

TKT Module 2: Selection and use of coursebook materials – Teacher's Notes

Description

This activity focuses on the selection and use of coursebook materials, which is tested in TKT Module 2 Part 2. Participants consider various criteria for choosing coursebooks, then consider problems teachers may have with their coursebook and ways of solving these problems.

Time required: 50 minutes

Materials required:

- Blank pieces of paper (one for each participant)
- Participant's Worksheet 1 (cut into strips, one set for each pair)
- Participant's Worksheet 2 (one for each participant)
- Participant's Worksheet 3 (cut or folded in half, one for each participant)
- Sample Task (one for each participant)

Aims:

- To provide an opportunity for participants to consider criteria for selecting coursebooks.
- To provide an opportunity for participants to discuss ways of adapting coursebook materials.
- To provide practice in completing tasks in which the selection and use of coursebook materials is the testing focus.

Procedure

1. (10 minutes) Give each participant a blank piece of paper. Participants write one thing they like about coursebooks and one thing they don't like about coursebooks on their paper. They then exchange papers with a partner and read and discuss each others' comments about coursebooks.
2. Feed back with the whole group so that participants can share their opinions. Explain that the selection and use of coursebook materials is a syllabus area tested in TKT Module 2 Part 2.
3. (10 minutes) Put participants into pairs. Give each pair **Participant's Worksheet 1** cut into strips. Explain that the strips of paper give criteria for selecting coursebooks (teachers' reasons for choosing a particular coursebook). Participants discuss which of the criteria they think are more important and which are less important. They should rank the criteria in order of importance, with the most important at the top.
4. Feed back with the whole group so that participants can share their opinions (there is no set answer to this exercise. Teachers will have different views on what is important).
5. (10 minutes) Participants work in groups of three. Give out **Participant's worksheet 2**. Participants discuss in their groups what they would suggest the teachers do about the problems listed on the worksheet.

Teaching Knowledge Test

6. Give out **Participant's Worksheet 3 Exercise 1** (cut or fold this before the session). Participants match the suggested solutions with the problems on Participant's worksheet 2. Check answers together (see key below).
7. (10 minutes) Still in groups of three, participants discuss specific strategies to achieve the solutions suggested in Step 6. Elicit an example, e.g.:
 1. **The reading and listening material in the coursebook is too difficult.**
Use supplementary materials instead./ Re-write the tasks to make them easier./ Ask more general questions./ Only work with a part of the text.
8. Give out/Refer participants to **Participant's Worksheet 3 Exercise 2**. In their groups, participants match the strategies with the problems and solutions on **Participant's Worksheet 2**. Check answers together (see key below).
9. (10 minutes) Give out **Sample Task**. Participants complete the sample task on their own then compare their answers with a partner. Check answers together (see key below).
10. (5 minutes) Round up to summarise points covered. Ask participants:
 - **What is the TKT Module 2 syllabus area for this lesson?** (the selection and use of coursebook materials)
 - **What is the testing focus on this syllabus area?** (criteria for selecting coursebook materials and ways of adapting coursebook materials)
 - **When looking at coursebook activities, what things do teachers need to consider?** (suitability of tasks and topics in the coursebook for their learners, types of activities, and aims of activities and tasks)

TKT Module 2: Selection and use of coursebook materials – Answer Keys

Key to Participant's Worksheet 3 Exercise 1

1 B 2 E 3 C 4 A 5 F 6 D 7 B 8 A

Key to Participant's Worksheet 3 Exercise 2

1 D and F 2 H and J 3 A 4 B and G
5 J 6 C and F 7 I 8 E

Key to Sample Task

1. E 2. G 3. F 4. C 5. B 6 A

TKT Module 2: Selection and use of coursebook materials – Participant's Worksheet 1

