Outline

- The role of textbooks in language learning/teaching
- Focus
- Textbooks and teaching grammar
- Textbooks and teaching vocabulary
- Textbooks, curriculum and lesson planning
SESSION ONE

The role of textbooks in language learning/teaching

Focus
Why do students/teachers still need textbooks?

A textbook metaphor
Why do students/teachers still need textbooks?

- Useful resource for both teachers and learners
- Difficult for teachers themselves to create their own teaching material
- Lessen preparation time by providing ready-made texts and tasks
- A reference source
- A resource for self-directed learning or self-access work
- A support for less experienced teachers
- .............
Advantages of textbooks

- Initial framework which can be adapted by teachers to suit the needs and learning styles of students
- Contain lively and interesting material
- Visually appealing and attractive to students
- Sensible progression of language items
- What has to be learnt and what has been studied
- Relatively inexpensive and need little preparation time for lesson planning
- Relieve teachers from pressure of having to think of original material for every class
- Reduce the danger of teacher occupational overload
What is Focus?

- a five-level upper secondary course
- a course structured to promote motivation, memory and meaning
- a unique approach to teaching and learning vocabulary
- clear and intuitive lessons allowing teachers to teach-off-the-page
- exams oriented learning path for state and private school students
- a course closely aligned to Global Scale of English learning objectives

http://product.pearsonelt.com/focus/
Focus on 3Ms

- methodology is built around the 3Ms

- these key concepts underpin the benefits of the course for learners and signal its pedagogical effectiveness to teachers.

- one of the unique features of FOCUS is its approach to learning and retention of vocabulary.

- Word Store - a vocabulary practice booklet with a wide variety of exercises and a unique method of involving learners actively in recording new words and phrases.
topics, texts and tasks that engage students both intellectually and emotionally

constant reference to students' life experiences and the things they aspire to

language is brought to life through grammar animations, interactive videos and culturally relevant clips

Watch Rob Dean's webinar on MOTIVATION
- unique approach to vocabulary acquisition via the Word Store
- language acquisition is driven by careful recycling of vocabulary and grammar
- exam skills are reinforced by Cambridge and PTE General practice booklets

Watch Vaughan Jones' webinar on MEMORY
meaning

- content students want to read, listen and talk about
- every exercise is relevant to students’ lives
- frequent personalisation ensures students' engagement every step of the way

Watch Sue Kay's webinar on MEANING
Focus on vocabulary

- One of the unique features of FOCUS is its approach to learning and retention of vocabulary.
- Word Store - a vocabulary practice booklet with a wide variety of exercises and a unique method of involving learners actively in recording new words and phrases.
1. Real life quotations can be used as a conversation starter for introducing the unit or as a tool to find out what students already know.

2. The UNIT LANGUAGE AND SKILLS menu describes the flow of the unit. It highlights the language skills practiced as well as the extra resources available.

3. The SHOW WHAT YOU KNOW box reviews vocabulary students should already know, to ensure they all begin the unit at the same level.

4. The FOCUS EXTRA section directs students to additional practice materials such as the WORD STORE, the Workbook or MyEnglishLab or the Focus website.

If you think education is expensive, try ignorance.
1. When students reach the WORD STORE section of a vocabulary lesson they flip to open the booklet at the back of the students’ book and leave it open alongside the main students’ book page.

2. Students use exercises A, B and C to practice key topical vocabulary and collocations. They can use the WORD STORE page to complete additional supporting exercises, to work out a personal mini dictionary they can refer to as and when necessary.

3. Exercises D and E provide additional practice to the key vocabulary from the Listening and Reading lesson.
1. Grammar in each lesson is presented in context and highlighted to make it easily identifiable.

2. The Grammar Focus box gives students explanations of how to use the grammar as well as clear examples. This is followed by a variety of exercises which provide practice with new structures in context relevant to students’ lives.

3. Each lesson ends with a production exercise, where students actively use the grammar form from the lesson.

4. The Grammar Focus reference can be used for review at the end of a grammar lesson or during unit reviews. It can be also used by fast finishers or students who require extra practice. It includes a detailed explanations of the structure and additional practice.
1. Key language and structures from the Grammar lesson are used in context in the videos, showing students how they are used in real life situations.

2. There are two animations per unit accompanied by teacher’s notes on how to use them.

3. Each video is accompanied by a teacher’s commentary where the grammar point is clearly explained. Students can use the video and commentary to analyse the grammar point at their own pace.
1. Exam focus exercises are exam specific tasks which helps students prepare for exams.

