

Teacher training session plan template

Trainer: James Fuller

Session title	Evaluating coursebooks for their suitability for your teaching context - The external-internal model		
Profile of target group	1 teacher, DoS with eight years teaching experience however zero experience in evaluating coursebooks (is looking to evaluate coursebooks for next year's courses)		
Time	120 minutes		
Resources	<p>Handout 1 - Coursebook metaphors activity Handout 2 - Coursebook consequences activity Handout 3.1/3.2 - Factors to consider before choosing a coursebook Handout 4 - Internal-External model gap fill Handout 5 - External evaluation Handout 6.1/6.2 - Internal evaluation Handout 7.1/7.2 - Overall evaluation</p> <p>Copy of Guess What! Pupils book 1 (Available online at Cambridge Teacher) [This is one of the CB he has in mind for the coming academic year]</p>		
Session learning outcome(s)	<ul style="list-style-type: none"> - Teacher will be better able to analyse their context in preparation for coursebook evaluation using a certain set of criteria - Teacher will be better prepared to evaluate coursebooks for their teaching contexts - Teacher will be able to use the Internal-External evaluation (McDonough, Shaw & Masuhara (2013)) model to evaluate coursebooks in use and coursebooks for future courses 		
Session outline			
Stage aim	Procedure	Interaction	Time
To get teacher to reflect on their own beliefs with regard to what makes a good coursebook is in relation to its use.	<p>Trainer states aims for the session</p> <p>Trainer asks the question: What is a coursebook? Teacher responds, trainer notes down responses.</p> <p>Trainer gives out handout 1 and teacher completes individually, then talks through their answers with trainer.</p>	Discussion	15 minutes
To encourage teacher to think about the consequences of coursebook choices.	<p>Trainer gives out handout 2 and discusses with teacher problems teachers have with coursebooks that have been chosen with little forethought.</p> <p>Teacher then completes handout collaboratively with trainer.</p>	Discussion	10 minutes

<p>To encourage teacher to reflect on their teaching context and identify what criteria coursebooks must satisfy to be considered appropriate.</p>	<p>Trainer explains that in order to choose an appropriate coursebook it is essential to understand the context in which it is going to be used.</p> <p>Trainer asks: What factors does a school, DoS, manager, etc. need to consider when trying to understand the context in which the coursebook will be used?</p> <p>Teacher completes handout 3.1 together with trainer. Trainer provide handout 3.2 once finished - teacher checks which ideas are the same.</p>	<p>Discussion</p>	<p>10 minutes</p>
<p>To provide teachers with necessary information to be able to interpret the Internal-External evaluation paradigm; to provide teacher an opportunity to consolidate information learned about the external evaluation.</p>	<p>Trainer gives out handout 4, teacher completes. Trainer gives correct answers.</p> <p>Trainer gives out handout 5. Teacher completes external evaluation of Guess What! collaboratively with trainer.</p>	<p>Discussion</p>	<p>20 minutes</p>
<p>To provide teachers with necessary information to be able to interpret the Internal-External evaluation paradigm; to provide teacher an opportunity to consolidate information learned about the internal evaluation.</p>	<p>Trainer gives out handout 6.1. Teacher brainstorms questions to complete table. Trainer gives out handout 6.2 once finished.</p> <p>Teacher conducts internal evaluation of units from Guess What! collaboratively with trainer.</p>	<p>Discussion</p>	<p>35 minutes</p>
<p>To provide teachers with necessary information to be able to interpret the Internal-External evaluation paradigm; to provide teacher an opportunity to consolidate information learned about the overall evaluation.</p>	<p>Trainer gives out handout 7.1, teacher completes. Teacher answers questions from overall evaluation regarding Guess What!</p> <p>Trainer asks: Do you think this coursebook is suitable for your school and learners? Why/Why not?</p> <p>Teacher explains their reasoning.</p>	<p>Discussion</p>	<p>15 minutes</p>

<p>To provide an opportunity for teacher to reflect on content covered in the session and to allow for feedback.</p>	<p>Trainer boards the following:</p> <ul style="list-style-type: none"> - Before beginning a coursebook evaluation, it is vital to... - External evaluation is... - Internal evaluation is... - What I will take away from today is... - Questions I still have are... <p>Teacher completes and shares answers.</p> <p>Trainer answers any other questions teacher has.</p> <p>Trainer ends session.</p>	<p>Discussion</p>	<p>15 minutes</p>
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Responses to questions:

Why is there just one participant? Do the teachers have no voice in terms of choosing CBs? Very difficult to impose a CB on teachers when they are not involved in the evaluation process..

