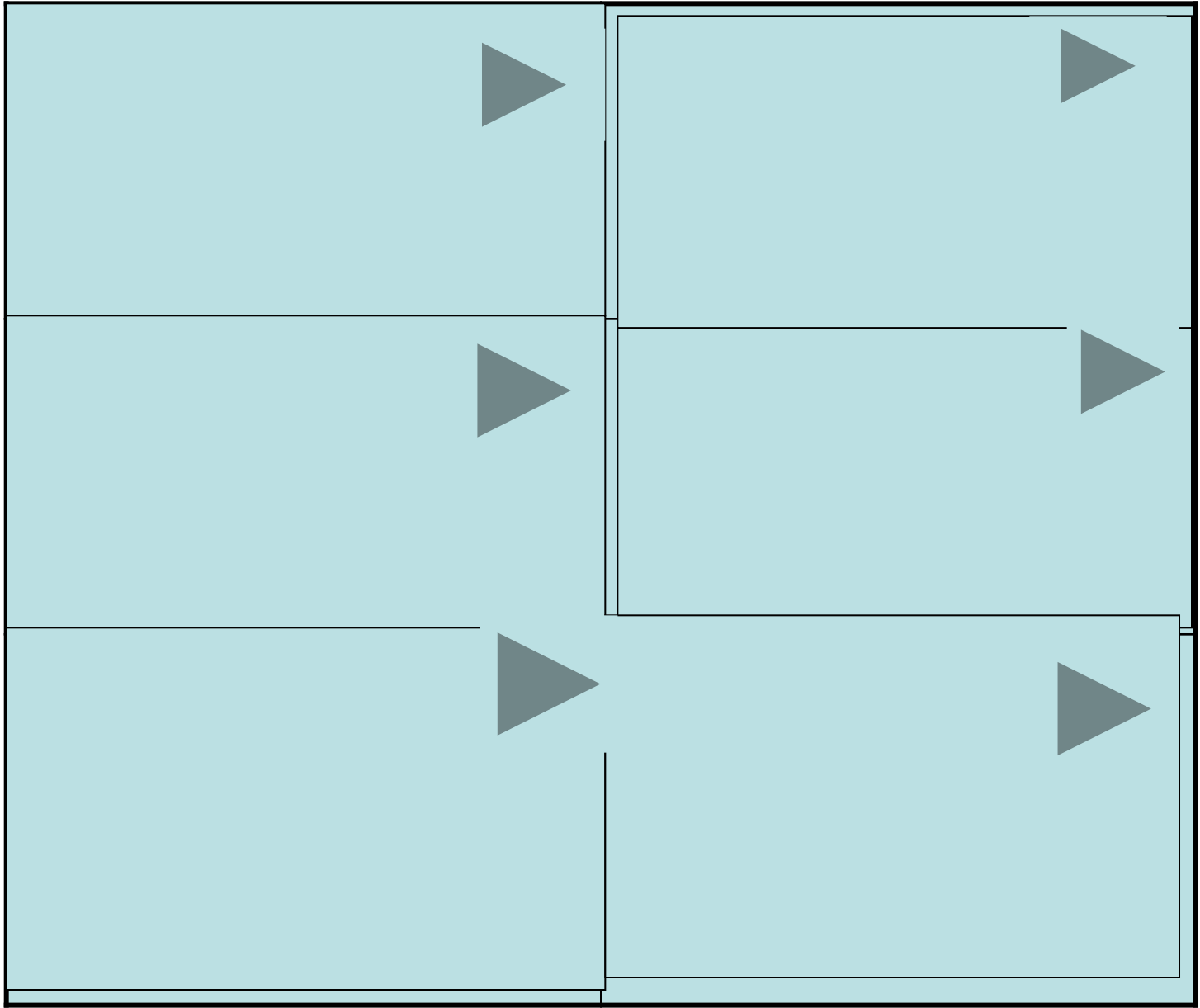
# News



- The curriculum review
- IFL
- Language World, Imperial College, London 7<sup>th</sup>- 9<sup>th</sup> July



**ICEBREAKER**





Where will you go this summer?

5

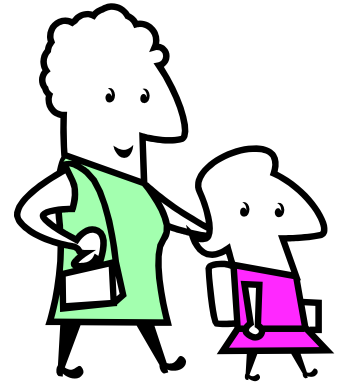
4

3

2



Who will you go with?



