Developing curriculum materials using authentic stimuli

An in-house approach for ATCOs

Workshop

1. Look at an example of how a unit of curriculum could be developed based on authentic stimulus

2. Group work: design the framework of a unit of curriculum sample using authentic stimulus

3. Discussion: compare curriculum ideas

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Example: unit of curriculum based on authentic stimulus

Steps in curriculum design

1. Source suitable stimulus (audio/video)

Does the stimulus contain a story? Is it engaging, pitched at correct language level, accessible, contain new language/challenge learners? Is the quality ok? Accents/speech rate suitable? Is the length ok?

2. Identify content, themes and language

What content is useful for curriculum development? – what is just beyond learners' language *level*, can be introduced, developed, explored, practised?

3. Map out learning objectives

How does the stimulus lend itself to a sequence of tasks for a cohesive and integrated curriculum? How should new language be presented, developed, explored, practised?

4. Develop a sequence of staged tasks

What should be the role of each task? How will these interact and function? – *introduce, consider, analyse/reflect, apply, practice, revise*

5. Write curriculum content

What will be the role of the learners/instructor for each task, how long will they take to work through, is there variety, are they cohesive?

6. Review, revise, trial, revise, implement

Is it working? Panel/peer review of pedagogy, flow, addition/removal/modification of tasks

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Stimulus

ACC: American 182, go ahead.

AAL182: Yes sir, we have an ill passenger on-board and possibly will have to divert to Narita. Request Box 78 while we further coordinate with medical staff.

ACC: American 182, ah, ...

AAL182: Tokyo Control, American 182.

ACC: American 182, go ahead.

AAL182: Yes sir, ah, we, ah have a possible diversion to Narita. We're not declaring an emergency yet but would like Narita weather.

ACC: American 182, ah, confirm you're now ready for descent.

AAL182: Negative sir. Not ready for descent - just need the weather.

ACC: Ah, ok, ah... you need fuel dumping?

AAL182: Negative fuel dumping. We are not declaring and emergency yet, we're just planning in case we have to divert to Narita, we need to know the weather.

1. Stimulus

1. Source suitable stimulus (audio/video)

Does the stimulus contain a story? Is it engaging/relevant to job, pitched at correct language level, accessible, contain new language/challenge learners? Is the quality ok? Accents/speech rate suitable? Is the length ok?

2. Identify content, themes and language

3. Map out learning objectives

4. Develop a sequence of staged tasks

5. Write curriculum content

6. Review, revise, trial, revise, implement

1. Source stimulus

Does the stimulus contain a story?

☑ Is it engaging?

☑ Is it relevant to job?

☑ Is it pitched at correct language level, accessible, contain new language/challenge learners?

☑ Is the quality ok?

☑ Accents/speech rate suitable?

☑ Is the length ok?

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2. Content, themes and language

1. Source suitable stimulus (audio/video)

2. Identify content, themes and language

What content is useful for curriculum development? – what is just beyond learners' language level, can be introduced, developed, explored, practised?

3. Map out learning objectives

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2. Identify content, themes and language

What content, themes and language is useful for curriculum development (what is just beyond learners' language *level*, can be introduced, developed, explored, practised)?

- Listening comprehension

- Vocabulary

- Language for possibility

- Communication issues – causes of breakdown

- Strategies to repair communication

- Discussion topics

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Learning objectives

1. Source suitable stimulus (audio/video)

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3. Map out learning objectives

How does the stimulus lend itself to a sequence of tasks for a cohesive and integrated curriculum? How should new language be presented, developed, explored, practised?

- Listen for key ideas when an aircraft reports an issue
- Identify possible causes of misunderstanding
- Review language of possibility
- Revise language strategies to clarify key information
- Practise using stress patterns to correct and clarify information

3. Sequence of tasks

1. Source suitable stimulus (audio/video)

↓

2. Identify content, themes and language

↓

3. Map out learning objectives

↓

4. Develop a sequence of staged tasks

What should be the role of each task? How will these interact and function? – *introduce, consider, analyse/reflect, apply, practice, revise*

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5. Write curriculum content

↓

6. Review, revise, trial, revise, implement

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Curriculum tasks → lesson staging

1. Context setting tasks

Warm-up: engage learners' prior knowledge to introduce theme/topics

2. Pre-listening tasks

Vocabulary: meaning, usage, collocations
Predictions: topics, content ideas, sequence of events

3. Listening comprehension tasks

Gist listening: main ideas/problems, situation, context
Specific information: details of why/when/where etc

4. Language/communication analysis tasks

Highlight: Draw attention to embedded language/communication
Analyse and discover: notice and recognise language features/usage patterns/communication strategies via controlled tasks

5. Consolidation tasks

Practice: Experiment and apply rules/patterns and strategies in guided communication

6. Personalisation/creative tasks

Practice: Use language/communication in personalised creative contexts
Review and recycle/revise language introduced in other parts of lesson/curriculum

4. Develop sequence of tasks

What should be the role of each task? How will these interact and function? – *introduce, consider, analyse/reflect, apply, practice, revise*

- Set context – pictures and description matching
- Pre-teach vocabulary to support comprehension
- Listening comprehension questions
- Analyse causes of misunderstanding
- Focus on complex language – in case, if, providing that
- Practise using strategies – pronunciation and question formation to clarify meaning

5. Write curriculum

1. Source suitable stimulus (audio/video)

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3. Map out learning objectives

4. Develop a sequence of staged tasks

5. Write curriculum content

What will be the role of the learners/instructor for each task, how long will they take to work through, is there variety, are they cohesive?

