

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 (e.g., whiskers, paws, claws)	Review + cat verbs (e.g., hiss, scratch, purr)	Review + cat adjectives (e.g., playful, soft, furry)	Review + cat metaphors (e.g., a catty remark)	Review + strengths/ weaknesses (e.g., good hunter, sleeps a lot)

☺ 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.
 - keeping all learners active
 - allowing negotiated meaning-focused communication
 - 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 → they provide the structure and predictability that are necessary to make the event socially tolerable to the participants
There is a need for a plan as a statement of where the individual lesson fits into the general development of the learning program. This is important because it allows for:
 - *Negotiation*
 - *Accountability*
 - *Orientation*
- Textbooks can be agent for (curriculum) change
 - textbook can introduce changes gradually within a structured framework
 - textbook provides support and relief from other burdens
 - textbook can provide a complete picture of what the change will look like
 - 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

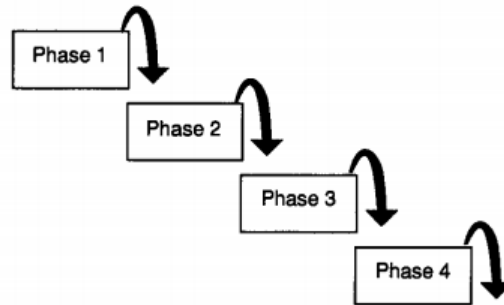
two factors

- 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

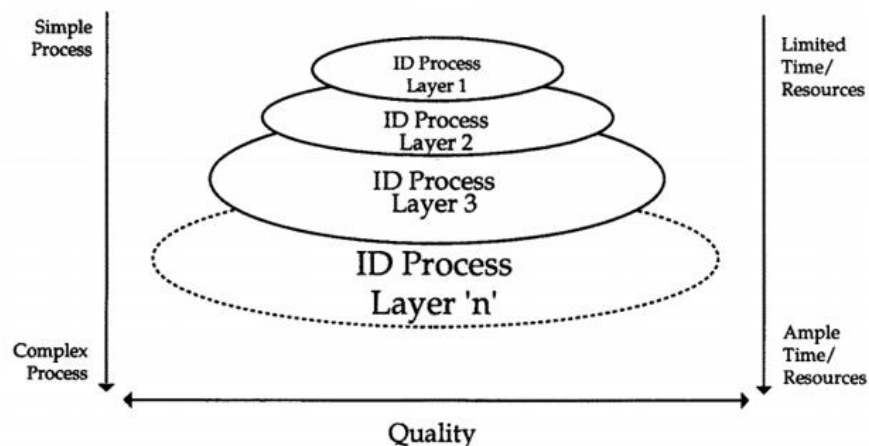
attractive for a concentrated focus with possible high-quality improvements


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