5

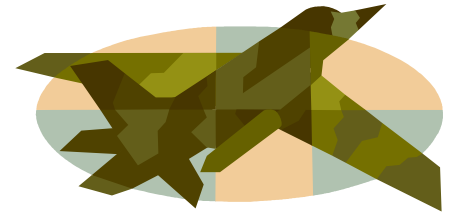
4

3

2

1





How will you travel?

5

4

3

2

1



What would you expect the weather to be like?

5

4

3

2

1





# What item will be really useful?

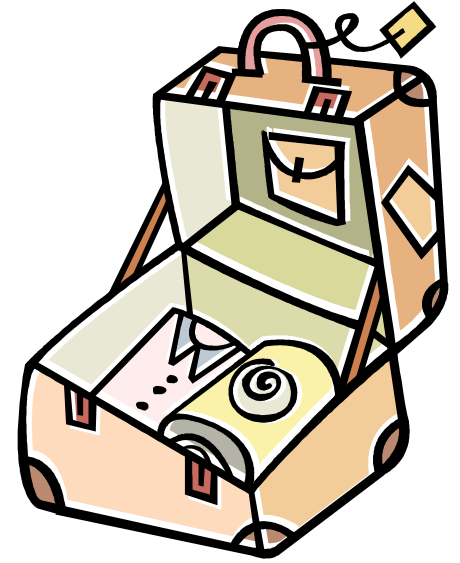
5

4

3

2

1



# What are you looking forward to doing most?

5

4

3

2

1



# Swap cards

Using your partner's cards take turns to guess-

1. Where they are going
2. Who with
3. How they will travel
4. What the weather will be like
5. What item will be most useful
6. What they will enjoy doing

# EXTENSION ACTIVITIES

- Mix the cards together
- Spread them out
- Make a story combining the cards



# Aims for the session



Association *for*  
Language Learning

- explore how textbooks are often being used.
  - identify what makes a useful textbook.
  - develop ideas on how to use textbooks creatively
-

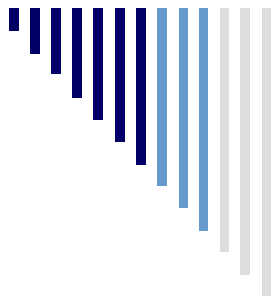


## Discussion points in 2s or 3s



Association *for*  
Language Learning

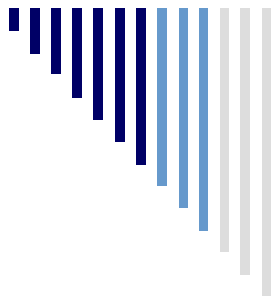
- Which text book/books do you use with learners and/or to prepare teaching?
  - Good because...
  - Poor because...
  - Average but needs.....
-



# Results



- ☐ Talk French/Italian/German/Spanish BBC
- ☐ Façon de Parler
- ☐ Au Point
- ☐ Take Off
- ☐ Rapidamente
- ☐ Buongiorno
- ☐ Access 1&2 Spanish
- ☐ Pasos 2



## Activity



- Individually write 2 or 3 advantages of textbooks on strips
- Discuss with partner, place around the circle
- As a group agree most important 4 to go in the centre
- Separate colour do the same with disadvantages

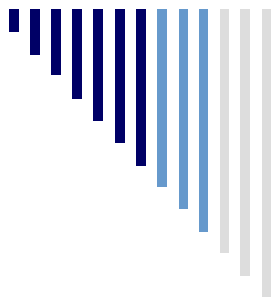




# Strengths



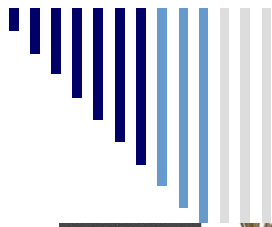
- Structure and syllabus
  - Sequential, clear learning goals
  - Standardises teaching
  - Conforms to accepted 'good practice'
  - Provides a variety of resources
  - Enables self-study
  - Save time
  - Visual appeal
  - Support a new/less confident teacher
-



# Weaknesses



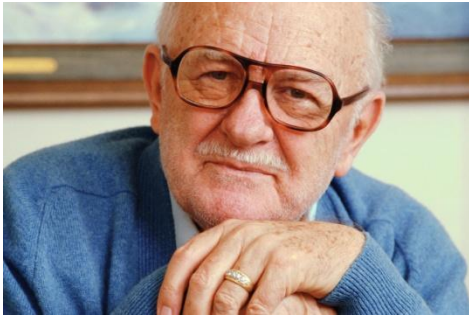
- Teacher may not “buy-in”
- Expensive for learners
- Creativity can be lost
- ‘Artificial’ language, ‘grammatically’ organised
- Insufficient demonstration of key language
- Insufficient practice opportunities
- Distorted content – e.g. stereotypes
- Out of date
- Not specific to individual needs



