

Fifty Ways to Adapt Your Textbook

Adapted by Greg Goodmacher with Apologies to Paul Simon

**The problem is all inside your textbook, she said to me
The answer is easy if you take it logically
I'd like to help you in your struggle to teach pedagogically
There must be fifty ways to adapt materials, says Alan Maley**

**She said it's really not my habit to intrude
Furthermore, I hope my meaning won't be lost or misconstrued
But I'll repeat myself at the risk of being crude
There must be fifty ways to adapt materials
Fifty ways to adapt materials**

**You just slip out the back, Jack
Make a new plan, Krashen
You don't need to be coy, Roy
Just adapt freely
Hop on the bus, Ellis
You don't need to discuss much
Just drop off the TV, CD, or DVD, Lee
And students speak fluently**

**She said it grieves me so to see you in such pain
I wish there was something I could do to make you enjoy teaching again
I said I appreciate that and would you please explain
About fifty ways**

**She said why don't we both just read The Language Teacher tonight
And I believe in the morning you'll begin to see the light
And then she lectured and I realized she probably was right
There must be fifty ways to improve boring materials
Fifty ways to adapt your materials**

Important Question

What are teaching materials?

“Adaptation”

What?

Why?



T Wright

Typical Find Someone Who Activity

Consider the positive points

negative points

how to adapt it for various classes

how to improve it

Revised Find Someone Who Activity

Consider the positive points

negative points

how to adapt it for various classes

how to improve it

Quick Discussion

What problems have you recently had with teaching materials?

How did you try to solve the problems?

What do you want to learn or improve in regards to materials development and adaptation?

Have you had any really successful adaptation experiences?

Do you have any problems with any particular textbook?

Does anyone have a question about teaching a particular aspect of any textbook or adapting any type of material?

Some objectives of materials adaptation

Personalization

Localization

Modernization

Adding choice

Catering for various learner styles

Providing more learner autonomy

Encouraging higher-level cognitive skills

Making language input more engaging

**“Adapting Classroom Materials” by Carlos Islam and Chris Mares
in Developing Materials for Language Teaching Edited by Brian Tomlinson**

Techniques for Adapting

Adding: extending and expanding

Deleting: subtracting and abridging

Simplifying

Reordering

Replacing materials

Other ideas?

Adding-Extending

Quantitative Addition to Textbook Exercises

For example:

Look at words in the language box. Write them in the blanks in the sentences.

majority, minority, ordinary, politicians, citizen

1. The _____ of first-year Japanese college students are required to study English.
2. A _____ of students study Russian.
3. A person with the right to vote and participate in public events is a _____.
4. Governors and mayors _____.
5. The _____ person might not feel he or she can influence the government.

Adding-Extending

Quantitative Addition to Textbook Exercises

For example:

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- 1.The _____ of first-year Japanese college students are required to study English.
- 2.A _____ of students study Russian.
- 3.People with the right to vote and participate in public events are _____
- 4.Governors and mayors are _____
- 5.The _____ person might not feel he or she can influence the government.
- 6.A recent poll showed that a _____ of people oppose nuclear power.
- 7.I think many _____ working together can make politicians change their policies.
- 8.The _____ citizen has the right to express an opinion.
- 9.Women are a _____ in government.
- 10.The _____ of world leaders are men.

Adding-Expanding

A qualitative addition.

For example, a textbook introduces past tense verbs, but does not cover a quality of the past tense verbs (pronunciation), so the teacher adds another exercise.

The textbook exercise:

Circle the correct form of the verbs.

1. The cat hunts/hunted birds every morning.
2. The teacher love/loved to see their smiles.
3. He want/wanted to know her name.
4. She pick/picked the best chocolate for her father.
5. I hope/hoped the students are on time.

The teacher adds an exercise in which the students categorize the past tense verbs according to the pronunciation of the -ed ending

Reordering

Reading Text

The teachers who had gathered together in Hamamatsu for the workshop on materials adaptation were the best and brightest in Japan. These teachers cared enough about education to spend their hard-earned yen on train, bus, and airplane tickets in an attempt to learn more about their craft. Meanwhile, the other teachers in Japan were drinking sake, smoking cigarettes, and playing pachinko... .

Discussion Questions:

Why did you come to this JALT event?

What are most of your colleagues probably doing now?

Do you think that you care more about materials design than most of your colleagues?

Comprehension Questions:

Which teachers attended the event in Hamamatsu? _____

What were they attempting to do? _____

What were other teachers in Japan doing? _____

Reordering

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Comprehension Questions:

Which teachers attended the event in Hamamatsu? _____

What were they attempting to do? _____

What were other teachers in Japan doing? _____

Reordering

Comprehension Questions: [THESE QUESTIONS NOW GUIDE STUDENTS](#)

Which teachers attended the event in Hamamatsu? _____

What were they attempting to do? _____

What were other teachers in Japan doing? _____

Reading Text

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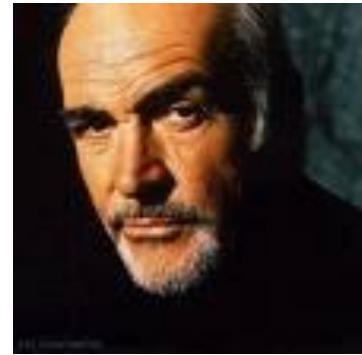
Personalization and Meaningfulness

- What do these terms mean?
- Are they important? Why or why not?
- Do you often feel that textbooks lack these?
- What have you done to increase personalization and meaningfulness in the materials that you use?

Replacing Culture and Time-Specific Elements

A: Describe one famous person to your partner.

B: Guess which famous person A is describing.



Replacing Culture and Time-Specific Elements



Branching



Comprehension Questions Summary Letter to Characters Draw a Picture

WHY SHOULD WE CONSIDER BRANCHING?