These are good points. The academy in which the training is taking place runs a small team of four teachers. Next year there will be a whole new team as the pandemic has made it difficult for the teachers that were here to stay (they wanted to be home with their families and will not be returning [all of our teachers were from overseas]). Teachers have given feedback on the coursebooks from this year, and the incoming teachers will be involved in the on-going coursebook evaluation.

Handout 1

Here are a number of metaphors suggested by teachers from very different contexts:

A coursebook is . . .

a recipe	a springboard	a straitjacket	a supermarket
a holy book	a compass	a survival kit	a crutch

1. What does each of the metaphors mean? In what sense can a coursebook be said to be a 'recipe', for example?
2. Which of the metaphors can you identify with most closely?
3. What would be your own metaphor for a coursebook?

Taken from Materials Evaluation and Design for Language Teaching, McGrath, 2002, pp. 8.

Handout 2

Here are some reasons why the wrong choice of coursebook has made life difficult for teachers.

Local cultural taboos meant that I had to leave out whole units.

It was too difficult. So I had a choice between working through everything very slowly and not finishing the book or skipping bits.

The students couldn't imagine themselves taking planes to Britain, booking into hotels, all that stuff. It was just too unreal.

Sheldon (1987b: 3) lists a number of other problems:

Grammatical explanations in some ELT textbooks (as opposed to reference grammars) often take too much terminological and linguistic knowledge for granted. Some ancillary workbooks force students to adopt microscopic handwriting, and are not meant to be worked in at all. Many books have a density of text or diagram which is disconcerting to the hapless learner trying to find his/her way round.

1. What difficulties have you experienced in working with coursebooks?
2. Did you choose the coursebook? If not, do you know how the decision was taken? If so, would you say the selection procedure was systematic?

Taken from Materials Evaluation and Design for Language Teaching, McGrath, 2002, pp. 13

Handout 3.1

You are the director of studies and need to choose a new suite of coursebooks for the institution where you work. What factors do you need to take into consideration? Brainstorm here.

Learner factors	Learner's needs	Teacher factors	Institution and programme factors	Socio-political factors
Age range	Dialect (e.g. BrE vs. AmE)	Language competence	Level within the educational system (e.g. secondary)	Aims of education in the country and area

Handout 3.2₁

You are the director of studies and need to choose a new suite of coursebooks for the institution where you work. What factors do you need to take into consideration? Brainstorm here.

Learner factors	Learner's needs	Teacher factors	Institution and programme factors	Socio-political factors
Age range Proficiency level First language Academic and educational level Socio-cultural background Occupation (if relevant) Reasons for studying Attitudes towards learning Previous language learning experience Language-learning aptitude Expectations Specific wants Preferred learning styles Sex distribution Interests	Dialect (e.g. BrE vs. AmE) Language-skill emphasis Contexts and situations of use Subskills Notions Functions Language-system emphasis Language forms Will language systems be used productively, receptively or both? Attention to mechanics	Language competence Familiarity with target language culture Methodological competence and awareness Ability to adapt coursebooks Experience with teaching learners that will be taking part in the course Attitude to teaching and to learners Time available for preparation Beliefs about teaching-learning, teaching styles and methods	Level within the educational system (e.g. secondary) Public or private sector Role or target language Time available to study target language Timetable Class size Physical environment Additional resources available to teachers and to learners Aims of the programme Syllabus Evaluation Freedom given to teachers regarding decisions about content	Aims of education in the country and area Language policy and the role of the target language in the country and area Aims of language education in the country and the area Cultural and religious considerations

Micro-level factors

Macro-level factors

¹ Taken from Materials Evaluation and Design for Language Teaching, McGrath, 2002, pp. 19 - 21.