# Group Profile



photo: Lisa F. Young



# Group Profile

- Second home abroad
- Family and friends
- Mental stimulation
- Improve job prospects
- Holidaying abroad
- Twinning group

# Contents

- Introductions
- Booking Accommodation
- Finding your way about town
- Asking about transport in town
- Changing money; making telephone calls
- Ordering drinks

# Books and learners

## Task

Association *for*  
Language Learning

- You have a profile for a group of Italian learners and the contents of a text book for beginners.
- In groups discuss and list ways in which the content could be adapted to suit learners' needs.

*Bianchi:* Molto lieto.  
*McKenzie:* Molto lieto.

(And now the usual questions to break the ice.)

*Dani:* È qui in Italia per lavoro o in vacanza?  
*McKenzie:* Eh, no! Non sono qui in vacanza. Sono qui per lavoro, purtroppo.  
*Bianchi:* È qui con la famiglia o è solo?  
*McKenzie:* Sono qui solo.  
*Pardi:* Signor McKenzie, le presento il dottor Rossi ...  
*McKenzie:* Molto lieto.  
*Rossi:* Piacere.  
*Pardi:* Il dottor Rossi non è italiano, è svizzero.  
*Rossi:* (to McKenzie) È inglese?  
*McKenzie:* No! No! Non sono inglese. Sono scozzese. La ditta è inglese. È a Londra.

(Later, Miss Dani is the first to leave.)

*Dani:* Buonasera a tutti. A domani.  
*McKenzie:* Buonasera, signorina. A domani.

**Dialogue 3**

Tim Yeats, an English student, is going to spend some time in Italy as a guest of an Italian student, Lucio Pardi. Lucio meets Tim at the station in Milan.

*Lucio:* Scusa, sei Tim Yeats?  
*Tim:* Sì.  
*Lucio:* Sono Lucio Pardi.  
*Tim:* Ciao!  
*Lucio:* Ciao! Ben arrivato! (They shake hands.) Tutto bene in viaggio?  
*Tim:* Sì. Grazie. Tutto bene.

(On the way home, Tim points to a monument.)

*Tim:* Scusa, Lucio, che cos'è?  
*Lucio:* È la chiesa di San Babila.  
*Tim:* È molto bella!

**Dialogue 4**

At Lucio's home Tim is introduced to Lucio's sister, Carla, and a few friends.

*Lucio:* Carla ... Tim ... Tim ... Roberto, il ragazzo di Carla ...  
*Carla e Roberto:* Ciao! Ben arrivato!  
*Tim:* Ciao! (They shake hands.)  
*Roberto:* Sei qui a Milano per studio o in vacanza?  
*Tim:* Sono qui per studio, purtroppo!  
*Lucio:* Julie è qui?  
*Roberto:* No, non è qui. (To Tim) Julie è l'amica francese di Carla.  
*Julie:* (Arriving) Sono qui, sono qui. Ciao a tutti.  
*Lucio:* Ciao. Sei sola o con Maria?  
*Julie:* Sono sola.  
*Roberto:* Julie, ti presento Tim, lo studente inglese, ospite di Lucio.  
*Tim:* Ciao.  
*Julie:* Ciao. (Later, Roberto leaves.)  
*Roberto:* Ciao, Tim. A domani.  
*Tim:* Ciao, Roberto. Arrivederci.

**1.2 VOCABULARY**

As explained in section 1.3, Italian nouns are either feminine (f) or masculine (m); this is indicated in the vocabulary lists because the gender ought to be learnt together with each word. Irregular plurals (m and f) are listed next to their singular forms. Adjectives are given in the sing. masc. and fem. (e.g. famoso-a). Irregular verbs are indicated as irreg. For verbs with an \* see 4.3 (k). Words are normally accented on the penultimate vowel (see 'Stresses' in the guide to pronunciation). If a word does not follow these rules, the accented vowel is printed in **bold** type.

