



Universidad de Costa Rica
Escuela de Lenguas Modernas
Maestría en la Enseñanza del Inglés como Lengua Extranjera
PF-0313 Materials Development and Adaptation
Professor Ana Cristina Alvarado Acevedo
I-2017

COURSE PROGRAM

DESCRIPTION

Students will have the opportunity to bridge the gap between previously studied theories of language teaching and acquisition and the actual use of material in the classroom.

GENERAL OBJECTIVE

This course is designed to provide prospective or in-service ESL teachers with theoretical background and experience in evaluating, adapting, and developing materials for teaching English to speakers of other languages.

SPECIFIC OBJECTIVES

By the end of the semester will be able to:

1. analyze existing English teaching materials to identify possible deficiencies;
2. adapt or develop materials targeting clear course objectives to fit the needs of a specific EFL teaching/learning situation;
3. take into account content, linguistic, and graphic considerations involved in materials development;
4. adapt or develop teaching materials geared to improve macro and micro skills.

CONTENTS

1. Introduction
 - a. Definition of terms
 - b. Foreign language acquisition and materials development
2. Developing criteria for the evaluation of materials
 - a. The use of textbooks
 - b. Aspects to consider when evaluating EFL materials
 - c. Elaboration of checklists suited to local EFL teaching
3. Adapting and developing EFL materials
 - a. Perspectives on materials design
 - b. Types of adaptations



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4. The process of materials writing
 - a. Identification of task components
 - b. Task evaluation
 - c. A framework for materials writing
 - d. Selecting and developing teaching/learning materials
 - e. The use of authentic materials in the EFL classroom (literature, video and Internet)
 - f. Reconciling materials as constraint with materials empowerment

METHODOLOGY

This is a hands-on course which links theory and practice. For this reason, students' active participation is fundamental. Students will attend lectures as well as carry out different projects in which they will adapt or develop EFL materials. Group work will be strongly encouraged, as materials development should ideally be a team effort.

EVALUATION

Textbook evaluation	20%	- 10% Research – (<i>Make sure you use RELIABLE sources</i>) - 10% Textbook analysis Group assignment
Short-term projects (3)	30% (10% each)	- Listening, Speaking and Pronunciation - Reading, Writing and Vocabulary - ESP
Materials bank	10%	Individual assignment
Written exams	20%	Based on material provided
Final project	20%	Group assignment

ADDITIONAL INFORMATION

Short-term projects (in groups)

Students will create visuals and develop and/or adapt activities (materials) for the different macroskills (speaking, listening reading, writing) and micro skills (vocabulary, pronunciation and grammar) addressed to their specific EFL teaching/learning situation. The activities created should follow the principles studied in class as well as the guidelines provided by the professor. Besides handing in the activity in written form, also following the format provided by the professor, the actual handout for the students must be provided as well.

Textbook evaluation (in groups)

Using the textbook analysis adapted from Alexandra Skierso, students will have to evaluate an EFL teaching textbook. Guidelines will be provided.



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Materials bank (individual)

This is an individual assignment. Students will identify a useful type of material or tool for developing materials for their teaching style. Students will keep a binder of the tips or ideas they are learning about in each class. They will develop their own “materials development instrument” and discuss what they are adding to it at the beginning of each class.

Final project (in groups)

Based on their research of the quality of materials available in the language program chosen for the textbook evaluation, students will design a project to fulfill existing needs. They will create a unit in which all macro and micro skills studied in class are addressed. Each exercise should be backed up with clear and concise objectives, topic/function, timing, audience, procedure, and recommendations, if any. **Note: Students currently enrolled in the Practicum, can work on their ESP course.**

Important dates

The first semester of 2017 is composed of 16 weeks. Below dates to keep in mind:

March 13 th , 2017 – March 18 th , 2017	First week of school
July 3 rd , 2017 – July 08 th , 2017	Last week of school
April 10 th , 2017 – April 16 th , 2017	Easter Break (no classes)

Class schedule

Class takes place every Saturday in the U.C.R. Arnaldo Ferreto Segura Puntarenas Campus.

Class is scheduled from 1:00 p.m. to 4:00 p.m. covering three (3) fifty (50) minute sessions each day. Start and end class times can be negotiated.



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READING MATERIAL

Byrd, P. (2001). Textbooks: Evaluation for Selection and Analysis for Implementation. In Marianne Celce-Murcia (ed.) Teaching English as a Second for Foreign Language (pp. 415-427). Boston: Heinle & Heinle.