The Internal-External model for evaluation of coursebooks

external	preliminary selection	internal
classroom implementation	feedback	evaluation
flexible	checklists	Complex process

Materials _____ can be carried out in two complementary stages, which can be called the _____ and _____ stages. These stages each have essential criteria that need to be completed in order to make pertinent judgements with reference to ELT materials in order to make a _____. This particular model should be _____ enough to be used in ELT contexts worldwide, as it avoids long _____ of data and can operate according to the purpose the evaluator has in evaluating materials in the first place. Having said this, materials evaluation is one part of a _____ and that materials, once selected, can only be judged successful after _____ and _____.

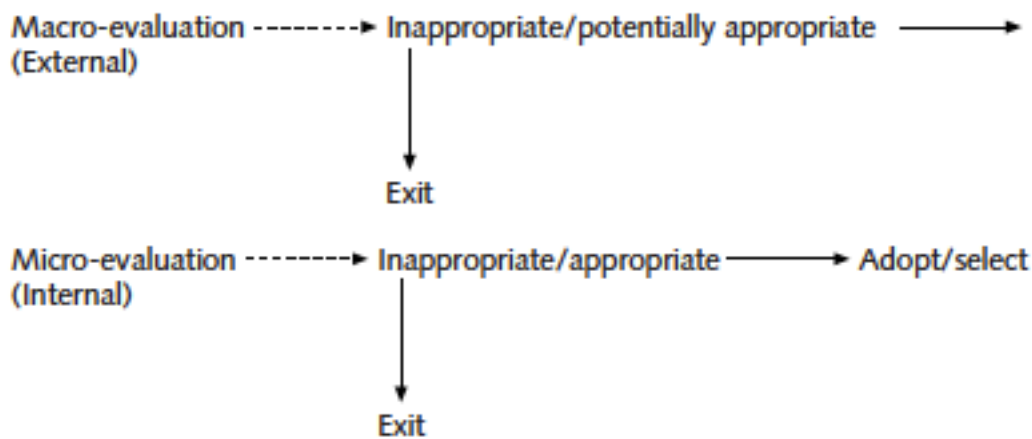


Figure 3.1 An overview of the materials evaluation process.

Taken from Materials and Methods in ELT - A teacher's guide - Third Edition, McDonough, Shaw and Masuhara, 2013, pp. 58.

Answers

Evaluation / internal / external / preliminary selection / flexible / checklists / complex / classroom implementation / feedback

² Adapted from Materials and Methods in ELT - A teacher's guide - Third Edition, McDonough, Shaw and Masuhara, 2013, pp. 62.

The External evaluation

The aim of the external evaluation is basically that of examining the organization of the materials as stated explicitly by the author/publisher by looking at

- the 'blurb', or the claims made on the cover of the teacher's/students' book
- the introduction and table of contents

that should enable the evaluator to assess what Tomlinson (2003c: 16) calls analysis in that 'it asks questions about what the materials contain, what they aim to achieve and what they ask learners to do'.

Blurb and introduction analysis: Guess What!

Analyse the following blurb, book introduction and table of contents/book map. Answer the following questions:

- What is the intended audience?
- What is the proficiency level of the material?
- What context is the coursebook designed for?
- How has the language been presented and organized into teachable unit/lessons?
- What is the author's view on language, methodology, the learning process and the learner?

When you have finished, write a list of other questions you could ask in the external evaluation?



Essentials



Guess What! British English

Are you ready to explore?

Beautiful world photography, captivating real-life video and interest-grabbing CLIL topics take young learners on a remarkable journey to explore the world as they learn English.

