

Adapting Materials to Meet Your Classroom Needs

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and
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What is Adapting?



Source: http://daolagupu.blogspot.com/2009/06/illustration-friday-adapt_02.html

Adapting textbooks

- Modifying content
- Adding or deleting content
- Reorganizing content
- Addressing omissions
- Modifying tasks
- Extending tasks



Source: The Role of Textbooks in a Language Program
Jack C. Richards from www.professorjackrichards.com

Adapting a Sample Activity

Prepositions of Time (At, In, On)

- **At:** Specific Time (At 7 o'clock)
- **In:** Longer periods of time, e.g. months & years
(In April, In 1974)
- **On:** Days, Dates (On Monday, On Jan 29th)

Write 2 sentences each for at, in and on

Adapting a Sample Activity

Why?

- Not interactive enough
- Learners need more context
- Students require motivation
- Integrate skills



Adapting a Sample Activity

How?



Adapting a Sample Activity

How?

- Not interactive enough
 - Provide communicative activity
- Learners need more context
 - Offer appropriate text
- Students require motivation
 - Link activity to students' interests
- Integrate skills
 - Design different tasks



Considerations

- Class Size
- Learner Preferences
- Student Level
- Teach Learners, Not the Textbook
- Culture
- Students Aren't Communicating



Class Size

- How big is your average class size?



Class Size

What are some of the biggest challenges with teaching large classes?



Class Size

Challenges with large classes

- Student talk time
- Attention and feedback from teacher
- Hearing and seeing the teacher, board/screen
- Sharing resources



Class Size

In this example, which of these challenges would apply to your classroom?

- Student talk time
- Attention and feedback from teacher
- Hearing and seeing the teacher, board/screen
- Sharing resources
- Some or all of the above



Source: American Headway, L. and John S., Oxford University Press, 2nd Ed, Level 2, Unit 1

Class Size Recommendations

- Create listening groups with mixed abilities
- Shift seating between listenings
- Jigsaw listening activity/information gap
- Offer mixed skills activities



Learner Preferences



(Reid, "Learning Style Preferences of ESL Students," 87-103)

Learner Preferences

What type of learning do you usually prefer?

- Visual
- Auditory
- Kinesthetic
- Tactile
- It depends

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WORD POWER *Chores and activities*

A Find two other words or phrases from the list that usually go with each verb.

the bed

a vacation

a good time

a trip

shopping

a lot of fun

the dishes

dancing

the laundry

some photocopies

do *my homework*go *bowling*have *a party*make *a phone call*take *a day off*

B Circle the things you did last weekend. Then compare with a partner.

A: I went bowling with my friends and had a good time.

Source: Interchange Third Edition 1 © 2005 Cambridge University Press

Learner Preferences

Tactile

I woke up and made my bed.

After that, I went shopping downtown at the mall and had lunch.

I then hurried home and did my homework until 9 o'clock.

I later went dancing with my friends at the Wazoo nightclub.

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Learner Preferences

Visual (Partner Pictures)



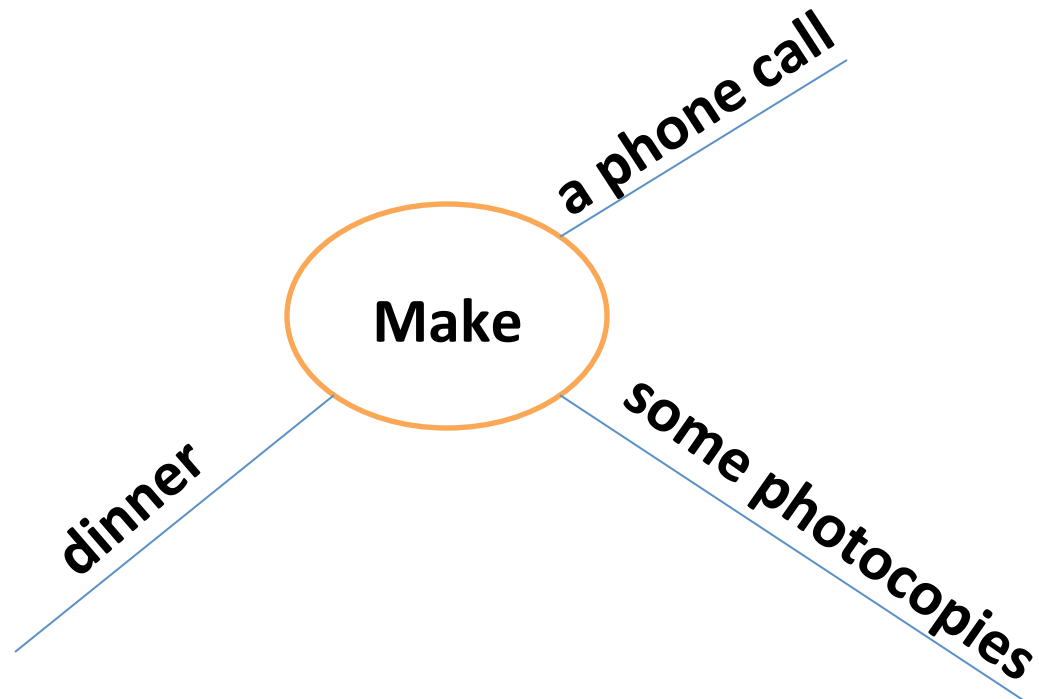
Learner Preferences Visual (Storyboard)