Think about Reading Texts and Comprehension Questions

- What is your opinion of typical reading texts and related exercises.
- Do you know the specific reading problems of individual students?

Politically Correct Three Little Pigs Listening/Reading/Conversation/Visualization Exercise

Once there were 3 little pigs who lived together in mutual respect and in harmony with their ____?_____. Using materials that were indigenous to the area they each built a beautiful ____?_____. One pig built a house of straw, one a house of sticks, and one a house of dung, clay and creeper vines shaped into bricks and baked in a small kiln. When they were finished, the ____?_____ were satisfied with their work and settled back to live in peace and self-determination.

But their idyll was soon shattered. One day, along came a big, bad wolf with expansionist ideas. He saw the pigs and grew very ____?_____ in both a physical and ideological sense.

When the pigs saw the wolf, they ran into the house of straw. The wolf ran up to the house and banged on the door, shouting, ""Little pigs, little pigs, let me in!" The pigs shouted back, "Your gunboat tactics hold no fear for pigs defending their homes and culture."

STOP READING! Imagine this scene in detail: the pigs, the house, the wolf.

But the wolf wasn't to be denied what he thought was his manifest destiny. So he huffed and puffed and blew down the house of straw. The frightened pigs ran to the house of sticks, with the wolf in hot pursuit. Where the house had stood, other wolves bought up the land and started a banana plantation.

At the house of sticks, the wolf again banged on the door and shouted, "Little, pigs, little pigs, let me in!"

STOP READING! Draw a picture of your favorite part of this story, show it, and describe it.

- Turn a Solitary Reading Exercise Into a Collaborative Exercise in Which Students Teach Each Other

Student Pair Checking

- **SAMPLE CONVERSATION FOR STUDENT SELF CORRECTION**
- Student A: What answer did you choose for number one?
- Student B: I think that B is the correct answer.
- Student A: I agree with that answer. How about the second question?
- Student B: My answer is C.
- Student A: I chose D.
- Student B: Why do you think that D is correct?
- Student A: If you look at the third paragraph on page 23, you can read that the sheriff was not wearing a gun when he got on the train.
- Student B: You are right. Thanks. Let's continue.

With a Partner, Look at the Pair-Reading Assignment Please

Directions:

A reads the first paragraph aloud.

B reads silently and listens. B Interrupts when the information is different and tells A the different information.

Both students write the different information on the paper.

B reads the second paragraph aloud.

When finished, discuss the differences and circle what you think is the correct answer.

The teacher either tells the students the correct answers or students read the correct version together to check their answers.

Recycle

- ***re·cy·cle***
- –*verb (used with object)* 1.to treat or process (used or waste materials) so as to make suitable for reuse: *recycling paper to save trees*. **2.to alter or adapt for new use without changing the essential form or nature of: *The old factory is being recycled as a theater.*** The listening section of a text can be recycled as a reading section.



Recycle

The listening section of a text can be recycled as a reading section.

The reading section can be recycled as a listening section.

A listening section can be recycled as a grammar section.

A grammar section can be recycled as a grammar section.

Are you doing this? Any comments to share?

Review Materials and Activities

If texts are not providing enough review,
what can you do?

Suggestions:

Make Students Write Flip Cards.

Blackboard Games.

Let's Do Some Soon!

What other materials/activities do you use for review?

Small Group Discussion on This Topic

One Person Will Report

Review Games

Word Staircase

Naturee

elephantt

tigerr

responsibilityy

yellow flowers



Game Boards

How Many Spaces?

1	2	3	1	2	3	3	2	1	1	1	2	2	2	3	1	2	3	3	2	1
1	2	3	2	2	2	1	1	1	3	3	3	1	2	3	1	2	1	3	1	3
1	2	2	2	1	2	3	1	2	3	1	2	3	3	2	1	2	1	3	2	1
3	2	3	1	2	3	1	2	3	1	2	3	3	2	1	3	2	1	1	2	3

Memory

What are your language learning memories?

What do we know about memory that relates to education?

What do you do to help you remember information?

How can we make materials and activities that facilitate memorization?

Imagine That You Have Just Covered Chapter One, “Pierced” of Impact Values or Issues (I forgot which, sorry). You will see it soon.

What would you do to help students remember new vocabulary and related language functions?

How else could it be adapted to make it better for your students?

Read Silently. Then read together. Try to remember the dialog.

- Brian: So, how's Michelle? You guys are still going out together?
- Phil: Yeah, we are, but I don't know. It's actually getting kind of weird. I'm not sure it's going to last.
- Brian: Are you serious? Man, you've got to find a way to make it last. Michelle is awesome! She's got everything!
- Phil: Yeah, she is great. Really energetic –
- Brian: Yeah
- Phil: And fun to be with, and...But, this is going to sound stupid.
- Brian: What?
- Phil: It's her piercings.
- Brian: Yeah, so what about them?
- Phil: Well, first she got her nose pierced.
- Brian: Cool.
- Phil: And then her belly button.
- Brian: Her belly button? Wow. I didn't know she did that.
- Phil: I guess that was okay.
- Brian: Yeah!

- Dialog from Impact Issues or Impact Values (I forgot which. Sorry.)

Continue.

- Brian: So, how's Michelle? You _____ are still going out together?
- Phil: Yeah, we are, but I don't know. It's actually getting _____ of weird. I'm not sure it's going to last.
- Brian: Are you _____? Man, you've got to find a way to make it last. Michelle is awesome! She's got everything!
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- Phil: I guess that _____ okay.
- Brian: Yeah!

Continue.