Why do whales jump out of water? What makes our bodies move? Guess What! has the answers. This highly visual six-level course taps into children's natural curiosity and sparks their interest through content-based topics, beautiful photography, and captivating video. It takes them on a remarkable journey of exploration and discovery as they learn English. The syllabus mapped to the Cambridge English: Young Learners exams, and emphasis on self-reflection ensure children have the necessary support to enjoy learning and achieve great results. The focus on functional language provides learners with the tools they need to use English in and outside of school while lively stories prepare for success in life with social values. The digital support in Guess What! enables teachers to explore the material in new ways thanks to the interactive Presentation Plus software, extra online practice in the Cambridge Learning Management System and online digital teacher training course.

About *Guess What!*

Guess What! is an innovative six-level course for primary age pupils learning English who want to learn about the world around them as they do so. *Guess What!* aims to motivate pupils and excite young minds, to feed their natural inquisitiveness about the world and fuel their imaginations. It offers a well-paced syllabus with clearly marked goals for language learning, but also aims to develop pupils' learning and life skills in a broader sense, with opportunities for learning across the wider curriculum, as well as exploring social skills and values.

Guess What! has been written with the busy teacher in mind, and offers clear lesson planning with flexibility for teachers with between two and four lessons per week.

The global classroom

With the use of stunning international photos, and an emphasis on real-life contexts, *Guess What!* brings the world into the English classroom. Pupils learn and are motivated to practise new language by following the examples of real children shown at home, at school, on holiday, on exciting trips or in different leisure activities. By using photos from around the world, pupils are encouraged to engage with each topic in a broad sense and make cross-cultural comparisons.



An imaginative journey

The realm of fantasy and imagination is as important to young learners as discovering the world around them. *Guess What!* uses engaging characters and fun and exciting stories to fuel pupils' imaginations. In *Guess What!* Level 1, pupils follow Olivia, David and Tina through a magic portal in a treehouse, where they have exciting adventures with their funny robot friend, iPa.



Social values

An understanding of social values gives young learners the skills they need to be successful in life. They need to learn about how to behave with other people, as well as taking responsibility for themselves and the world around them. Stories, fairy tales and fables have traditionally been used to promote social values in a way that children relate to and find interesting. The stories in *Guess What!* build on this tradition. Each story episode illustrates a social value for pupils to discuss and apply to their own behaviour. The social values covered in *Guess What!* Level 1, include being curious about the world around them, making friends and being polite.

Skilled learners

Pupils need to be skilled in reading, listening, speaking and writing in order to use language effectively. As pupils will be learning to read and write in their own language, *Guess What!* Level 1 focuses on listening and speaking skills, but also provides a gradual introduction to the written word in English. Pupils will progress steadily from understanding and matching, to tracing and then writing words and completing sentences by the end of Level 1.

Confident speakers

Speaking skills are further developed in functional language and pronunciation activities. In the *Talk time* feature, pupils learn and practise a simple and useful functional dialogue, such as saying thank you, or asking for things politely. Then pupils will enjoy practising their pronunciation with the amusing *Animal sounds* feature!



Keen thinkers

Guess What! aims to encourage pupils to become keen thinkers as well as good language learners. Activity types develop a range of thinking skills including: observation, concentration, prediction and guessing, using memory, sequencing and classifying. Regular thinking skills activities are clearly signposted in the material, using the think icon. The inclusion of Content and Language Integrated Learning activities (CLIL) also encourages wider thinking and knowledge across the primary curriculum.

The wider curriculum

The Content and Language Integrated Learning (CLIL) material in *Guess What!* has been selected from popular primary school subjects across the curriculum. Teachers can therefore integrate learners' understanding of age-related subject concepts while developing their English language skills. *Guess What!* offers CLIL learning with the combination of materials in the Pupils' Book and Activity Book, and using short dynamic videos. This innovative and motivating approach provides a language-rich experience and develops learners' listening skills while they process subject content.



Digital competence

Successful young learners need to be competent in Information Technology (IT) and digital skills. These can be combined with language practice by using the *Online Resources and Presentation Plus*.

Cambridge English: Young Learners (YLE) tests

The language syllabus in *Guess What!* is well-paced and achievable, with plenty of recycling built in throughout the course. *Guess What!* supports pupils aiming to take the Cambridge English: Young Learners (YLE) tests. *Guess What!* Level 1 covers part of the Starters syllabus.