2. The Pronunciation Focus boxes focus students’ attention on different aspects of pronunciation, such as long and short vowel sounds or shifting stress in word families.

3. Word store exercise D at the end of the listening lesson consolidates new language.
1. Audio files accompany each text, allowing additional listening practice to support reading.

2. Word store exercise E is a language extension activity, linked to the end of the reading lesson.
1. Speaking lessons are supported by interactive speaking videos, which give students opportunities to practice functional language.

2. The Speaking focus box highlights useful language from the unit and also presents additional useful phrases.

3. Exercises focus students’ attention on how functional language is used.

4. Pirwork activities encourage students to use the functional language from the lesson and increase their confidence in using the language.
1. The interactive speaking videos have three parts. First, the complete conversation is acted out, setting the context for students to see the language in use.

2. Then, while character A acts out a shorter version of the conversation, the other half remains silent and timed. This gap in the conversation gives students an opportunity to play the role of character B by performing their lines.

3. Students then switch roles and repeat. It is recommendable to use the interactive videos at the end of the speaking lesson, once the other speaking activities have been completed. Students can practice either in pairs, as a group or individually and can repeat the exercise as many time as they like.
1. Useful language for the writing task is presented through varied and relevant tasks.

2. The Writing focus box includes exercises which help students to focus, develop and organize their ideas.

3. Exam/type writing tasks provide students with realistic opportunities to practice their writing skills.
1. Vocabulary and grammar section focus on reviewing vocabulary and grammar structures whereas Language in use section review functional language from the unit.

2. Carefully developed speaking activities guide students to review and practice speaking skills.

3. The reading exercises focus students on practicing reading skills and language use. They are developed to mirror the exam tasks.

4. The writing exercises are based on the Cambridge English exams.
1. The Use of English exercises help students to analyse meanings of language and structures as well as various collocations.
1. The Show what you know and Show what you’ve learnt section help students to consolidate new language and be aware of their own learning.

2. The workbook encourages students to actively assess how much they think they have learnt through self-assessment page in every unit.

3. After assessing their own learning students can do the self-check page to verify how much they have learnt in relation to the unit goals.
Focus on 21\textsuperscript{st} century skills

Teaching secondary students to use English confidently in the 21\textsuperscript{st} century is no longer a special feature for an ELT - it is an essential one.
FOCUS covers up-to-date technology topics and social issues. It also provides online learning system and interactive solutions, such as:

- MyEnglishLab interactive exercises and gradebook,
- ActiveTeach IWB software,
- writing text types i.e. blogs and emails.
Focus on assessment

The Focus Assessment Package provides a wide range of tests which can be used at different points in the course. Each level includes:

- One placement test
- Sixteen A and B Grammar Quizzes
- Eight A and B Vocabulary Quizzes
- Eight A and B Unit Tests
- Four A and B Review Tests
- One A and B End-of-year test

The tests provide regular opportunities to try exam-style tasks in a low stakes test environment.
Components for teachers

**TEACHER’S BOOK**
- full Students’ Book pages in colour, with overprinted answers
- practical teaching tips and extra resources to supplement each unit

**MULTI-ROM**
- bundled with the Teacher’s Book
- grammar animations with additional exercises
- interactive speaking videos
- teacher’s resources
- test programme

**CLASS AUDIO CD**
- all the listening activities from the Student’s Book
- recordings for students available on english.com/focus
ACTIVETEACH

- offline Interactive Whiteboard Software Tool
- interactive Student’s Book activities
- audio bank
- teacher’s resources
- videos: grammar animations and interactive speaking videos
- games bank

INSTRUCTION MANUAL ➤
1. Teacher’s book includes 60% of students’ book page size in full colour.
2. Longer answers are given in the margin box.
3. All the answers are provided in the gap, overwritten in red.
4. Handy guide to all resources available for the lesson includes: references to extra activities, exact reference to the material in the workbook, homework suggestions, culture notes.
Components for students

STUDENTS'S BOOK
- one page - one lesson structure with colour coded sections
- 24-page Word Store booklet with extensive vocabulary practice

WORKBOOK
- exact correlation with the Student's Book
- comprehensive exam-style practice (Cambridge ESOL)

MYENGLISHLAB
- online learning management system
- grammar animations
- interactive speaking videos
- individual grade books
- rich assessment package
MyEnglishLab:

- contains the same material as the paper Workbook in an interactive format
- contains all the video content of the course
- has self-check and remediation functionality to save teachers time
- allows students to monitor their own progress
- is intuitive and easy to use
- requires an Internet connection
From having video, audio and voice-record tools all in one place, to getting all of your work marked automatically, MyEnglishLab extends your Pearson course.