Learner Preferences

Visual

Collocation Wheels



Learner Preferences

Auditory



Learner Preferences

Auditory

Dictoglossus



Learner Preferences

Auditory

Dictoglossus

1. Objective
2. Pair students
3. Get ready to take notes
4. Read text (normal speed)
5. Read text again
6. Students work in small groups
7. Students read to each other
8. Teacher shows text

Learner Preferences

Auditory

Dictoglossus



Learner Preferences

Auditory

Dictoglossus

This morning after I made my bed, I heard my son make a phone call. He was talking with his friend. I was busy doing the dishes in the kitchen. He then told me he and his friends wanted to take a vacation to New York. I said, “No way! At the most, you and your friends can have a party at our house and go bowling.”

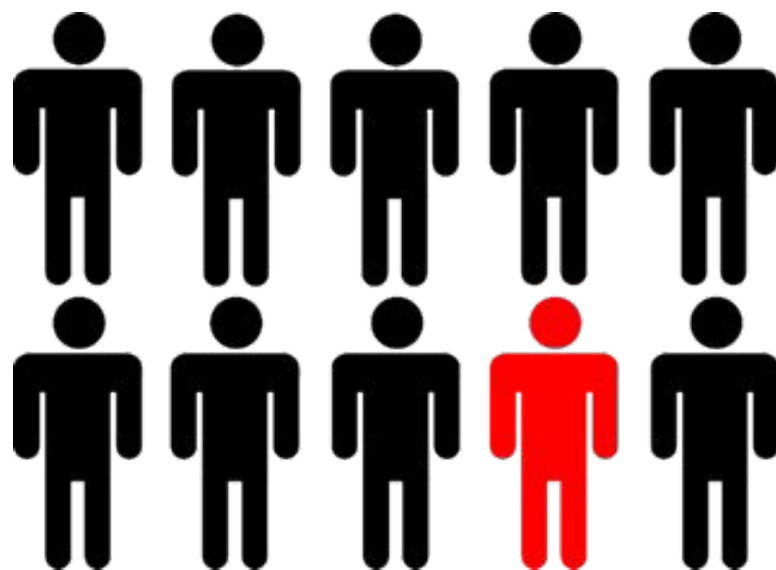
Learner Preferences

Kinesthetic

- Mini-Dramas
- Pairing Students
- Walk and Write

Student Level

Do you feel that your classes have mixed ability levels? What effect does this have?



Student Level

- Song: “Good Morning, New Orleans”



Picture from Google Maps

“Good Morning, New Orleans” by Kermit Ruffins,
Sing Out Loud, American Rhythms, Office of English
Language Programs, U.S. Department of State

What could you do to this activity to adapt it to your students' levels?

Good Morning, New Orleans: Listening Gap-Fill

Directions: First, read through these song lyrics and guess what the missing words might be. Write your guesses in the blanks. Second, as you listen to the song, correct what you have written and fill in any missing words.

Good (1) _____, New Orleans (Good (2) _____, New Orleans)

We love you, (3) _____ (We love you, (4) _____)

It's such a lovely thing to love (5) _____

When people come they never (6) _____ because we're swingin' that way.

