

Creating and Using Foreign Language Materials

FLTA Orientation 2019

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Materials / Presentation adapted from: Hillman, S. (2014).

Your present for today:

Sometimes

Instructions for living a life:

Pay attention.

Be astonished.

Tell about it.

From: *Red Bird* (2008)

By: Mary Oliver (1935 - 2019)

Creating & Using Foreign Language Materials: Session Description

- This session will include information about:
 - Creating/structuring a course syllabi
 - Identifying objectives
 - Effective lesson planning
 - Identifying, creating, adapting, and integrating appropriate material to support learning objectives
 - Choosing suitable pedagogical practices and activities
 - Establishing effectual feedback
- The presenter will work with the presenter of “Foreign Language Teaching Methodology and Curriculum Development” to ensure these two sessions complement one another.

Agree / Disagree?

SD 1 2 3 4 5 6 7 8 9 10 SA

- Activities that focus on the exchange of meaningful information between two speakers are more important than activities that focus on the use of grammar.
- Having students work in small groups is likely to result in them learning errors in the target language from each other.
- Teaching about the TL culture is not as important as teaching grammar and vocabulary.

Language Teaching Beliefs

- What you believe about language teaching will influence how you teach.
- Your beliefs also influence:
 - Course planning / syllabus design
 - Writing objectives / lesson planning
 - Your approach, practices, and activities in class
 - Your choice / use of materials
 - How you give feedback to your students

Language Teaching Beliefs

- Know yourself!
- And then, know your *program* and your *students*!

Creating / Structuring Course Syllabi

- Find out:
 - Curricular goals
 - Course objectives / learning outcomes
 - Required materials
- Decide:
 - Methods / approaches you want to take
 - Class policies (attendance, homework, etc.)
 - Grading & feedback
- Syllabus templates available from previously taught courses and online (see handout)

Lesson Planning

- Materials:
 - What materials are available to me?
 - How do they connect to outcomes / objectives?
- Procedures:
 - What will happen in the lesson and in what order?
- Back Up:
 - Contingency plan (just in case!)

Lesson Planning

- Why am I using this material? (Purpose)
- What if . . . ? (Looking at alternatives)

Materials: Using & Adapting Language Textbooks

- Work with 1-2 other people
- Discuss the benefits and limitations of using textbooks in the language classroom.

Materials: Using & Adapting Language Textbooks

- What are the benefits?

Framework for learning

Cost effective learning materials

Convenient package

Guidance / support for the teacher

Self-study opportunities for learners

Gives cultural input

Materials: Using & Adapting Language Textbooks

- What are the limitations?

Not the curriculum / not tied to specific outcomes or objectives, doesn't replace lesson planning

Topics not interesting or relevant

Levels or abilities not adjusted for

Reliance too easy for teachers

Gaps / inadequately covers everything

Outdated

Materials: Using & Adapting Language Textbooks

Limitations of LCTLs:

- Few materials
- Textbooks do not adequately address all language skill areas
- Not all textbooks are created equal

Materials: Using & Adapting Language Textbooks

- How should we approach textbooks?
 - Evaluate
 - Adapt

Materials: Using & Adapting Language Textbooks

Evaluating a Textbook Chapter:

- What criteria are most important?
- Review & indicate the importance of each one.

- ✓ important
- ✓ ✓ very important
- ✓ ✓ ✓ essential
- not important

Materials: Using & Adapting Language Textbooks

Evaluating a Textbook Chapter:

- Evaluate the textbook chapters. For each criterion, give the chapter a score from 0 (does not meet this criterion at all) to 5 (completely meets this criterion).
- Choose one criterion that scored poorly. How might you adapt this to fit your class?

Materials: Using & Adapting Language Textbooks

Ways to adapt: (also see handout)

- Use pair/group work
- Turn grammar points into a speaking activity
- Make a game
- Extend the activities into practical homework assignments
- Change the order in which you use the activities
- Have students use inductive reasoning

Materials: Using & Adapting Language Textbooks

Activity: Agree or Disagree?

(SD) 1 2 3 4 5 (SA)

I like to get up early

I prefer to take a shower in the morning

I like to exercise every day

I prefer to drink tea more than coffee

Materials: Creating & Using Supplementary Materials

- What kinds of materials are available to you?
 - How will you decide what will work and what won't?
- Is it worthwhile to create your own materials?
 - If so, what sorts of things can be relatively easily made?