Following alongside your course, MyEnglishLab activities replicate the content your students complete in a workbook, but in an interactive, engaging environment.

Learners will see a range of question types including writing essays, listening to audio and recording their own voices online.

They can access all their content in one place and receive instant feedback on each task, helping to build confidence and improve on their mistakes.

Assessment is built into MyEnglishLab every step of the way.

Each activity that students complete is recorded on the MyEnglishLab grade book, making it easy to see students’ strengths and weaknesses. It can be viewed for the whole class or individual students.

You can also find out which errors are common among your students, using the Common Error Report. With this information, you can focus valuable class time on the areas that are needed the most and, if necessary, assign remedial activities.

MyEnglishLab has a range of tools to make class management simple and hassle-free.

You can add your students to a course, view their progress and export results at the touch of a button.

You can also take advantage of useful tools for students, such as the to-do list, email notifications and homework assignment, making it easier for students to manage their workload.

Our online messaging tool also allows you to communication with students in a safe and secure environment.
MyEnglishLab delivers your Pearson workbook content online. You can use it to set homework or extra practice for your students, without the hassle of photocopying and correcting work, or use it in class with an interactive whiteboard. Some schools also enjoy having MyEnglishLab available in their computer labs for students to use in their free time.
1 Deliver your lesson in class

An online tool doesn't replace a teacher. You complete your face-to-face instruction at school, using your course's Teacher Notes to introduce new topics and ideas.

You could also try a flipped learning model - asking your students to complete their learning outside class. Find out more about flipped learning.

2 Students practise online

Students practise the content they have learned at school in an interactive environment, with instant feedback and tips to scaffold their learning.

Each activity is built into a lesson plan and helps students practise speaking, listening, reading and writing.
3 Check students' performance online

MyEnglishLab builds assessment into each activity, so you don't need to test students in order to monitor performance.

You can use the MyEnglishLab gradebook to see where students need improvement and personalise their learning journey.

4 Tailor your next class to target weak areas

With a quick look at the gradebook or common error report, you can ensure your classes target students' weak areas. These reports show how your students are performing, so you don't need to guess about what they're finding difficult.
GRADEBOOK

The Gradebook tab allows you to access grades and keep records of students' performance.

1. **Change course:** Allows you to switch to another course
2. **Expand details:** Allows you to view additional student information, such as number of attempts on activity, time spent on activities and number of completed activities.
3. **Data:** Provides course scores and grades obtained by enrolled students.
4. **Diagnostics:** Allows you to have an instant view of how the students in a course are progressing, both in scores and behaviors (time spent, number of attempts, etc.)
5. **Change view:** Allows you to easily see the available views: Practice only, Assignments only, Tests only, Practice & Tests, and Assignments & Tests.
6. **Markers:** Allows you to see which activities have been submitted.
7. **Filtering/Sorting:** Allows you to filter activities by Last attempt, First attempt, Average score, or Highest score.
8. **Export:** Allows you to export your course Gradebook to Microsoft Excel or Moodle.
9. **Student Management:** Allows you to see Total Time on Task, which shows how long students have spent completing activities, and their last login date/time.
Teacher’s and student’s resources

Focus offers a variety of resources for teachers to adapt to their teaching styles, students’ needs or extra teaching time available. These include:

• extra photocopiable vocabulary and grammar activities
• gapped student’s book texts
• test yourself pair work activities
• activities providing support for the speaking and writing tasks from the review section
• tests and quizzes

Extra resources for students, including audio resources and videos can be found on a student dedicated website: www.english.com/focus
SESSION TWO

Textbooks and teaching grammar
What keeps your teeth together?
A toothpaste!
What is grammar?

- “A description of the rules for forming sentences, including an account of the meanings that these forms convey” Thornbury (2004)
- Grammar allows us to choose how we present ourselves to the world, (...) all the while establishing our individual identities” (Larsen-Freeman 2003)
- “An important tool for successful communication”, Levine (2014)
Grammar-based approaches

- The Grammar-translation method or Classical method
- The Direct method (no translation, no L1)
- The Audio-lingual method (listening and imitation)
- Noam Chomsky (challenging teacher-centred methods)
- Humanistic methods
  - The Silent method (teachers are facilitators)
  - Total Physical Response (links learning with movement)
Communication-based approaches