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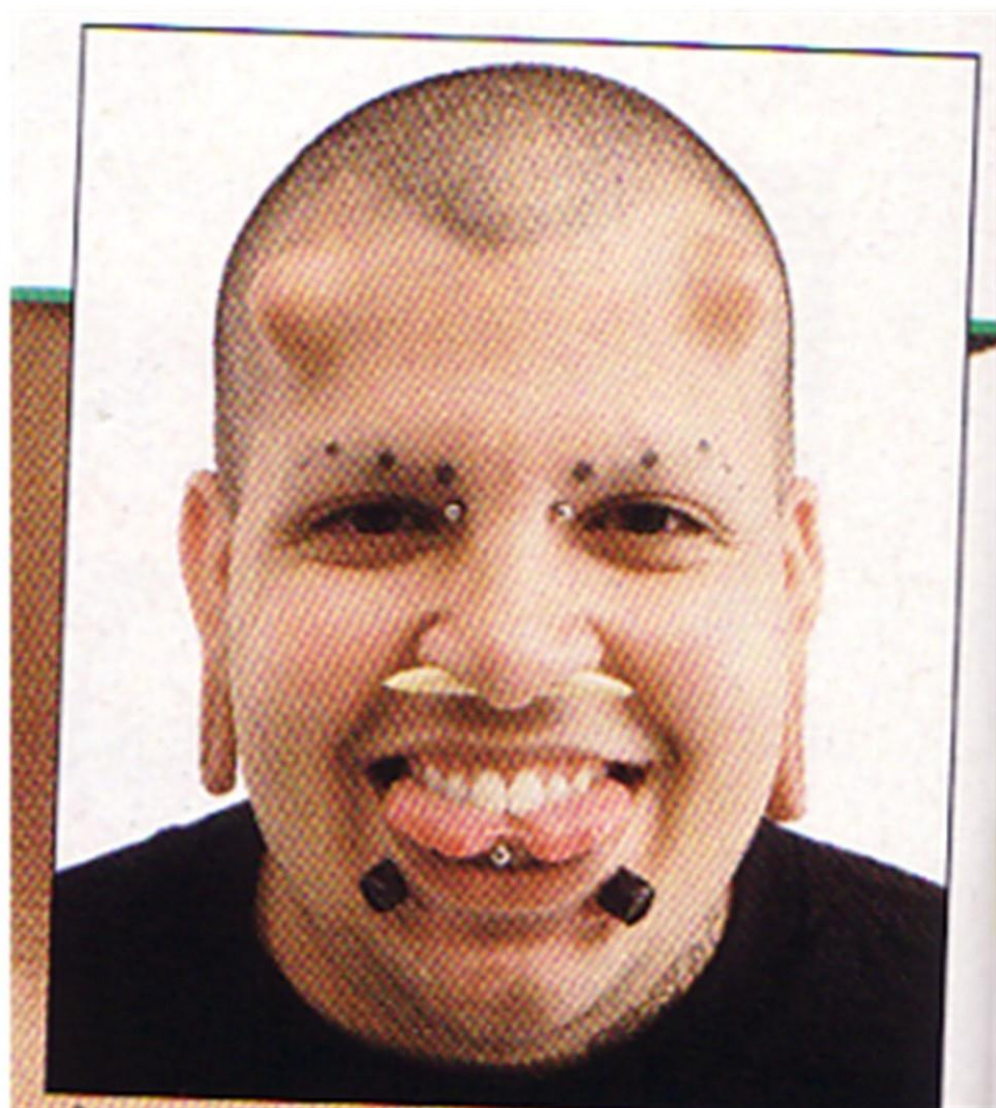
Continue

- Brian: So, _____ Michelle? You _____ are still going _____ together?
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- Phil: I _____ that _____ okay.
- Brian: Yeah!

Students have finished the dialog, have learned additional words to describe body parts and tattoos, etc.

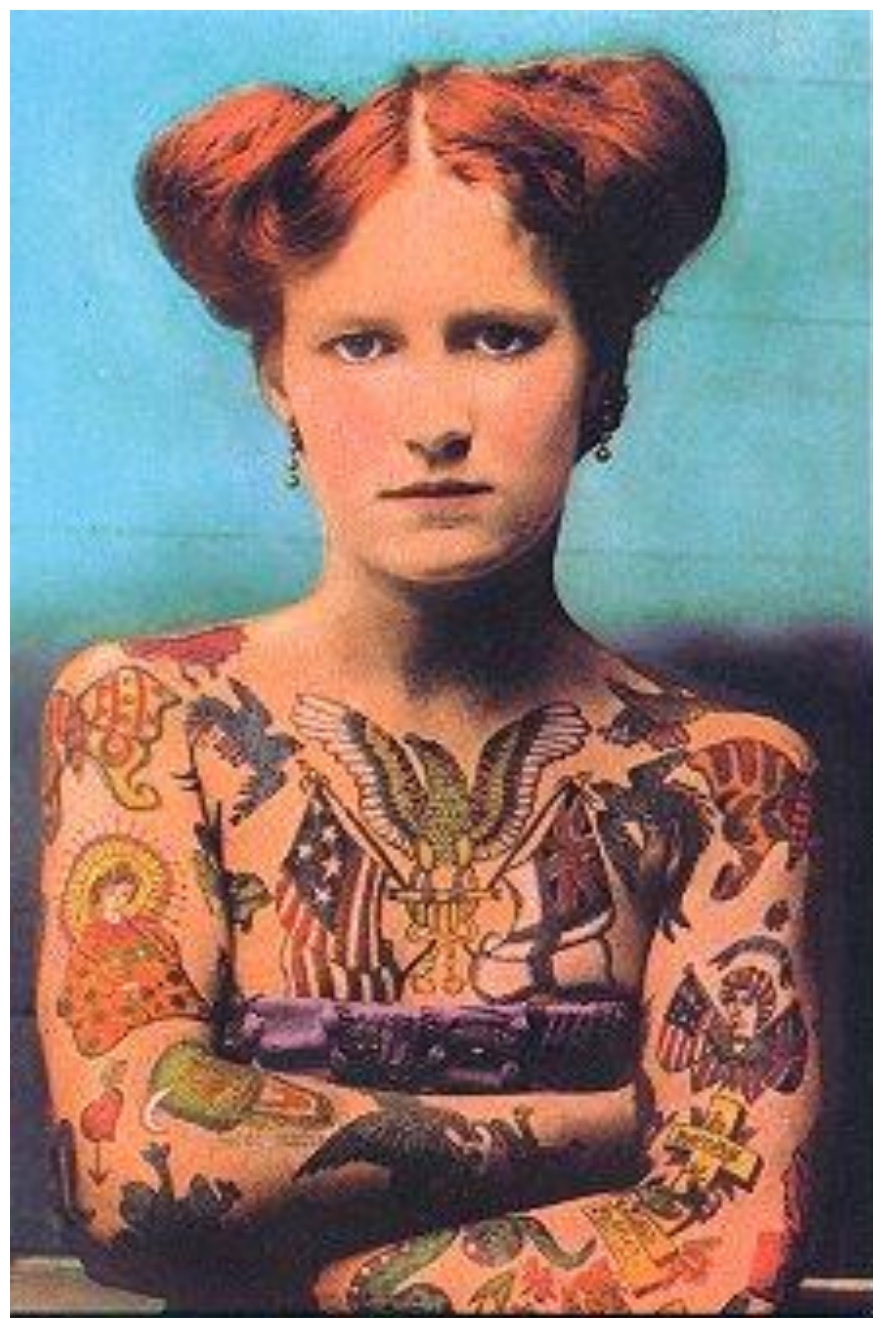
- A looks at the screen.
- B looks at the back of the room.
- A describes the pictures.
- B listens, ask questions, and imagines the image.
- Wait for the teacher to tell B to look at the image.













