**Workshop Title:           TETE Module 7. Extending textbook activities.**

**Workshop Description:**    There are many good teaching materials published, but even good materials are not perfect for every teaching context. With the advance of technology, especially the Internet, rich instructional resources can also be found online. However, in order to meet the diverse needs of your teaching situations, it becomes necessary to adapt the teaching resources to deliver effective communicative instruction in English. In this module, you will have a chance to reflect on your teaching contexts and materials available to you. You will also explore ways to effectively adapt your teaching materials to foster a communicative classroom in English.

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| **Gagné’s Nine Events of Instruction** | **Time** |
| 1. Gain attention | Warm-up participants: “ Running dictation. CT prepares 5 statements about language learning on different papers and sticks these sheets of paper around the room. At first, CT divides mentors into three groups by counting heads. After that, participants go to each paper, read the statements, and memorize these statements and come back to their table to tell their writer. After having written all statements cooperatively, they will discuss these statements altogether.  | 15 |
| 2. Inform learners of objectives | By the end of the module, you will be able to:* analyze textbook lessons/activities and adapt content for appropriate and meaningful use to meet the learner needs and enhance classroom interactions
* use textbook, ancillary materials, and other relevant sources to develop an effective communicative lesson/activities appropriate for your learning environment
* explore ways to effectively adapt your teaching materials to foster a communicative classroom in English
* adapt the teaching resources to deliver effective communicative instruction in English
 | 5 |
| 3. Stimulate recall of prior learning | * Stimulate participants' beliefs about adapting textbook activities in the classroom:
	1. What are the benefits of adapting textbook activities in the classroom?
	2. In what cases do you adapt textbook activities?
	3. What criteria do you use to amend textbook activities?
* Use “Turn and Talk” : “ Tell your partner about your opinion about changing textbook activities in the classroom. Elicit answers from participants.
* Mini-lecture on adapting and modifying textbook activities according to level of our students, curriculum objectives and our students’ need.
 | 20 |
| 4. Present the content | * Explore ideas for extending textbook activities with communicative activities by watching two videos.

Video 1. Adapting Textbook ActivitiesThis video explains the reasons behind the necessity of adapting textbook activities. Also, it suggests ideas on how to adapt an activity using a textbook activity sample. <https://youtu.be/NWBGSjnKdpA> Video 2. Tips for Adapting Teaching MaterialsThis video suggest tips on how to adapt your teaching resources to promote communication in your English classroom. <https://youtu.be/SYsMxAX74lY> Trainer pauses the video several times to give a fuller insight into the content materials. Trainer may ask questions if trainees understand or not Teacher adds extra information if it needs. | 20 |
| 5. Guide learning  | “ Stay and Stray”. In this activity mentors are divided into groups and given different articles for each group. They read the text and analyze it cooperatively. After that, they will create their posters using article materials and prepare for explaining their work to other mentors. **Article 1:** [Adapting Textbook Activities for Communicative Teaching and Cooperative Learning](https://www.google.com/url?q=https%3A%2F%2Famericanenglish.state.gov%2Ffiles%2Fae%2Fresource_files%2F03-41-3-d.pdf&sa=D&sntz=1&usg=AFQjCNF6MJH589CGH7cROYXQS50DzfI1Dg) by Anson Yang and Chan-piu Cheung**Article 2:** [Considerations for Adapting Materials to Meet Learner Needs](https://www.google.com/url?q=https%3A%2F%2Famericanenglish.state.gov%2Ffiles%2Fae%2Fresource_files%2F06_june_teachers_corner_adapting_materials_week_1_final.pdf&sa=D&sntz=1&usg=AFQjCNGW4bbxDMytPZHeKK3zzwF3idbTKQ) **Article 3:** [Adapting Your Materials for Use in Mixed-ability Classrooms](https://www.google.com/url?q=https%3A%2F%2Famericanenglish.state.gov%2Ffiles%2Fae%2Fresource_files%2F3.6_presentation_slides_-_final_version_for_website.pdf&sa=D&sntz=1&usg=AFQjCNE3GLH-bBk-x22TUr-2TqUiCk2yDw) by Susan Iannuzzi | 40 |
| 6. Elicit performance (practice) | In this activity mentors will create an adapted textbook lesson/activity. They will choose a lesson (or a part of a lesson) that they would like to adapt from their textbook. They will describe their learner characteristics and teaching context. Suggestions for activity adaptation:* Make it into a role play
* Make it into a pair/group work
* Make it into a team quiz
* Simplify the language
* Replace with a jigsaw reading
* Use an information gap activity
* Gallery walk, reflect, and comment
* What else? What has worked for you in the past?

At the end, they will share their works with their peers and tell about amends in their textbook activities.  | 30 |
| 7. Provide feedback |  After all members have finished their mini performance, distribute the PQP chart to write down their Feedback. Give each member your own feedback using  PQP. | 20 |
| 8. Assess performance |  Before they leave, give each participant a piece of paper to make a KLWQ chart and ask them to complete it. What did you know before the session?What have you learnt during the lesson?What do you want to try out in your own classroom?What question do you still have?  | 10 |
| 9. Enhance retention and transfer |  Before participants leave the workshop, ask them which activity they liked the best.  | 5 |