- **Communicative language teaching** (no grammar)
- **Constructivism** - learners themselves construct the meaning instead of repeating somebody else’s structures. The key principle of constructivism in language learning and teaching is also learner-centeredness.
- **Dialogism** - emphasizes verbal interaction and learner engagement in the learning process, and favours the type of communication which promotes higher cognitive functions in learners (Sedova, Salamounova and Svaricek 2014).
- **Focus on Form** - an instructional option that draws learners’ attention to linguistic forms but does that in a meaningful, communicative context.
Inductive approach

- A lot of examples for students to identify the form, rule and use
- Little or no explaining by a teacher
Deductive approach

- Teacher explicitly introduces form, rule and the use;
- Students practice through examples
• There has been a shift away from the grammar-based approaches towards the more communicative ways of teaching and on to the current standpoint of combining the two.

• Grammar lessons today are not only about knowing about the language but about knowing how to use it in real-life situations.
Grammar-based approaches

Communication-based approaches

Grammar + Communication in real-life situations
• The dynamic nature

• The goal of teaching grammar should be successful communication

• Meaningful communicative contexts

• The appropriate use of grammatical forms
FORM -> MEANING -> USE
• This way students can transfer the skills learnt/achieved in the classroom to everyday situations in the real world outside the classroom setting.
WHERE DOES THE TEXTBOOK COME IN?

- Get to know the textbook
- Recognise and decide which to use in a class, which to give for homework and which to omit
- Appropriate amount of time for each
- Supplementing the textbook when necessary
Common types of grammar drills

- Mechanical drills
- Meaningful drills
- Communicative drills
Mechanical drills

- Mechanical drills are the least useful because they have little resemblance to real communication—they only require parroting of a pattern or rule.
- There is only one correct response, and students can complete the exercise without grasping the meaning.

George waited for the bus yesterday morning.
He will wait for the bus tomorrow morning, too.
Meaningful drills

- Meaningful drills can help students develop understanding of the workings of rules of grammar since they require students to make form-meaning correlations. Their resemblance to real communication is limited.

- Each prompt has only one correct response, and students must attend to meaning to complete the exercise.

   *Where are George’s papers?*
   *They are in his notebook.*
Communicative drills

- Students test and develop their ability to use language to convey ideas and information.
- They connect form, meaning, and use because multiple correct responses are possible.
- Learners respond to a prompt using the grammar point under consideration, but providing their own content.
- None of the content is set in advance.

_T: Did you go to the library last night?
_S1: No, I didn’t. I went to the movies. (to S2): Did you read chapter 15?
_S2: Yes, I read chapter 15, but I didn’t understand it. (to S3): Did you understand chapter 15?
_S3: I didn’t read chapter 15. I went to the movies with S1._
Declarative knowledge → Procedural knowledge
Declarative knowledge is *knowledge about something*, i.e. it enables a student to describe a rule of grammar and apply it in pattern practice drills.

Procedural knowledge is *knowledge of how to do something*. Procedural knowledge enables a student to apply a rule of grammar in communication.
• Procedural knowledge does not translate automatically into declarative knowledge; many native speakers can use their language clearly and correctly without being able to state the rules of its grammar.

• Likewise, declarative knowledge does not translate automatically into procedural knowledge; students may be able to state a grammar rule, but consistently fail to apply the rule when speaking or writing.
1. Relate knowledge needs to learning goals.

2. Apply higher order thinking skills.

3. Provide plentiful, appropriate language input.

4. Use predicting skills.

5. Limit expectations for drills.
**Blooms Taxonomy**

- **Knowledge**: Recall of information; Discovery; Observation; Listing; Locating; Naming
- **Comprehension**: Understanding; Translating; Summarising; Demonstrating; Discussing
- **Application**: Using and applying knowledge; Using problem solving methods; Manipulating; Designing; Experimenting
- **Analysis**: Identifying and analyzing patterns; Organisation of ideas; recognizing trends
- **Synthesis**: Using old concepts to create new ideas; Design and Invention; Composing; Imagining; Inferring; Modifying; Predicting; Combining
- **Evaluation**: Assessing theories; Comparison of ideas; Evaluating outcomes; Solving; Judging; Recommending; Rating
Answers and Possible Questions

I was held up by the traffic.
Why were you late yesterday?
Why didn’t you arrive on time?

Ever since I was a child.
How long have you been playing the guitar?
Have you always been allergic to pollen?