Visualization Activities



1. Close Your Eyes
2. Relax
3. Listen and Imagine
4. Remember What You Experience.

Which topics can visualization exercises be used with?

Which language points can visualization exercises be used with?

Can you create a visualization exercise now?

Multiple Intelligences



Image Borrowed from <http://career.iresearchnet.com/career-development/multiple-intelligences/>

Songs:

“Row, Row, Row Your Boat” is below:

Chop, chop, chop your onions

Finely on the cutting board

Fry, fry, fry the onions

Deliciously on the frying pan

Mix, mix, mix the eggs

Quickly in the bowl

Pour, pour, pour the eggs

Slowly in the pan

Shape, shape, shape the omelet

Nicely in the pan

Grind, grind, grind the pepper

Coarsely over the omelet

Place, place, place the omelet

Delicately on the plates

Call, call, call your friends

Happily to your table

Interchange VRB 2 © Cambridge University Press 2012

Photocopiable

A SIMPLE MEAL

A

pairwork

Do you know how to make a grilled cheese sandwich?

Number the steps (1 to 6).

Then practice giving instructions like this:

This is how you make a grilled cheese sandwich.

Finally, take the hot sandwich out of the pan, and you have

a grilled cheese sandwich.

Next, put some cheese between the slices of bread.

First, take two slices of bread.

After that, put the sandwich in the hot frying pan.

When the first side is cooked, flip the sandwich with a spatula.

Then heat up a frying pan with some butter or oil.

B

Now write out instructions for your own simple snack, but put the steps in the wrong order. Read the steps out loud. Your partner will put them in the correct order.

Consider Two Texts

1. How might you use the grocery fliers for average college students?
2. How might you use the exercise information? You can develop any skill or focus on any language aspect. Imagine your class is a group of average college students.

Think about students with different learning styles.

Adapting a Text for Content-based Instruction

1. Decide the general focus on content and the general focus on language.
2. Examine materials.
3. Choose appropriate materials.
4. Decide the specific language and content focus.
5. Create activities using the text.

Note: The order often varies.

Coming of Age Chapter in Multicultural Perspectives

It all started with an engaging video.

How can we adapt maps for language and content instruction?

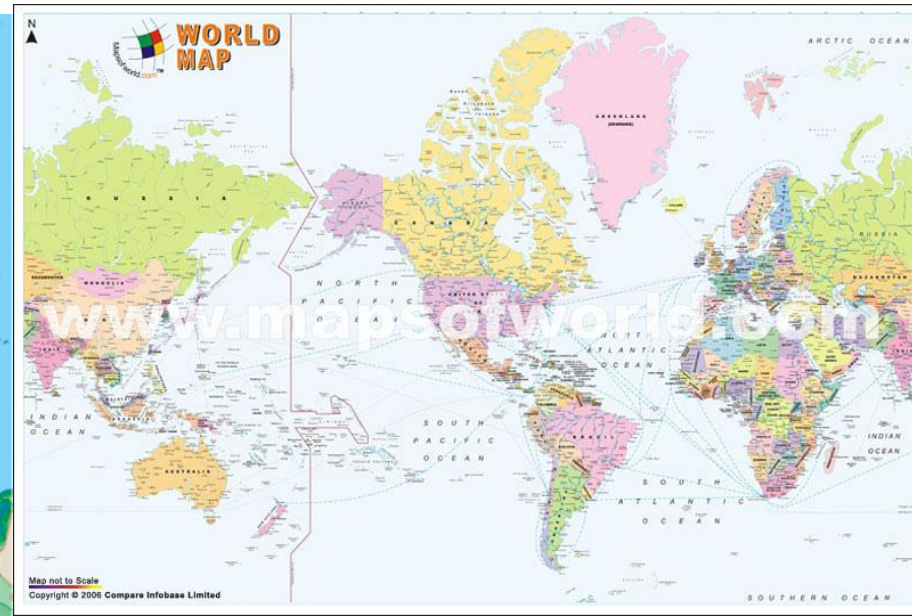
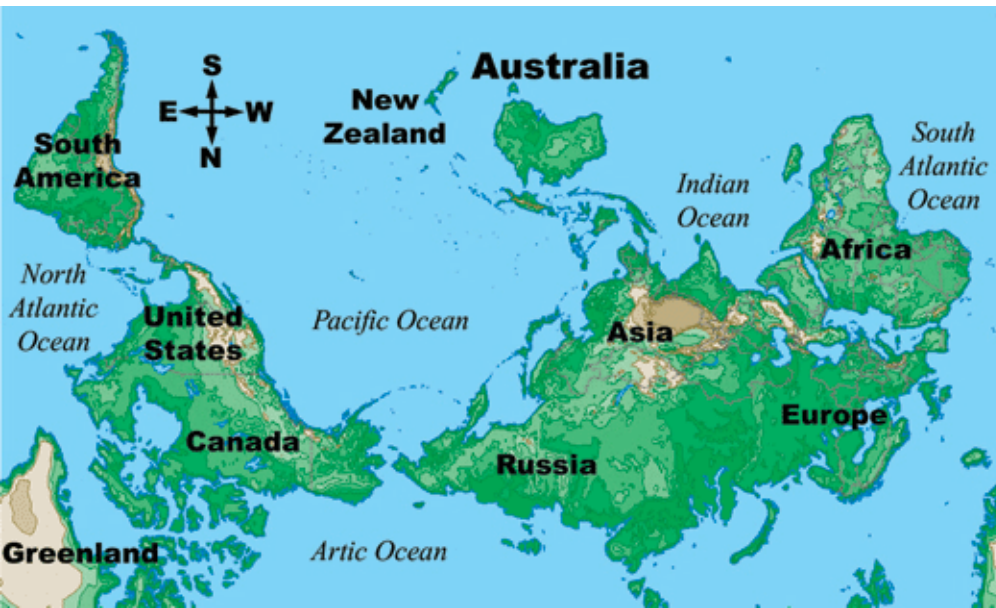