Language summary

	Page
Hello!	4
Vocabulary	blue, green, orange, pink, purple, red, yellow 6-7
Grammar	Hello, I'm ..., What's your name?, Goodbye. • How old are you? I'm ... • Numbers 1-10 • What's your favourite colour? My favourite colour's ... 8-9
Story value	Be curious 10
Talk time	Look! It's a Lizard. 11
Animal sounds	p • A pink and purple panda.
CLIL: Art	What colour is it? 12-13

1 School	14
Vocabulary	board, book, chair, desk, door, pen, pencil, pencil case, rubber, window 16-17
Grammar	How many (chairs) can you see? • Stand up, please. 18-19
Story value	Make friends 20
Talk time	Hello. My name's Ravi. 21
Animal sounds	b • A bear with a blue book.
CLIL: Science	What material is it? 22-23

2 Toys	24
Vocabulary	art set, ball, bike, camera, computer, computer game, doll, kite, robot, teddy bear 26-27
Grammar	What's this? • Is it a (ball)? 28-29
Story value	Say thank you 30
Talk time	Happy birthday! 31
Animal sounds	t • A turtle with two teddy bears.
CLIL: Science	Is it electric? 32-33
Review	Units 1-2 34-35

3 Family	36
Vocabulary	aunt, brother, cousin, dad, grandpa, grandma, mum, sister, uncle 38-39
Grammar	Who's this? • Who's that? 40-41
Story value	Love your family 42
Talk time	Hello, Grandma. How are you? 43
Animal sounds	d • A dolphin in a red desk.
CLIL: Geography	What continent is it? 44-45

4 At home	46
Vocabulary	balcony, bathroom, bedroom, dining room, flat, garden, hall, house, kitchen, living room 48-49
Grammar	Where are you? / I'm in (the kitchen). • Where's (the doll)? 60-61
Story value	Look after things 62
Talk time	Look after things. 63
Animal sounds	a • An ant with an apple.
CLIL: Maths	What shape is it? 64-65
Review	Units 3-4 66-67

5 My body	68
Vocabulary	arms, ears, eyes, feet, head, hair, hands, legs, mouth, nose 60-61
Grammar	I've got (a red head and green eyes). • Have you got (a yellow nose)? 62-63
Story value	Be clean 64
Talk time	Wash your feet, please. 65
Animal sounds	i • An iguana with pink ink.
CLIL: Science	What sense is it? 66-67

6 Food	68
Vocabulary	apple, banana, bread, cheese, chicken, egg, juice, milk, orange, water 70-71
Grammar	I like (bananas). • Do you like (eggs)? 72-73
Story value	Be patient 74
Talk time	Can I have four apples, please? 76
Animal sounds	e • An elephant with ten eggs.
CLIL: Science	Where is food from? 76-77
Review	Units 5-6 78-79

7 Actions	80
Vocabulary	climb, dance, draw, jump, paint, play football, ride a bike, run, sing, swim 82-83
Grammar	I can (swim). • Can you (ride a bike)? 84-85
Story value	Help your friends 86
Talk time	You can do it! 87
Animal sounds	u • An umbrella bird can jump up.
CLIL: Maths	What's the number? 88-89

8 Animals	90
Vocabulary	bird, crocodile, elephant, giraffe, hippo, lion, monkey, snake, spider, zebra 92-93
Grammar	(Elephants) are (big). • (Elephants) have got (long trunks). 94-95
Story value	Respect animals 96
Talk time	It's small. Respect animals. 97
Animal sounds	o • An octopus in an orange box.
CLIL: Science	How do animals move? 98-99
Review	Units 7-8 100-101

My sounds	102-103
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The Internal evaluation

The essential issue at this stage is to analyse the extent to which the aforementioned factors in the external evaluation stage match up with the internal consistency and organization of the materials as stated by the author/publisher – for strong claims are often made for these materials. In order to perform an effective internal inspection of the materials, we need to examine at least two units (preferably more) of a book or set of materials to investigate the following factors:

Factors	Questions
The presentation of the skills in the materials.	
The grading and sequencing of the materials.	
Reading and discourse skills	

Listening skills	
Speaking skills	
Internal tests	
Learning styles	
Engagement	

What questions could you ask for each of these factors?