You must be joking!
Mary has resigned her job in a bank.
They are going to have their fourth child.
Tenses

- Timelines
- Biographies of famous people that students admire
- Songs
- Stories
Modal verbs

- Signs
- Photos
- Video clips
-Advertisements
Indirect speech

Retelling the situations students experienced at different places:

at the airport,
in a bank,
at the dentist’s,
during camping,
when they were in a trouble,
in a shop
Conditionals

- Dropping a piece of chalk
- Warning
- Imagining
- Regrets, Arguments
The more students personalise the grammar structures, the better learning outcomes are achieved.
Round up

- The most appropriate situations for grammar
- Teachers’ examples
- WHEN and WHAT
SESSION THREE

Textbooks and teaching vocabulary
What was the most difficult English word for you to remember? And why?
• No matter how many theories there has been, is or will be, acquisition of vocabulary is actually a matter of memory
• Several general principles applicable within every method (Wallace, 1988):
  • AIM
  • NEED
  • FREQUENT EXPOSURE AND REPETITION
  • MEANINGFUL PRESENTATION
• aim – what is to be taught, which words, how many

• need – target vocabulary should respond to students’ real needs and interests

• frequent exposure and repetition (a lot of language input)

• meaningful presentation – clear and unambiguous denotation or reference should be assured
How does memory function?

- Short-term
- Working
- Long-term
Short - is the brain capacity to hold a limited number of items of information for periods of time up to a few seconds. It is the kind of memory that is involved in repeating a word that you have just heard the teacher modelling. But successful vocabulary learning involves more than holding words for a few seconds. To integrate words into long - term memory they need to be subjected to different kinds of operations.
• Working memory means focusing on word long enough to perform operations on them. It means the information is manipulated via the senses from external sources and/or can be downloaded from the long-term memory. Material remains in working memory for about twenty seconds. The existence of articulator loop enables this new material processing. It works a bit like audiotape going round a round again. It assures the short-term store to be kept refreshed. The ability to hold a word in working memory is a good predictor of language learning aptitude. The better ability to hold words in working memory the smoother the process of learning foreign languages is
Long-term memory can be seen as kind of filling system. Unlike working memory, which has a limited capacity and no permanent content, this kind of memory has an enormous capacity and its contents are durable over time.
PRINCIPLES OF TURNING NEW MATERIALS INTO PERMANENT LONG-TERM MEMORY (Thornbury, 2002)

Repetition
Retrieval
Spacing
Pacing
Use
Cognitive depth
Personalisation
Imagining
Attention
Mnemonics
Motivation
Word

Meaning

Grammar

Formation

Use
Textbooks and teaching vocabulary

- Division by levels: Beginners, Elementary, Pre-Intermediate, Intermediate, Upper-Intermediate, Advanced
- Word Corpus: What words, How many
- Frequency: How often
The most common way

- Conveying meaning (presentation)
- Checking meaning (checking for comprehension)
- Consolidation (strengthening the knowledge)
Presentation

- Realia, Pictures, Drawing, Written forms
- Miming, Actions, Gestures, Movements
- Diagrams, Mind Maps
- Word relations (Synonyms, Antonyms)
- Definitions, Explanations
- Contexts, Examples, Guessing
- Word formation
Checking

- Questions and answers
- True, False or Not Stated
- Identifying the target language
- Who said what?
- Open ended statements
- Quizzes
- Summarising
- Reflection time
- Think-Pair-Share
Consolidation

- Labelling
- Spotting the difference
- Describing and drawing
- Games
- Word association
- Odd man out
- Synonyms, Antonyms
Main goal

• A learner “adopts” a word
Prioritising lexis over grammar

- Language is essentially the learning of meanings (Halliday, 1975)
- Method should be the servant of meaning, and meaning depends on what happens inside and between people - a situation (Stevick, 1976)
- Language consists of grammaticalized lexis, not lexicalised grammar and grammar as structure is subordinate to lexis (Lewis, 1993)
• Students are focused on common uses of words, important meanings and patterns, therefore it is likely for them to use the needed lexis in real-life situations afterwards.
• Students can make the most out of the familiar words regardless the level of their ability.
• Acquiring language is easier to start from the lexis since it is concrete than from grammar rules which are abstract.
Lexis and grammar are inseparable and completely interdependable (Sinclair, 1991; Hunston & Francis 1998).

Phrases are easier for learners to memorise and offer productive tools for communicating with other people. (Sinclair, 1991; Francis et al., 1997; Nattinger & DeCarrico, 1992).
Adopt-a-word

- Student is assigned a specific word ("adopts it")
- The task is to make "the word" understandable and interesting to the class in different ways: presenting, pantomiming, making poetry, sentences
Poetry

Fame by Emily Dickinson

*Fame is a bee.*

It has a *song*-  
It has a *sting*-  
Ah, too, it has a *wing*.