Nahhhh...I don't think It will work. Let's do something different...something smarter...something cooler!



Baloo

Materials: Creating & Using Supplementary Materials

Reinventing the wheel?

- Use your time and resources wisely
- Look at what's already available
- Talk with colleagues / other FLTAs
- Think about your language teaching principles

Materials: Creating & Using Supplementary Materials

- Authentic Materials
- Games, activities, projects, lessons (language specific & generic)
 - Open educational resources (OER) and other online materials
- Other FLTAs & Colleagues
- Create your own

Authentic Materials...

- Not created for language learning purposes—created for native speakers by native speakers
- REAL instances of how people REALLY use the language
- Motivating
- Culturally appropriate
- Reflect changes in how language is used

Examples of Authentic Materials

- Advertisements – any media!
- Brochures and pamphlets
- Calendars
- Cartoons
- Charts, graphs – weather, demographics, etc.
- Cookbooks and recipes
- Documentaries
- Floor plans
- Food labels and packing, nutritional information
- Forms (customs, post-office, bank, job applications etc.)
- Schedules: transportation, movies, etc.
- Horoscopes
- E-mails, greetings cards, and postcards
- Magazines
- Maps
- Movies, Movie reviews
- Poems / poetry
- Photos and images
- Song lyrics / songs
- Videos
- Children's books
- Social Media (Facebook, Twitter)

Authentic Materials

- True or False:
 - Authentic materials can't be used with low-level learners
- ***Task*** and not text determines level

Materials: Using & Adapting Language Textbooks

- Things to keep in mind:
 - Follow the curricular goals, course outcomes & objectives
 - Adapt the textbook / materials to your group of students
 - Understand your own beliefs about language teaching

Creating & Using Foreign Language Materials: Session Description

- *Analyze* what you do, rather than judge what you do
- Look at what you do, make small changes, compare the results
- Did the students learn? Did they enjoy it? Was their curiosity nourished? Did they become more able to learn on their own?

Feedback

- Oral feedback
 - Less formal
 - Immediate
 - Should stimulate thinking about their learning
- Written feedback
 - More formal
 - Should be timely
 - Should include where the student has met criteria and where improvement is needed

Feedback

- Feedback during learning
 - Students can incorporate as they are doing
 - Should focus on what is being learned
 - Should provide info on how/why the student has (or has not met) criteria
- Feedback after learning
 - Should focus on what is being learned
 - Should provide info on how/why the student has (or has not met) criteria

Feedback

Other types of feedback:

- Evaluative vs. Descriptive Feedback
- Informal vs. Formal Feedback
 - Check-ins vs. Conference
- Peer vs. Self Feedback
 - Both need training

Materials: Using & Adapting Language Textbooks

- Choose one of the lessons from the ESL textbook chapter.
 - Work with a partner to decide how you can use this material in a way DIFFERENT from the directions.
 - Decide how you could give feedback to students.
- Why would you adapt this part? (purpose)
- What if . . . (alternatives)

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Materials: Using & Adapting Language Textbooks

- Write one thing you learned
- Write one thing you're wondering about or want to know more about

Useful Resources: Cambridge Handbook for Language Teachers Series

- *Five Minute Activities* by Penny Ur
- *Keep Talking: Communicative Fluency Activities for Language Teaching* by Frederik Klippel
- *Games for Language Learning* by Andrew Wright
- *Elementary Communication Games* by Jill Hadfield
- Online Resource Handout

Microteaching-Demo

Microteaching - Instructions

- Use a topic from the list
- 8 minutes
- Audience: 7-9 “true” beginners during the first week of class
- Deliver in the target language
- Involve some degree of interaction
- Use visuals

Microteaching - Topics

- greetings/introductions
- numbers
- colors
- body parts
- classroom language and items in the classroom
- days of the week or months of the year
- food
- family

Course Planning

- Methods: What approach do I want to take?
- Learning Outcomes: What will the students be able to do at the end of the semester?
 - Related to your program's curricular goals
 - Typically listed on course syllabus
- Objectives: What will the students be able to do at the end of the lesson / week / month?