**Dialogue 1**

scusa	excuse me (formal)
scusi	he, she, it is, you are (formal)
scusi	the
signor	Mr, sir, gentleman
sì	yes
sono	I am

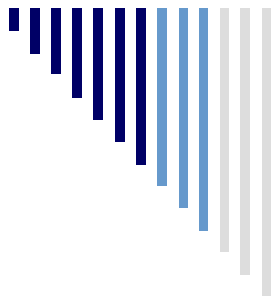




## Task



- In 2s or 3s what is wrong with this as a handout and activity
  - What would you do to make this activity more relevant to individual needs?
-



- Too small and cluttered on the page
- Not communicative
- Doesn't look professional
- Grammar rules aren't learner friendly

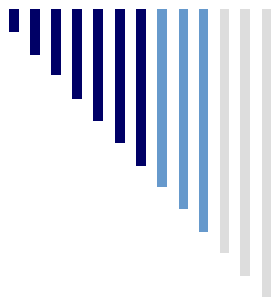




# Ideas

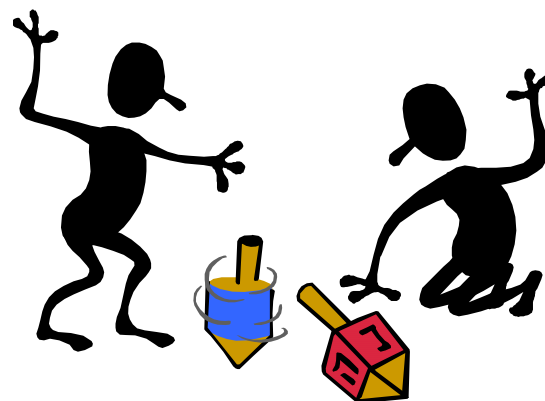


- Dialogue in strips to place in order
  - Cloze text
  - Predict
  - Images/realia as prompts
  - Scaffolding with additional opportunities for learners to add personal details
-



# Choosing a textbook

## Team Game





Determine the ..... of the course and  
choose a ..... that matches them.

goals    textbook    (2 points)



Make sure the content matches the learners' ..... Don't teach adults from a ..... textbook

**needs**      **children's** (2 points)



Choose a book that ..... the uses which  
learners will make of the language and  
which will help them to use language  
.....for their own purposes  
**reflects**                      **effectively** (2)



Choose texts that will .....learners;  
look for ..... materials, realistic  
situations and activities that develop  
communicative skills and strategies

motivate

authentic (2)



Choose texts that take account of  
learners' .... and do not  
dogmatically impose .....  
methods

needs    rigid (2)



Look for texts that support learners in  
using their own ..... style and  
that .....them.

**learning challenge(2)**





A and B

A Texts should be a support for .....

B They should promote fluency and  
accuracy at a level that is  
.....for the learners.

learning      appropriate (2)

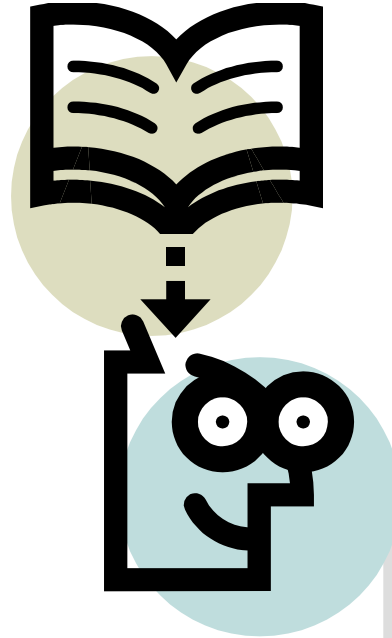
Reflects  
learners' needs

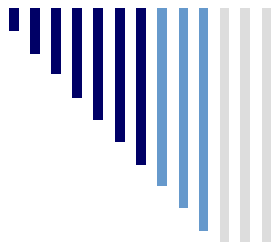
Flexible,  
facilitates  
variety of  
learning  
styles,

Matches goals of the  
course

Motivational,  
authentic, realistic  
situations

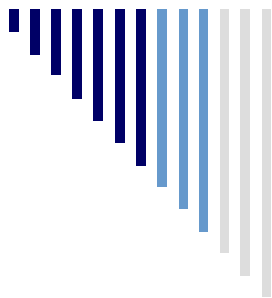
Practical for  
learners to use





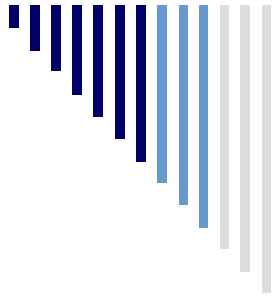
## **Support for learning comes from:**

- The teacher
- Other learners
- Family and friends
- Travel
- The internet and technology-based communication
- Realia
- Media
- Dictionaries
- Grammar references
- Text books



# Beyond the Textbook





# What next?



- ☐ Share ideas for further training sessions
- ☐ evaluation



# For Reference



Association *for*  
Language Learning

- Cunningsworth, A. 1995 Choosing your Coursebook
  - Richards, Jack C. 2001
  - Suzanne Irujo ELL Outlook, Contributing Writer
  - Ragan, A.(2006). Using adapted texts in ELL classrooms.
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