6. Review, revise, trial, revise, implement

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1. Stimulus

1. Source suitable stimulus (audio/video)

2. Identify content, themes and language

3. Map out learning objectives

4. Develop a sequence of staged tasks

5. Write curriculum content

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1. Stimulus

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2. Content, themes and language

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What content is useful for curriculum development? – what is just beyond learners' language level, can be introduced, developed, explored, practised?

3. Map out learning objectives

4. Develop a sequence of staged tasks

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3. Learning objectives

1. Source suitable stimulus (audio/video)

↓

2. Identify content, themes and language

↓

3. Map out learning objectives

How does the stimulus lend itself to a sequence of tasks for a cohesive and integrated curriculum? How should new language be presented, developed, explored, practised?

↓

4. Develop a sequence of staged tasks

↓

5. Write curriculum content

↓

6. Review, revise, trial, revise, implement

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Sequence of tasks

1. Source suitable stimulus (audio/video)

↓

2. Identify content, themes and language

↓

3. Map out learning objectives

↓

4. Develop a sequence of staged tasks

What should be the role of each task? How will these interact and function? – *introduce, consider, analyse/reflect, apply, practice, revise*

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5. Write curriculum content

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6. Review, revise, trial, revise, implement

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Curriculum tasks → lesson staging

1. Context setting tasks	**Warm-up**: engage learners' prior knowledge to introduce theme/topics
↓	
2. Pre-listening tasks	**Vocabulary**: meaning, usage, collocations **Predictions**: topics, content ideas, sequence of events
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3. Listening comprehension tasks	**Gist listening**: main ideas/problems, situation, context **Specific information**: details of why/when/where etc
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4. Language/communication analysis tasks	**Highlight**: Draw attention to embedded language/communication **Analyse and discover**: notice and recognise language features/usage patterns/communication strategies via controlled tasks
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5. Consolidation tasks	**Practice**: Experiment and apply rules/patterns and strategies in guided communication
↓	
6. Personalisation/creative tasks	**Practice**: Use language/communication in personalised creative contexts **Review** and recycle/revise language introduced in other parts of lesson/curriculum

2. Content, themes and language

- Vocabulary and function of aircraft parts
- Comprehension of extended air-ground communication for main ideas
- Vocabulary development based on listening
- Phrasal verbs to describe aircraft damage (things detaching)
- Strategies to improve understanding and communication

3. Objectives - Part 1

1. Encourage ATCOs to reflect on importance of vocabulary for aircraft parts
2. Listen to an aircraft report a problem and extract key information: reasons and intentions
3. Introduce meaning and use of phrasal verbs to describe damage to aircraft
4. Develop awareness of paraphrasing skills using synonyms describing aircraft parts and damage
5. Practise repairing communication breakdowns related to aircraft damage by simplifying vocabulary

3. Objectives - Part 2

1. Revise use and meaning of phrasal verbs to describe aircraft damage

2. Listen to an aircraft report a problem and extract key information: reasons and intentions

3. Use existing knowledge of collocations related to procedures and phraseology to navigate and predict themes in an extended air-ground recording

4. Listen for and extract specific information from the pilot/ATC perspective

5. Review language of purpose pilots use to explain reasons (so that, to, because)

6. Evaluate the effectiveness of pilot and ATC communication techniques to confirm and check information

7. Practise using communication strategies to confirm and clarify information

4. Tasks – Part 1

1. Warm-up: match picture cards to descriptions of aircraft problems and risks (set context and engage learners' using existing knowledge)

2. Self-assessment: label aircraft parts (generate inquiry and awareness of own ability)

3. Information gap: function of aircraft parts (answers to any unknown vocabulary)

4. Recall and identification game: vocabulary of aircraft parts (pronunciation and consolidation of meaning)

5. Gist listening: Which picture in the warm-up reflects the problem? (link lesson parts)

6. Information gap crossword: vocabulary from listening (support listening comprehension)

7. Detailed listening: listen for meaning – reasons, intentions

8. Phrasal verb formation: match verbs and prepositions to form phrasal verbs to describe aircraft damage (revise and notice gaps in knowledge)

9. Match pictures to phrasal verbs (recognise meaning and usage)

10. Match synonyms for aircraft parts and grade them from common-less common

11. Use synonyms for aircraft parts to identify paraphrasing strategies

12. Roleplay: pilot-ATCO-supervisor explaining and relaying problems by paraphrasing to ensure meaning is received

4. Tasks – Part 2

1. Recap: use pictures to retell Part 1 story

2. Predict content: use pictures to predict Part 2 story

3. Listen for main ideas: sequence pictures

4. Listen for specific information: short note taking to complete sentences

5. Share information (pilot and ATCO) to sequence text

6. Listen and check text sequence

7. Listen for purpose: answer 'why questions' based on text

8. Discover usage and meaning of *to, so that* and *because* to describe purpose using group information gap tasks

9. Explore the meaning and form of *to, so that* and *because* for purpose

10. Listen to recording extracts and rate pilot/ATCO communicative effectiveness

11. Board game review: teams to compete to use communication strategies, revise phrasal verbs and aircraft parts

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