- Students reflect and produce words to describe the song.
- Students use the pattern and write their own song about a different animal
Games

- Crosswords
- Bingo
- Categories
- Battleship
- What am I thinking of
- Riddles
Why is vocabulary important in language acquisition

- It is a key to communication
- It helps students develop other language skills
- The more words you know, the more you will learn
- It boosts intellectual and social skills, as well.
Round up

- Group mural – teachers draw something/ an element on four flipcharts, something which represents what they liked/learnt during the session. Afterwards, other teachers guess
SESSION FOUR

Curriculum, textbooks and lesson planning
Curriculum

- The term curriculum is used here to refer to the overall plan or design for a course and how the content for a course is transformed into a blueprint for teaching and learning which enables the desired learning outcomes to be achieved (Jack C. Richards, Curriculum Approaches in Language Teaching: Forward, Central, and Backward Design, RELC Journal 44(1) 5/33, 2013.)

- Curriculum takes content (from external standards and local goals) and shapes it into a plan for how to conduct effective teaching and learning. It is thus more than a list of topics and lists of key facts and skills (the “input” ). It is a map of how to achieve the “outputs” of desired student performance, in which appropriate learning activities and assessments are suggested to make it more likely that students achieve the desired results (Wiggins and McTighe, 2006: 6).
Dimensions of a Curriculum

- Curriculum development in language teaching can start from input, process or output.
- Each starting point reflects different assumptions about both the means and ends of teaching and learning.
Curriculum Design Process

- The Forward Design Process
- The Central design Process
- The backward design
goal/aims, objectives, outcomes

- ___________ describe what the learners will be able to do, expressed from the students’ perspective, must be measurable and assessable
- ___________ are more specific and concrete description of purpose, indicate the teaching intentions, should be measurable
- ___________ are description of the general purpose of a curriculum, aspirational not necessarily easily measurable
Standards vs outcomes

- Standards as moral or ethical imperatives (what someone should do)
- Standards as legal or regulatory requirements (what someone must do)
- Standards as quality benchmarks (expected practice or achievement)
- Standards as arbiters of performance quality (defining success or merit)
- Standards as learning milestones (progressive targets for student learning)

Learning outcomes = outcome standards (targets for students’ learning and referents for whether that learning is occurring)
I razred

Obrazovno-vaspitni ishod 1
Na kraju učenja učenik/čenica će biti u stanju da pokaže da razumije živi ili snimljeni govor na poznatu temu, koji sadrži poznatu gramatiku i leksiku.

Ishodi učenja
Tokom učenja učenik/čenica će biti u stanju da:
- uoči glavnu misao/suštinu kraćeg formalnog/neformalnog teksta,
- pronađe tražene podatke u kraćem formalnom/neformalnom tekstu (ko, šta, gdje, kada, kako, čiji, koji, koliko, zašto...),
- razlikuje bitne od manje bitnih informacija,
- koristi kontekst da bi došao do značenja nepoznatih riječi,
- uoči izvantezualne okolnosti sporazumiavanja (rashloženje (sa)govornika i odnos(e) između sagovornika),
- prepozna vrstu i registar teksta.

Didaktičke preporuke za realizaciju obrazovno-vaspitnog ishoda:

a) Sadržaji/pojmovi
Audio/video zapis (u čijini, gdje je to primjerno, ili odlomci/inserti iz njih): priče, pjesme, monolozi, govorii, intervju, razgovori, informativne emisije (vijesti, reportaže...), kvizovi, zabavne emisije, filmovi...

b) Aktivnosti učenja
Učenici slušaju tekst i izvršavaju postavljene zadatke:
- neverbalno (razvrstavanjem slika, povezivanjem slika i teksta, označavanjem tačnih/netačnih/nenavedenih tvrdnji, rješavanje zadataka višestrukog izbora, povezivanjem izmiješanih fragmenta teksta u smisane cjeline...),
- verbalno (popunjavanjem tabela i upitnika, dopunjavanjem teksta, pisanjem bilježaka, odgovorima na postavljena pitanja, razgovorom o tekstu).

c) Broj časova realizacije (okvirno)
Obrazovno-vaspitni ishod 2
Na kraju učenja učenik/ učenica će biti u stanju da, uz odgovarajući izgovor i intonaciju, učestvuje u razgovoru i povezano govori na poznatu temu, u okviru poznate gramatike i leksike.