The (7) _____ so, so bright (the sun shines on so bright)

The breeze is so, so (8) _____ (the breeze is on so (9) _____)

The star lights twinkle (10) _____ down by the (10) _____,

So bye and bye sometimes I cry it's such a (12) _____ sight.

Student Level

- What could you do to this activity to adapt it to your students' levels?
 - Play song in segments
 - Let students work in teams
 - Give some of the letters of the missing words



Student Level

What other activities could you develop using this song or the ideas in the song?



Student Level – Speaking (Four Corners)



Student Level - Writing

- Scrambled sentences
- Imagine the life story of the singer and write a short story about him
- Write the next verse of the song



SING OUT LOUD

AMERICAN RHYTHMS



Teach Learners, Not the Textbook



Source: publicdomainpictures.net: Petr Kratochvil

Teach Learners, Not the Textbook

Yes or No?

Scan the article. Where did the three events occur?

- 1 Living in a foreign culture can be exciting, but it can also be confusing. A group of Americans who taught English in other countries recently discussed their experiences. They decided that miscommunications were always possible, even over something as simple as "yes" and "no."
- 2 On her first day in Micronesia, Lisa thought people were ignoring her requests. The day was hot, and she needed a cold drink. She went into a store and asked, "Do you have cold drinks?" The woman there didn't say anything. Lisa rephrased the question. Still the woman said nothing. Lisa gave up and left the store. She later learned that the woman had answered her: She had raised her eyebrows, which in Micronesia means "yes."
- 3 This reminded Jan of an experience she had in Bulgaria. She had gone to a restaurant that was known for its stuffed cabbage. She asked the waiter, "Do you have stuffed cabbage today?" He nodded his head. Jan eagerly waited, but the cabbage never came. In that country, a nod means "no."
- 4 Tom had a similar problem when he arrived in India. After explaining something in class, he asked his students if they understood. They responded with many different nods and shakes of the head.



He assumed some people had not understood, so he explained again. When he asked again if they understood, they did the same thing. He soon found out that his students did understand. In India, people nod and shake their heads in different ways depending on where they come from. You have to know where a person is from to understand if they are indicating "yes" or "no."

A Read the article. Then answer the questions.

1. What were these Americans doing in other countries?

Teach Learners, Not the Textbook

Paraphrasing

- Several readings/reading with several paragraphs
- Divide class into pairs/small groups
- Students write down most important words
- Students retell reading/paragraph
- Exchange

Teach Learners, Not the Textbook

Adapting Dialogues

2 **CONVERSATION** *Would you mind . . . ?*

A  Listen and practice.

Rod: Hello.

Jana: Hi, Rod. This is Jana.

Rod: Oh, hi, Jana. What's up?

Jana: I'm going to my best friend's wedding this weekend. I'd love to take some pictures for his Web site. Would you mind if I borrowed your new digital camera?

Rod: Um, no. That's OK, I guess. I don't think I'll need it for anything.

Jana: Thanks a million.

Rod: Sure. Uh, have you used a digital camera before? It's sort of complicated.

Jana: Uh-huh, sure, a couple of times. Would it be OK if I picked it up on Friday night?

Rod: Yeah, I guess so.



Think of a dialogue as a proposal
instead of a model.

-Littlejohn, 1998

“Consider Questions”

1. What is Rod and Jana’s relationship? What words or phrases indicate their relationship in the dialogue?
2. How does Rod feel about lending his camera to Jana? What words/phrases indicate this?
3. What else could Jana say to make Rod feel more comfortable about lending his camera?
4. Imagine you are Rod. What could you say to refuse Jana’s request in a polite way.

Teach Learners, Not the Textbook

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Culture

How often do you adapt your textbooks and materials because of cultural reasons?

- Almost always
- Frequently
- Sometimes
- Rarely
- Never

ARE WE HAVING FUN YET?

by Ryan Levy

BEFORE YOU READ



Family road trips are a common vacation activity in the United States. Family members spend time together and get to know each other better as they travel by car to their planned destinations. These trips can be a lot of fun, but they can also be stressful. In this essay, Ryan Levy, a fourteen-year-old, describes his thoughts and feelings about a family road trip from their home in New Jersey to Disney World in Orlando, Florida.



