

Transcript for DRGC Training Video #2

This Developing Responsible Global Citizens video is about how you can adapt your course book. Obviously, there are many advantages to teaching from the course book, that it provides a clear syllabus, there's a rich tapestry of texts and exercises and there's often lots of supplementary materials that go along with it. So why do anything other than teaching from the book? Well, particularly with younger adults, the lessons can come rather repetitive and slightly demotivating as it's just a sort of dull set of transitions, one exercise after another exercise after another exercise.

So how can we spice up the course book? Well, the first thing is to start off with a needs analysis, try to understand the students' language needs, their goals, their interests, where their knowledge gaps are and which situations they find particularly demanding. You may even ask them to draw a pie chart on how much speaking, listening, reading, writing, grammar, vocabulary that they'd like to cover during the course. You can even use Google Forms, monkey survey, questionnaires in order to collect that information.

You can also use authentic materials, supplement the course book with newspaper articles, schedules, sets of instructions, for example, for washing machines or how to use a phone, rules for a board game. This provides a real world context and promotes a lot more engagement. Another idea is adapting the activities in the course book, making them more relevant and meaningful, modify the instructions, change the topic, customise examples so that they actually meet the students' interests, their culture, their experiences.

And if you have a look at the DRGC Syllabus Builder, you can focus more on those 21st century skills such as creativity, critical thinking, collaboration, consensus building. The Chedi topics, community health, environment, diversity, innovation, also provide a wide range of ideas for developing these skills. Another idea is providing extra practise through extra activities on specific language skills or areas that need to be reinforced.

This may include role plays, debates are excellent, there's a lot more in the teacher's handbook about how to run debates and the language that you could use there. Use games, interactive tasks that cater to the different learning styles. Another idea is to integrate technology, bringing their own devices, using the equipment in the classrooms, televisions, interactive whiteboards, the internet.

There are also a lot of language learning apps, multimedia elements that support and complement the course content. Virtual reality is also an excellent opportunity to take your learners into escape room type scenarios, taking them to a space station, taking them back to ancient Rome for example, where they can work their way through a series of tasks communicating between the player and the other students in the classroom. Another idea is to design tasks that simulate real life situations.

For example, you could have your students create a shopping list that considers the carbon footprint of each item and discuss how they can go more local. Maybe they

could compose a persuasive email to their local government, suggesting ways to improve waste disposal. Another idea is to incorporate project-based learning tasks.

There's a whole video that's based around how to run projects with your students and in the teacher's handbook there are lots of great ideas, templates and specific language that you can use.

And finally, you could modify and adapt assessment methods. So align these with your coursebook or your curriculum but use a variety of other assessment formats such as presentations, student portfolios, multimedia projects and there you can just check both their accuracy and the fluency of their language.

Get your feedback from your students, reflect on one work well, what could be improved and that allows you to adjust activities to optimise their learning experience.