1.6. Format and presentation

designing lessons
provide a balance of learning opportunities across the four strands

1.6.1. Blocks and threads

two ways of planning a lesson:

Block lesson → the lesson has a set format and is complete within itself, e.g., include listening and reading input, language-focused activity, and meaning-focused output

☺ once the type of block is chosen, the lesson requires very little planning

Threads → themes/ language/ activities/ skills that can be used again and again with minimal planning and small changes

Threads	Monday	Tuesday	Wednesday	Thursday	Friday
Animals vocabulary thread	Parts of cat's body	Review + cat verbs	Review + cat metaphors	Review and start fish vocabulary	Review and start fish vocabulary
Tenses thread	Regular past simple first person	Review + all persons	Review + negatives	Review + some irregulars	Review and start 'Did you …?' questions

☺ opportunity for spaced repetition
☺ no need to keep explaining new techniques and procedures

1.6.2. Techniques and activities

Four major types:

- **Experience activities** → keep as much as possible of the knowledge needed to perform the activity within the learners' previous experience; mainly meaning-focused fluency, e.g. simplified reading
- **Shared activities** → learners achieving through group work what they could not achieve by working alone.
  - o keeping all learners active
  - o allowing negotiated meaning-focused communication
  - o providing substantial quantity of language input and output
- **Guided activities** → learners doing already partly completed tasks, e.g., substitution activity
- **Independent activities** → learners work with no assistance or preparation ; draw on their skills and make use of other resources; are in control of their own learning.

1.6.3. Preplanned teaching materials

opponents of textbooks:

- Textbooks are for poor teachers, those without imagination.
- Textbooks embody cultural differences in attitudes.
- Textbooks fail to present appropriate and realistic language models.
- Textbooks fail to contextualize language activities.

proponent of textbooks:

- Textbooks are the most convenient structuring tool
- Textbooks can be agent for (curriculum) change
    - textbook can introduce changes gradually within a structured framework
    - adjustment to change requires support and relief from other burdens
    - People need to know what the change will look like → textbook can provide a complete picture
    - people feel more confident about change if supported by others → textbook gets the support of the group behind the individual teacher
- Textbooks assist inexperienced teachers to come to terms with content
- Textbooks enjoy the potential of teacher guide as a medium of ongoing professional development

two key positions on the role of textbooks:

- **Deficiency view** → compensate for teachers' deficiencies and ensure that the syllabus is covered using well thought out exercises → 'good' teachers always know what materials to use with a given class and can create them
- **Difference view** → see materials as carriers of decisions best made by someone other than the teacher because of differences in expertise → proponents argue these are better

1.7. Monitoring and Assessment

Self-study

1.8. Evaluation

looks at all aspects of curriculum design to see if the course is the best possible

Formative vs. Summative evaluation

    formative evaluation → carried out during the development and implementation of a program

    purpose: shaping or modifying aspects of the course to ensure the efficiency of the program

    processes involved in formative evaluation:

        internal assessment → what the program is supposed to be (e.g., objectives evaluation & content-based review),

external assessment → determine how it can most effectively produce the intended outcomes through field testing

summative evaluation → carried out at the completion of a course or program
purpose: making a summary or judgment on the quality of the course so that it can be
          compared with other courses,
          compared with previous summative evaluations,
          judged as being up to a certain criterion or not
→ to support decisions about the continuation or modification of the program

	Formative	Summative
Purpose	Improve the course	Judge the course
Type of data	More likely to look at causes	More likely to look at results
Use of data	Used for counselling and professional development	Used to make decisions on adequacy
Presentation of findings	Presented to and discussed with individuals	Presented in a report

Process vs. Product evaluation
process observations of learning look at
          how engaged learners are in their tasks
          the quality of the interaction between learners and between the teacher and the learners
          quantity and quality of the language used
product observations of learning look at what was learned and how much was learned
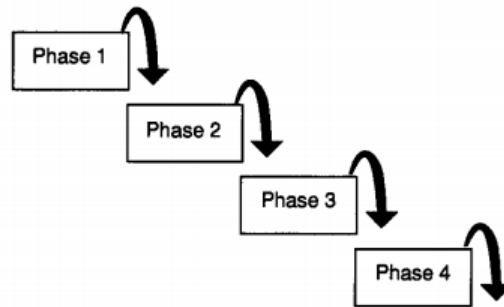
4. DOING CURRICULUM DESIGN

two factors
- What is already available?
- How will we move through the process of curriculum design (model)?

4.1. A Waterfall Model (Maher & Ingram, 1989)

one stage is done thoroughly, and then the next stage, and so on → sequential → the output of one stage becomes the input of the next.
all components are considered "required"←→ none are given "optional" status

applied in the design of the commercial course book, or in a well-funded curriculum design project

📝 **Note:** No component has a good-enough-for-now indicator

4.2. Focused Opportunistic Approach

format and presentation part is done first: material is prepared to teach → with each re-teaching of the course, one part of the curriculum design process is done thoroughly
this do-what-you-can-when-you-can approach carried out when time-pressured
criticized from the point of view of efficiency
attractive for a concentrated focus with possible high-quality improvements

4.3. Layers of Necessity Model

a choice between various layers:
      each layer is complete in itself and includes the major parts of the curriculum design
      each layer differs in the detail and thoroughness
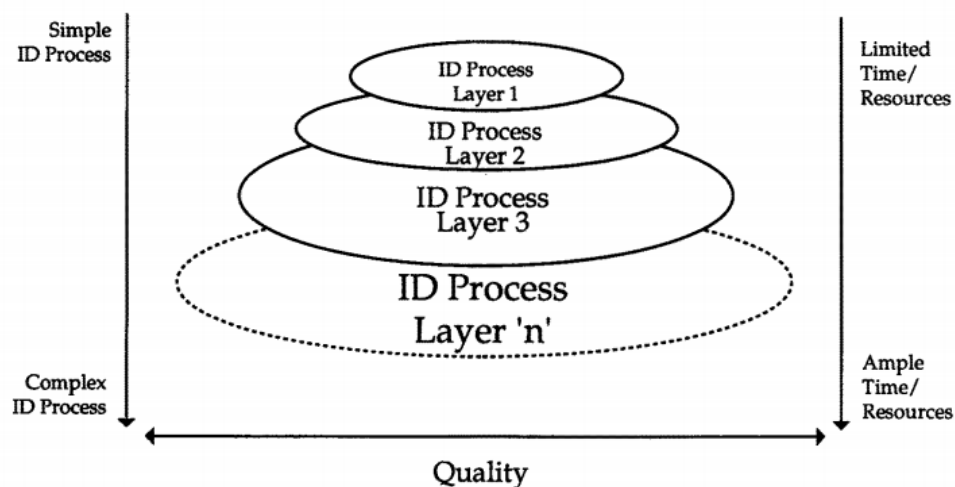
📝 **Note:** Once the level of necessity has been chosen, all the steps should be done with roughly the same degree of thoroughness