Levy's father decided that during the spring break the family would drive down I-95, a popular highway along the eastern coast of the United States, and spend a few days in Orlando, a popular vacation destination with resorts, water parks, and theme parks, including Disney World and Epcot Center.

About the Author

Ryan Levy

Ryan Levy wrote this story as an assignment when he was in ninth grade at Millburn High School in New Jersey. He continued to write a lot all through school. After high school, he received a degree in Anthropology from the University of Notre Dame and a medical degree from the University of Pittsburgh. Today he is a cardiothoracic (heart and chest) surgeon in Pittsburgh, Pennsylvania, where he continues to be a writer but instead of writing for contributors many articles to medical journals and chapters to medical books. On holidays he usually gives family trips with his own three children.

Levy believes that no matter what profession you choose, writing is important. Even if you don't know what you'll be doing with your life, writing will help you along the way.

Activity: Travel Time

Part 1 – Calculating Travel Time

The driving distance from Ryan Levy's home in Millburn, New Jersey to Disney World in Orlando, Florida is about 1,200 miles (1,931 km). Assume that your average speed is 60 miles per hour (about 97 kilometers per hour).



- Working with a partner, calculate answers to the following questions. Make up a sentence expressing your answer and what the answer might mean for a traveling family.
- How long would it take to get from New Jersey to Disney World without any stops?
- How long would the travel time be from New Jersey to Disney World with short stops (15 minutes each) every 2 hours?
- How long would it take to get to Disney World with long stops (1 hour each) every 4 hours?
- How long would the travel time be from New Jersey to Disney World with short stops and an overnight stop (12 hours) at a motel?
- Compare your answers with those of another pair. If your answers differ, check with your teacher.

Below are some terms you may need for your discussions as you do this activity:

add (+)
subtract (-)
multiply by (x)
divide by (÷)
equals (=)



Art by: Avishek Sihwal

Exercises

Now You Create

1. Make up a lesson how you would teach English to children, ages six to eight.
2. Draw some pictures that would help you in your teaching.

Accessing English through Stories. U.S. Department of State English Access Microscholarship Program Student Stories. Edited by Myrtis Mixon, Randall Imel and Shyam Pandey.

Gratitude

Narayani Darlami, 14,
Butwal

Once upon a time there was a poor family. The mother's name was Gita and her son's name was Ram. Gita worked in a boarding school so her son could study in that school. Ram was clever and intelligent and always stood in first place in school.

One day his classmates started teasing him because his mother had a blind eye. They said she looked like a ghost. He was embarrassed. He went to his house and shouted at his mother. She asked, "What happened, my dear son? Why are you angry with me?"

The boy replied: "Don't work in my school. My friends tease me, calling me the son of the 'ghost'." Gita felt unhappy. She did not like to cause her son to be **insulted** by his friends so she left the school and found a job in another school. She always wanted to make her son a great person. He passed S.L.C. with distinction marks, so he got a scholarship to study abroad. He went to America to study. However, he never made a call to his mother.

After many years she got her son's contact number and address from one of his friends. With the help of the same boy, she went to America to meet her son. When she reached his apartment, his wife opened the door. The wife called him, but he said, "Who are you? I don't know you," to his mother.

Students Aren't Communicating



Information Gap



Source: Wikimedia Commons

Information Gap

- “Gapping” Exercises
- 4 Window Tables

Information Gap

When is the best time to make a snowman?

Match the words in the first column to the best available answer in the second column.



1) we can make a snowman



2) you can swim



3) we can ride bikes



4) we can fly kites

Information Gap

In Their Free Time The Top Eight Leisure-Time Activities in the United States

 ☐ read	 ☐ watch TV	 ☐ spend time with family	 ☐ fish
 ☐ do gardening	 ☐ play sports	 ☐ go to the movies	 ☐ spend time with friends

Source: The Harris Poll

Check (✓) the activities you do in your free time.

List three other activities you do in your free time.

Put the activities you do in order from your favorite to your least favorite.

4 Window Tables

My Partner and Me

Only Me

Only My Partner

Neither My Partner Nor Me



A E AMERICAN ENGLISH

Thank you!

Happy adapting!