Map Made in Sendai



Map Made in Australia

Map Made in the U.S.A.



Draw a Map of Asia

Any Other Suggestions?

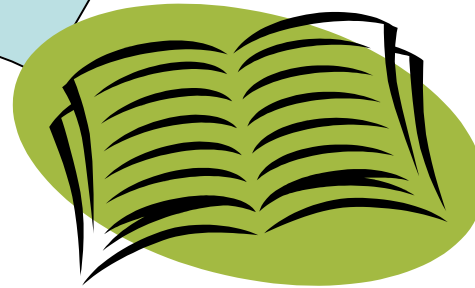
Finding and Effectively Using Visual Teaching Aids

視覚教材の発見と効果的な使用法

Important Points 重要点

- Emotionally Touching Images Are Best
- 感動的な映像が一番
- Easy to Understand
- 分かりやすい
- Use for Background Knowledge、Main Points, and Review.
- 予備知識と主なテーマと復習
- Useful for large classes, small groups, and pair work
- 大人数クラスと少人数グループとペアワーク
- Teachers Must Connect Visual Aids with Texts and Lectures and Activities
- 教員は視覚教材をテキストと講義と活動に結び付けなければなりません

Repeat Information in Different Forms



Visuals

Effective Images:

Entertain Students – They Pay Attention

Touch Students – They Understand Feelings

Shock Students – They Start to Think

効果的な映像:

学生を愉しませる – 集中をする

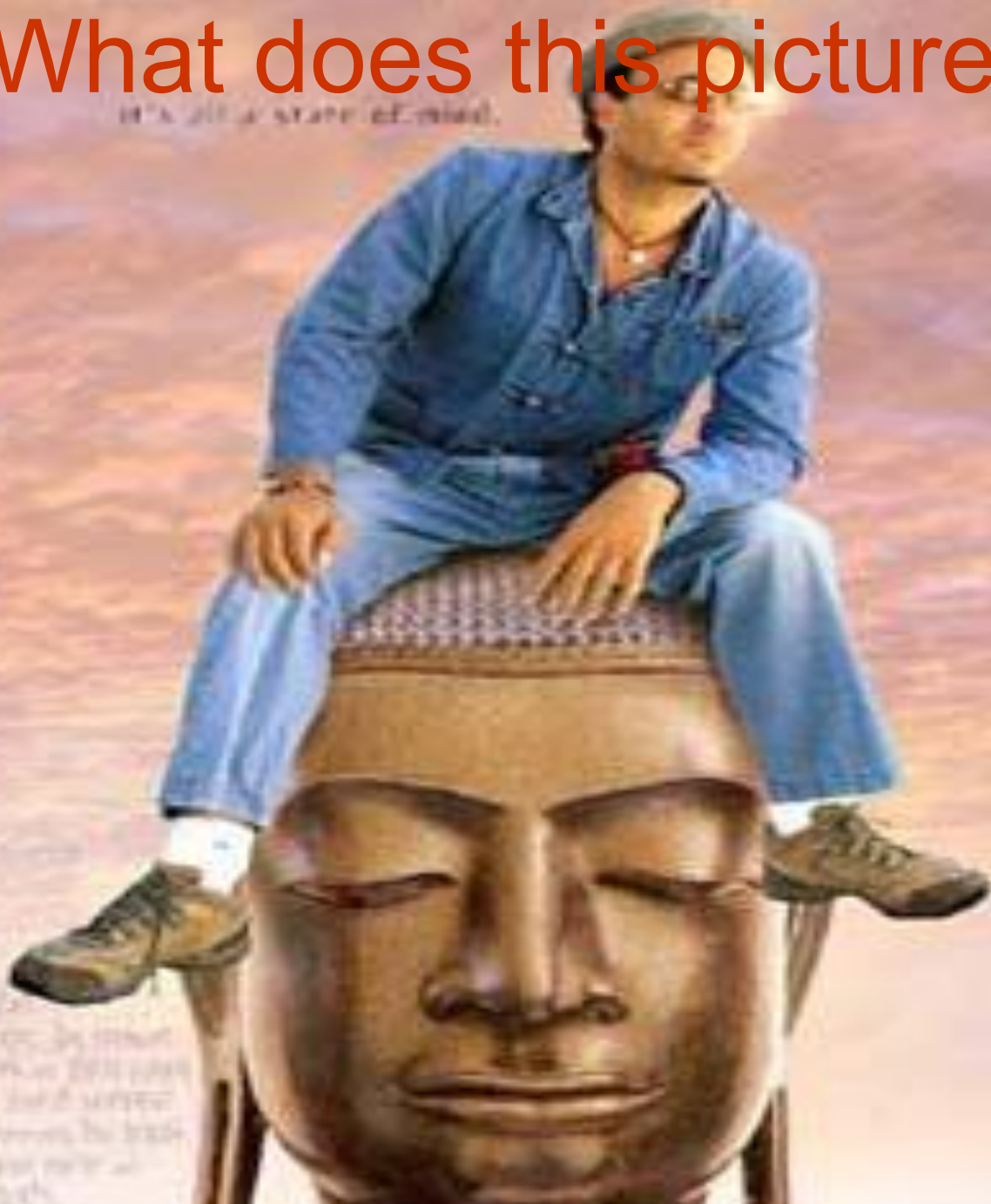
学生を感動させる – 感情を理解する

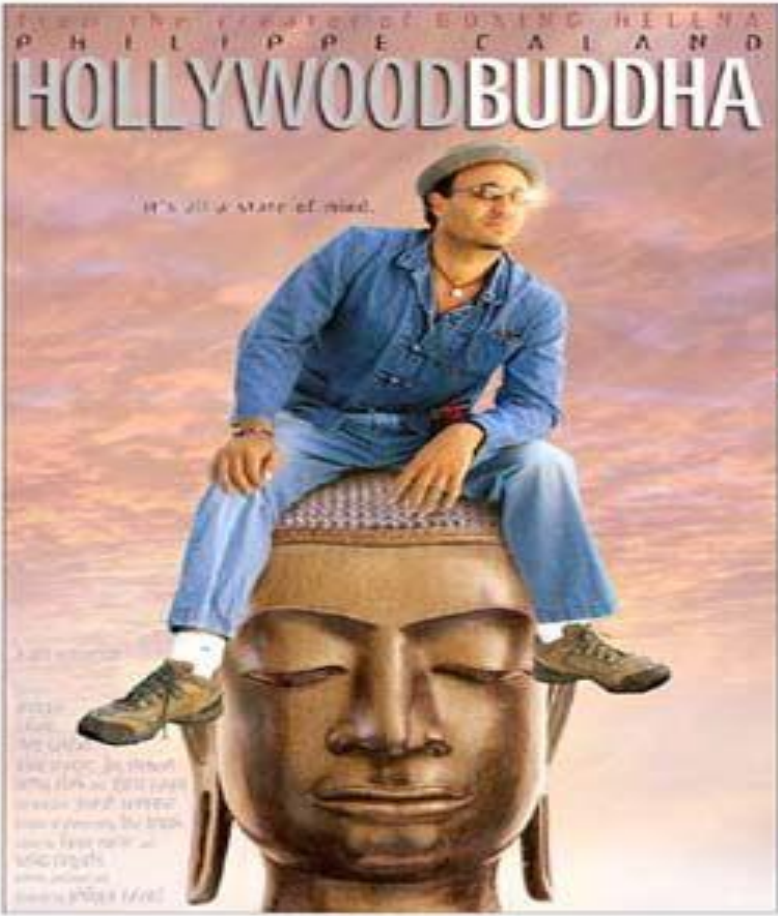
学生を驚かせる – 考えるようになる

Where to Find Visual Aids

- Clip Art
- Search Engines 検索サイト
- News Sites ニュースサイト
- Photojournalism Sites 写真記事のサイト
- CD Encyclopedias 百科事典のソフトウェア
- Our Photographs and Videos 自分の写真やビデオ
- Videos and CDs: ビデオやCD
- Your Suggestions? 何か提案はありますか

“What does this picture express?”





FROM THE DIRECTOR OF *BOUNCE* HILARY SWANK
PHILIPPE CALAND
HOLLYWOOD BUDDHA
It's all a state of mind.

"Philippe Caland's *Hollywood Buddha* is the best movie about L.A. I've seen in a long time..."
*Adrian Lyne, Director *Unfaithful**