1.	The material in the coursebook is visually attractive. The coursebook has different colours, fonts and headings.
2.	There are a variety of different practice activities which allow students to use the language taught.
3.	The topics and contexts in the coursebook are familiar to the students and are motivating to suit the age, needs, experience and interests of the students in the class.
4.	The coursebook has a good balance between grammar and skills development.
5.	The coursebook has the same number of units as the number of weeks of the course, i.e. the course runs for twelve weeks and there are twelve units.
6.	The coursebook is the right level for the learners in the class.
7.	There is material covering all four skills in the coursebook – reading, writing, listening and speaking.
8.	The material in the coursebook is well-organised and it is easy for teachers and students to follow what they have to do.
9.	There is variety in the way new language is presented in the coursebook.
10.	The reading and listening materials have an authentic feel and look. The texts look like they are real articles and the recordings sound like real conversations.

TKT Module 2: Selection and use of coursebook materials – Participant's Worksheet 1

Exercise 2

Look at the teachers' problems with coursebooks and discuss what solutions you would suggest. There is one example.

Teachers' problems with the coursebook material	Solutions (What could you do?)	Strategies (How would you do it?)
1. The reading and listening material in the coursebook is too difficult.	Change the level of the material.	
2. The coursebook has the students doing the same things in each unit.		
3. The texts and tasks in the coursebook are too short.		
4. There is very little authentic material for listening and reading.		
5. The tasks in the coursebook are in the same order in every unit.		
6. The texts and tasks in the coursebook are too long.		
7. The reading and listening material in the coursebook is too easy.		
8. There is little free speaking and no writing practice in the coursebook.		

TKT Module 2: Selection and use of coursebook materials – Participant's Worksheet 1

Exercise 1

Here are some suggestions of possible solutions for teachers' problems with coursebooks. Match them with the problems on Participant's worksheet 2. Use some of the letters more than once.

- A. Find different material to use with the coursebook – supplementary material.
- B. Change the level of the material.
- C. Extend the task.
- D. Shorten the task.
- E. Change the way the task works.
- F. Use the material in a different order.



Exercise 2

Match these strategies for implementing the solutions to teachers' problems with coursebooks with the problems on Participant's worksheet 2.

- A. Write extra questions or add a paragraph of your own to a text.
- B. What about using songs as listening material?
- C. Cut up texts/provide multiple recordings and do jigsaw reading/listening tasks, so that students have less to read or listen to.
- D. Re-write the tasks to make them easier. Ask more general questions.
- E. Use productive skills materials from other coursebooks or from the internet to provide fluency practice.
- F. Reduce texts by removing a difficult paragraph or break recorded material into 'chunks' or sections.
- G. Use the internet to find interesting articles for students to read.
- H. Use different interaction patterns. Cut up tasks to make them matching tasks or ordering tasks.
- I. Re-write the tasks to make them more challenging. Learners need to read for more detailed information or need to predict answers before they read or listen.
- J. Do the activities in a different order. Students can cover sections of the book that you don't want them to look at.

TKT Module 2: Selection and use of coursebook materials – Sample Task

For questions 1–6, match the ways a teacher can adapt a written text with the teaching purposes listed A–G.

Mark the correct letter (A–G) on your answer sheet.

There is one extra option which you do not need to use.

Teaching purposes

- | | |
|----------|---|
| A | to focus on linking words and phrases |
| B | to raise learners' awareness of register |
| C | to make the text more accessible to weaker learners |
| D | to generate interest in the topic |
| E | to highlight particular grammatical patterns |
| F | to develop learners' proofreading skills |
| G | to work out meaning from surrounding context |

Ways a teacher can adapt a written text

- | | |
|----------|---|
| 1 | removing from the text all the verbs which follow prepositions |
| 2 | replacing nouns with nonsense words and asking learners to provide the original words |
| 3 | putting some spelling mistakes into the text |
| 4 | shortening the text and paraphrasing parts of it |
| 5 | re-writing the text in an informal style and learners compare it with the original |
| 6 | jumbling the paragraphs and asking learners to re-order them correctly |