Ishodi učenja
Tokom učenja učenik/ učenica će biti u stanju da:
- učestvuje u razgovoru o prošlim, sadašnjim i budućim događajima/aktivnostima, o svojim i interesovanimi/osjećanjima/željama drugih (postavljajući pitanja i dajući odgovore, razmjenjujući informacije),
- koristi odgovarajuću leksiku u zamjenu za leksiku koje ne može da se sjeti,
- koristi odgovarajuće izraze da dobije na vremenu dok razmišlja šta da kaže,
- daje intervju, vodi ih i uzbudio o njima,
- simulira sporazumijevanje u svakodnevnim situacijama na način koji je prirodan za kulturu zemalja čiji jezik uči,
- koncizno/ukratko izloži suštini/bitne informacije iz zadatog teksta,
- ispriča priču na osnovu vizuelnih/verbalnih podstica,
- analizira sličnosti i razlike između svoje kulture/tradicije i kulture/tradicije vršnjača drugih zemalja,
- jasno iznese svoje mišljenje/stav i obrazloži ga,
- prezentuje rezultate projekta.

Didaktičke preporuke za realizaciju obrazovno-vaspitnog ishoda:

a) Sadržaji/pojmovi

Napomena: Dolje navedeni sadržaji/pojmovi odnose se na sve četiri jezičke vještine. Podrazumijeva se ciklično obnavljanje sadržaja/pojmova iz prethodnih razreda.

Phonology: pronunciation of English sounds, word stress, silent letters (receipt, write...)
Compound nouns and their plural forms
Articles
Word formation: derivation of nouns, verbs, adjectives, adverbs
Noun verb agreement (people, news, scissors...)
Obrazovno-vaspitni ishod 3
Na kraju učenja učenik će biti u stanju da pokaže da razumije pisani tekst na poznatu temu, u okviru poznate gramatike i leksike.

Ishodi učenja
Tokom učenja učenik/ucenica će biti u stanju da:
- uoči glavnu misao/suštinu kraćeg formalnog/neformalnog teksta,
- pronade tražene podatke u kraćem formalnom/neformalnom tekstu (ko, šta, gdje, kada, kako, čiji, koji, koliko, zašto...),
- razlikuje bitne od manje bitnih informacija,
- pravi razliku između u tekstu iznesenih stavova, uključujući i stav autora, i datih činjenica,
- koristi kontekst da bi došao do značenja nepoznatih riječi,
- uoči izvan-tekstualne okolnosti sporazumijevanja (raspoloženje (sa)govornika i odnos(e) između sa-govornika),
- prepozna vrstu i registar teksta.

Didaktičke preporuke za realizaciju obrazovno-vaspitnog ishoda:

a) Sadržaji/pojmovi
Tekstovi (uključujući i internet izvore): formular, pismo, e-mail, upitnik, intervju, oglas/reklama, obavještenje, web stranica, priča, (novinski) članak, prospekt/brošura...

b) Aktivnosti učenja
Učenici slušaju tekst i izvršavaju postavljene zadatake:
- neverbalno (razvrstavanjem slika, povezivanjem slika i teksta, označavanjem tačnih/netačnih/nenavedenih tvrdnji, rješavanje zadataka višestrukog izbora, povezivanjem naslova sa djelovima teksta, povezivanjem izmiješanih fragmenata teksta u smisaoone cjeline...),
- verbalno (popunjavanjem tabela, formulara i upitnika, dopunjavanjem teksta, pisanjem bilježaka, odgovorima na postavljena pitanja, određivanjem podnaslova djelovima teksta, razgovorom o tekstu, radom na projektnim zadacima, rješavanjem problemskih zadataka).
**Obrazovno-vaspitni ishod 4**

_Na kraju učenja učenik će biti u stanju da se pismeno izražava o poznatoj temi koristeći osnovna pravila interpunkcije i pravopisa, i poznatu gramatiku i leksiku._

<table>
<thead>
<tr>
<th>Ishodi učenja</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Tokom učenja učenik/učenica će biti u stanju da:</em></td>
</tr>
<tr>
<td>- popuni tabelu i formular,</td>
</tr>
<tr>
<td>- prateće uobičajene faze u procesu pisanja, dođe do završne verzije teksta,</td>
</tr>
<tr>
<td>- poveže rečenice u koherentne cjeline koristeći zadate veznike,</td>
</tr>
<tr>
<td>- jasno navede hronološki tok događaja u tekstu,</td>
</tr>
<tr>
<td>- jasno iskaže svoje mišljenje/osjećanja/želje,</td>
</tr>
<tr>
<td>- potkrijepe izneseno mišljenje navođenjem činjenica/primjera,</td>
</tr>
<tr>
<td>- napiše kratak funkcionalni tekst zadatog registra,</td>
</tr>
<tr>
<td>- napiše kratak tekst/priču opisujući stvarni ili izmišljeni događaj,</td>
</tr>
<tr>
<td>- napiše kratak esej.</td>
</tr>
</tbody>
</table>