WINNER
Best Film
Best Director
 Taos Vision Quest
 Film Festival
 2004

OFFICIAL SELECTION
 South by Southwest
 Film Festival
 2004

"...consistently entertaining..."
*Lisa Nesselson, *Daily Variety**

"...Philippe Caland shines..."
*Bob Belinoff, *LA Yoga Magazine**

OFFICIAL SELECTION
 Paris
 Film Festival
 2004

OFFICIAL SELECTION
 New York/Avignon
 Film Festival
 2004

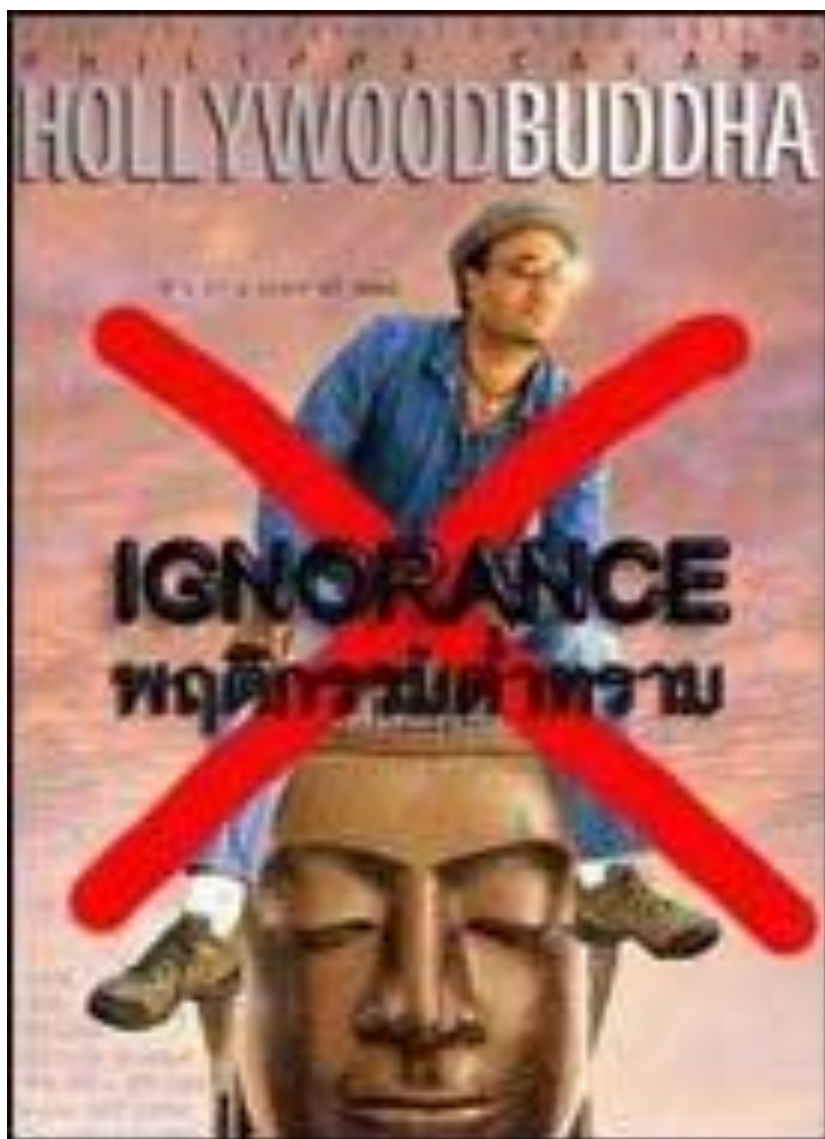
"...a surprisingly funny, intelligent movie..."
*Diana Welch, *The Austin Chronicle**

STARTS FRIDAY, SEPTEMBER 24
WEST HOLLYWOOD Laemmle's Sunset 5 Theatres 323/848-3500
SANTA MONICA Laemmle's Monica 310/394-9741
ENCINO Laemmle's Town Center 5 818/981-9811
PASADENA Laemmle's Playhouse 7 Cinemas 626/844-6500

Trailer + Free Tickets @ www.trash.tv

Is this culturally sensitive behavior?

What was the reaction of many Buddhists in the world?





[Above] News image - In the movie's homepage, shows statue with a hand on its top covered in red.

Plan and Take Pictures Ourselves



Take Pictures When Traveling



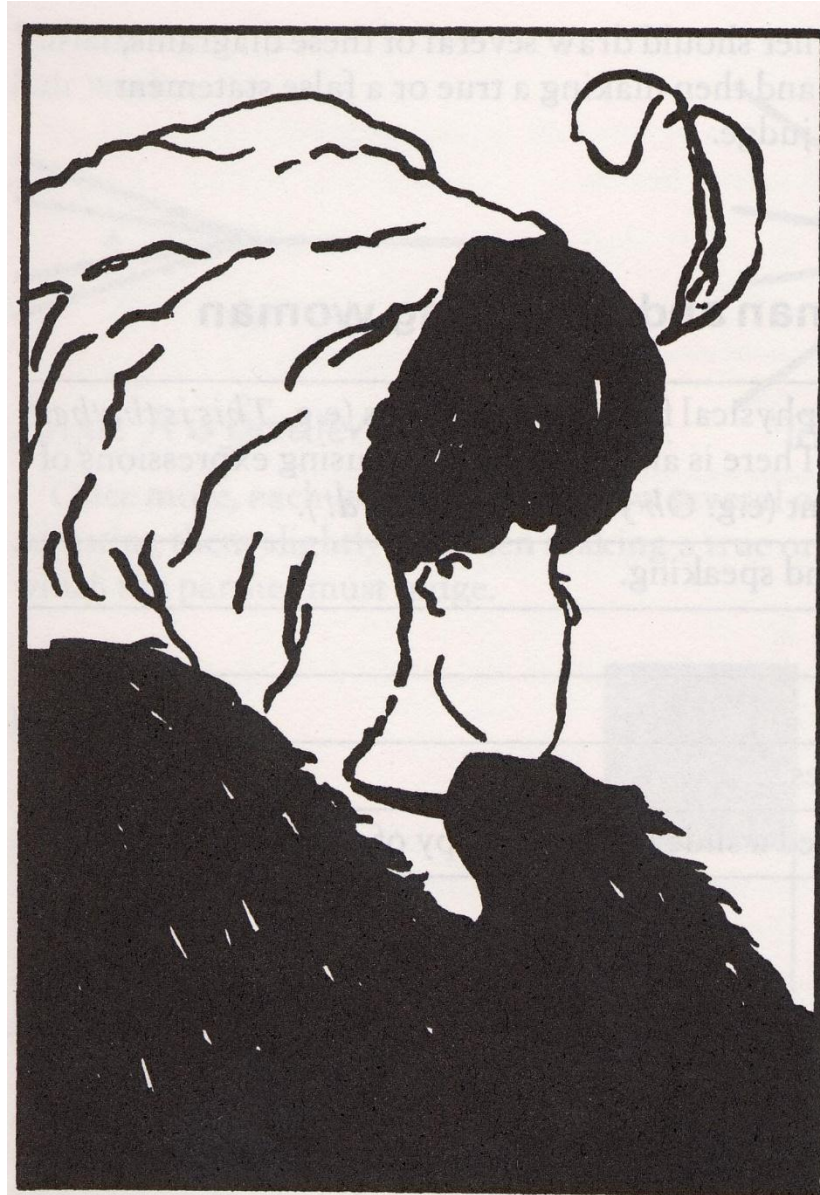
Think...