Handout 6.2

Factors	Questions
<p>The presentation of the skills in the materials.</p>	<p>How are language skills covered? Is this coverage appropriate and proportionate for your context and learners? Are the skills treated discretely or in an integrated way? Does the presentation conflict with our own thoughts on teaching of skills? If they are integrated, is this integration natural?</p>
<p>The grading and sequencing of the materials.</p>	<p>Are materials graded appropriately? Too much? Is there a linear progression of grading throughout the coursebook? Does this grading suit your learners?</p>
<p>Reading and discourse skills</p>	<p>Is there much in the way of appropriate text beyond the sentence? Does the material allow for learners to use learned skills on extended reading passages or pieces of discourse?</p>

<p>Listening skills</p>	<p>Do listening texts contain features of spontaneous speech? Have dialogues been made specifically for the level?</p>
<p>Speaking skills</p>	<p>Do speaking materials incorporate what we know about the nature of real interaction or are artificial dialogues offered instead?</p>
<p>Internal tests</p>	<p>Does the material include tests that match with the learners' needs and content taught in the course? Where are these? Are these tests appropriate?</p>
<p>Learning styles</p>	<p>Do you feel that the material is suitable for different learning styles? Is a claim and provision made for self-study and is such a claim justified?</p>
<p>Engagement</p>	<p>Are the materials engaging to motivate both students and teachers alike, or would you foresee a student/teacher mismatch? How does the material frame teacher-learner interactions and the teacher-learner relationship.</p>

The Overall evaluation

Once both the external and internal evaluations have been conducted, we can then move on with the overall evaluation. At this stage we hope that we may now make an overall assessment as to the suitability of the materials by considering the following factors:

Factors	Questions
The usability factor	
The generalizability factor	
The adaptability factor	
The flexibility factor	

Complete the table above the following information:

How rigid is the sequencing and grading? Can the materials be entered at different points or used in different ways? In some cases, materials that are not so steeply graded offer a measure of flexibility that permits them to be integrated easily into various types of syllabus.

Is there a restricted use of 'core' features that make the materials more generally useful?

Perhaps not all the material will be useful for a given individual or group but some parts might be. This factor can in turn lead us to consider the next point.

Can parts be added/extracted/used in another context/modified for local circumstances? There may be some very good qualities in the materials but, for example, we may judge the listening material or the reading passages to be unsuitable and in need of modification. If we think that adaptation is feasible, we may choose to do this.

How far the materials could be integrated into a particular syllabus as 'core' or supplementary.

For example, we may need to select materials that suit a particular syllabus or set of objectives that we have to work to. The materials may or may not be able to do this.

Handout 7.2

The Overall evaluation

Once both the external and internal evaluations have been conducted, we can then move on with the overall evaluation. At this stage we hope that we may now make an overall assessment as to the suitability of the materials by considering the following factors:

Factors	Questions
The usability factor	<p>How far the materials could be integrated into a particular syllabus as 'core' or supplementary.</p> <p>For example, we may need to select materials that suit a particular syllabus or set of objectives that we have to work to. The materials may or may not be able to do this.</p>
The generalizability factor	<p>Is there a restricted use of 'core' features that make the materials more generally useful?</p> <p>Perhaps not all the material will be useful for a given individual or group but some parts might be. This factor can in turn lead us to consider the next point.</p>
The adaptability factor	<p>Can parts be added/extracted/used in another context/modified for local circumstances? There may be some very good qualities in the materials but, for example, we may judge the listening material or the reading passages to be unsuitable and in need of modification. If we think that adaptation is feasible, we may choose to do this.</p>
The flexibility factor	<p>How rigid is the sequencing and grading? Can the materials be entered at different points or used in different ways? In some cases, materials that are not so steeply graded offer a measure of flexibility that permits them to be integrated easily into various types of syllabus.</p>