**Didaktičke preporuke za realizaciju obrazovno-vaspitnog ishoda:**

a) Sadržaji/pojmovi

_Tekstovi: poster, neformalni e-mail/pismo, kratak članak (npr. za školski časopis, zidne novine, blog...), brošura (projektni zadatak), kratak prikaz knjige/filma po modelu, kratka priča, esej._

b) Aktivnosti učenja

_Učenici/učenice:_

- samostalno i/ili u paru/grupi prikupljaju/vrše izbor leksike i informacija potrebnih za planirane aktivnosti,
- oblikuju tekst primjenjujući odgovarajuću strukturu,
- provjeravaju i eventualno ispravljaju greške u napisanom tekstu.
Is your textbook driving your curriculum?
Disadvantages of textbooks

- Not flexible and generally simply mirror the pedagogic, psychological and linguistic preferences and biases of their authors
- Contain social and cultural biases such as gender bias and stereotyping
- Dialogues are unnatural and inappropriate for communicative language teaching
- May prevent teacher’s creativity if the teacher is obliged to follow the textbook to the letter
- Teacher’s role is undermined- they find themselves as mediators, carrying out teaching imposed on them
Disadvantages of textbooks

- May de-skill teachers and turn them into “technicians” if using a textbook tightly (Richards 1993)
- May gradually lose the ability to plan and end up ‘teaching’ the textbook, not the students
- May take creativity and inspiration away from teachers by indicating that “there is somewhere an expert who can solve problems” (Brumfit 1979)
- Often take important decisions off the hand of teachers who ‘having been absolved of responsibilities, sit back and merely operate the system (Swan 1992)
- Heavy dependence on textbooks finally decreases the importance of the contributions that good teachers make at all levels in the learning process (Cunningsworth 1995)
- The element of unpredictability that generates interests in the EFL classrooms fades away (McGrath 2002)
Disadvantages of textbooks

- No textbook is perfect (McGrath 2002)
- No textbook that can work in all situations or can be applied to all teachers and students
- Every class is unique - only the teacher knows exactly the needs, competence, potential and learning styles of their students
- Every student is different in terms of attention, interest, motivation, pace, physiological and psychological needs
- The students need to be treated individually to satisfy their needs
Using a textbook in the classroom

- A textbook is not designed and written with a particular classroom of students in mind and a particular curriculum.
- May contain materials and tasks that are not suitable for teachers’ teaching situation.
- Curriculum aims/outcomes ≠ textbook aims/outcomes.
- Curriculum aims/outcomes > textbook aims/outcomes.
- Curriculum aims/outcomes < textbook aims/outcomes.
- Teachers will almost certainly need to adapt the textbook (O’Neal, 1982; Grant, 1987; Harmer, 1991; Richards, 1993; Nunan 1998; Hedge, 2000; Graves, 2000; McGrath 2002)
Adapting English textbook

- Teachers may omit materials and tasks in a textbook
- Teachers may add materials and tasks
- Teachers may re-order/combine materials and tasks included in a textbook
- Teachers may replace materials and tasks included in a textbook
- Teachers’ collaboration and sharing of materials
- With their students’ assistance teachers can form the criteria for selection, adaptation and design of the material
Textbook adaptation (McGrath 2002)

- localisation
- personalisation
- individualisation
- modernisation
- simplification
Where do we find alternative materials?

- Same textbook
- Other ELT books
- Publications (newspapers, magazines, novels etc.)
- Media (radio, TV)
- Internet
- Corpora
- Own material
Using textbooks effectively

- Use the textbook as a resource for students, but not the only resource.
- Use a textbook as a guide, not a mandate, for instruction.
- Be free to modify, change, eliminate, or add to the material in the textbook.
- Supplement the textbook with lots of outside readings.
- Supplement teacher information in the textbook with teacher resource books; attendance at local, regional, or national conferences; articles in professional periodicals; and conversations with experienced teachers.
Textbooks are tools
Use textbook wisely
A textbook is only as good as the teacher who uses it
Questions?