What Interests Your Students?

What Do You Want to Teach?

Adapting Materials From Other Fields

Considering Your Student Needs, What Could You Do With This?



young woman

old woman

hair
eye
ear
nose
chin
neck
neckband
shoulders
coat

hair
eye
nose
mouth
chin
shoulders
coat



Pictures for Reviewing Content and Reviewing Language

Partner A: Look at the opposite wall.

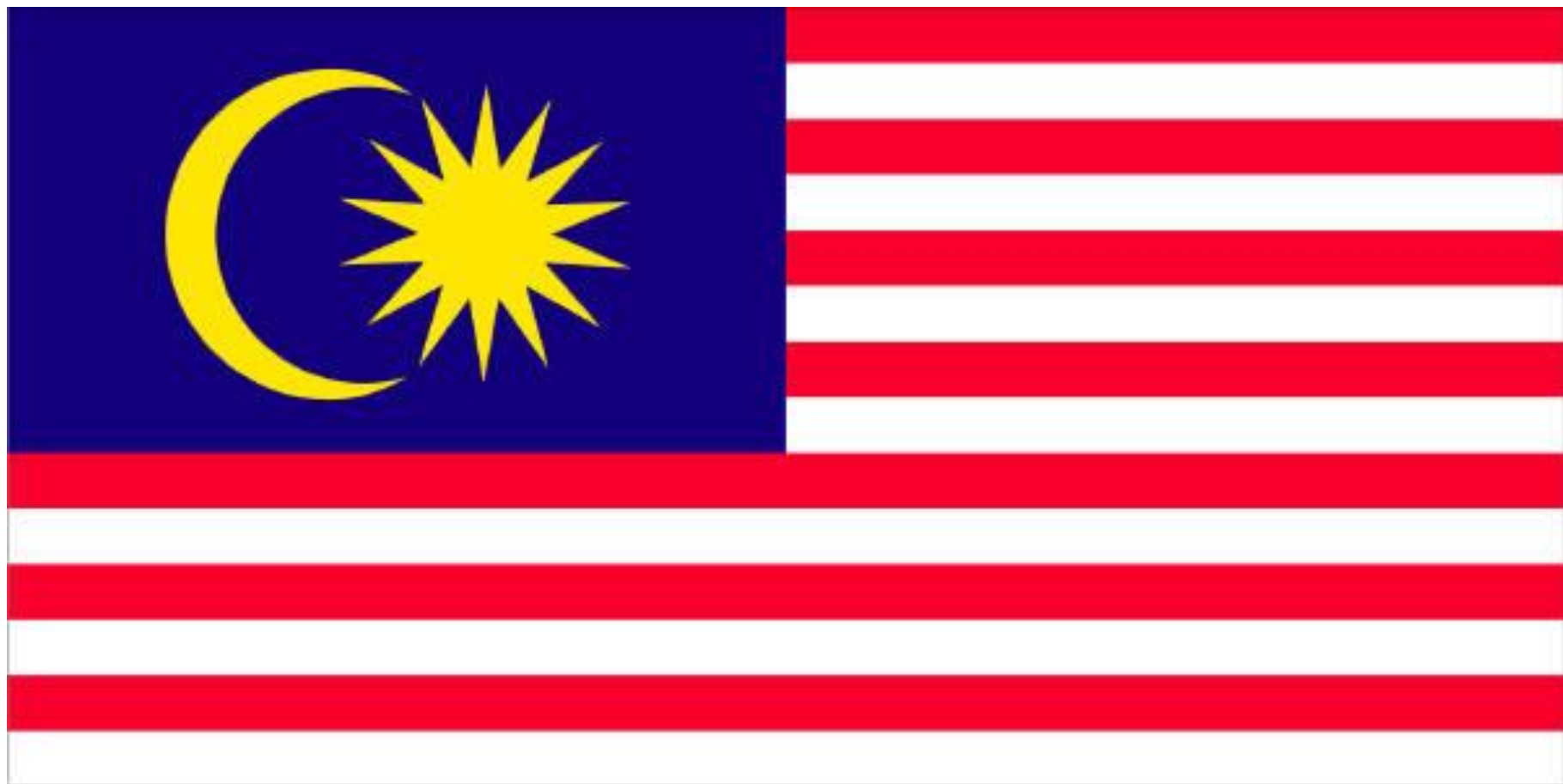
Partner B: Describe a picture.

Partner A: Listen, ask questions, draw the picture.

Both of you, think about the linguistic information that you would have to teach in advance.



Pair Work Drawing Exercise With Visual Aids



Responding to Current Events

Authentic Media Materials Adaptation



Considering Student Needs, What Could You Do With This?

Higher Level Thinking Dictation

Pro-Gun Control Statement

Every year, thousands of children die playing with their parents' guns.

Anti-Gun Control Statement

If guns are outlawed, only outlaws will have guns.

I Moved On After This Exercise. Could I Have Extended This In Any Way?

Help Me Design a Lesson

Using the Care2.com petition site

<http://www.care2.com/>

Getting up-to-date information

Are you concerned about keeping the latest facts and figures for your materials? Why?

How do you find relevant dependable information?

Take a look at the Japan Statistical Yearbook.



JAPAN STATISTICAL YEARBOOK 2015

The Japan Statistical Yearbook is the comprehensive and systematic summary of basic statistical information of Japan covering wide-ranging fields such as Land, Population, Economy, Society, Culture, and so on.

The yearbook covers all fields of statistics published by government and private organizations.

This volume contains 27 fields, 741 tables and 42 figures, including explanation of data sources and survey method of each statistics.

[Notes for Users \(Please read Notes for Users first.\)](#)

Is there anything else that you would like to discuss before we conclude?

Thank you so much for your participation!