Daloglu, A. (2013). Implications of MI theory for designing ELT materials. TESL Reporter 361. Retrieved from <https://ojs.lib.byu.edu>

Graves, P. (2000). Developing Materials. Designing Language Courses: a Guide for Teachers (pp. 149-171). Boston: Heinle & Heinle.

Harmer, J. (2015). The Practice of English Language Teaching. England: Pearson Education Limited. (Chapters 16, 17, 18, 21).

Heitler, D. (2005) Teaching with Authentic Materials. Pearson Education Limited. Retrieved from <http://pearsonlongman.com>

Kelly, C, Kelly, L. Offner, M. & Vorland B. (2002). Effective Ways to Use Authentic Materials with ESL/EFL Students. The Internet TESL Journal, 11. Retrieved from <http://iteslj.org/>

Kern, N. (2013). Technology-integrated English for Specific Purposes lessons: real-life language, tasks, and tools for professionals. In Motteram, G. Innovations in learning technologies for English language teaching pp. 87-115. England: British Council. Retrieved from www.teachingenglish.org.uk.

Nunan, D. (1989). Grading Tasks. Designing for the Communicative Classroom pp. (96-117). New York: Cambridge University Press.

Nunan, D. (2005). Practical English Language Teaching (pp. 157-171). New York: McGraw Hill.

Nunan, D. (1989). Task Components. Designing for the Communicative Classroom pp. (47-78). New York: Cambridge University Press.

Thornbury, S. (2002). How to Teach Vocabulary (pp. 144-161). England: Pearson Education Limited.

Tomlinson, B. (1998). Materials Development in Language Teaching. New York: Cambridge University Press. (Introduction, chapters 4, 8, 10)

Williams, J.(2006). Combining Communication Strategies and Vocabulary Development. The Internet TESL Journal, Vol. XII, No. 2, February 2006. Retrieved from <http://iteslj.org/>.

Wilson, J. (2012). How to Teach Listening pp. 111-133. England: Pearson Education Limited.

Woodward, T. (2001). Planning Lessons and Courses – designing sequences of work for the language classroom. Cambridge : Cambridge University Press. (Chapter 5).



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USEFUL REFERENCES

Celce-Murcia, M. et. Al. (2010). Teaching Pronunciation. A coursebook and reference guide. Cambridge: Cambridge University Press.

Harmer, J. (2004). How to Teach Writing. England: Pearson Education Limited.

Helgesen, M. & Brown, S. (2007). Practical English Language Teaching: Listening. New York: McGrawHill.

Hutchinson, T. & Waters, A. (1987). English for Specific Purposes. Cambridge: Cambridge University Press.

Kelly, G. (2000). How to Teach Pronunciation. England: Pearson Education Limited.

Singhal, M. (2006). Teaching Reading to Adult Second Language Learners. U.S.A.:The Reading Matrix Inc.

Sokolik, M. (2001). Computers in Language Teaching. In Mariane Celce-Murcia (ed.). Teaching English as a Second or Foreign Language. Boston: Heinle & Heinle.

Schmitt, N. (2000). Vocabulary in Language Teaching. Cambridge: Cambridge University Press.

Willis, J. (1996). A Framework for Task-Based Learning. England: Pearson Education Limited.



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TENTATIVE SCHEDULE & CONTENT

<i>Week</i>	<i>Date</i>	<i>Topic</i>	<i>Reading assignment</i>	<i>Notes</i>	
MARCH					
1	03/18	Course introduction Key concepts	<i>Introduction</i> Tomlinson, pp. 1-24 Ch. 5- <i>What can we teach with?</i> Woodward, pp. 131-161		
2	03/25	Developing criteria for the evaluation of materials	Ch. 10- <i>What do teachers really want from textbooks?</i> Masuhara, pp. 239-260 Ch. 8- <i>The role and design of instructional materials</i> Richards, pp. 251-277 <i>Implications of MI theory for designing ELT materials</i> Daloglu	Due: A textbook title that will be evaluated	
APRIL					
3	04/01	Developing criteria for the evaluation of materials	<i>Textbooks: Evaluation for Selection and Analysis for Implementation</i> Byrd, pp. 415-427 <i>The analysis of language teaching materials: inside the Trojan Horse</i> Littlejohn, pp. 190-216		
4	04/08	Adapting and developing EFL Materials for Listening	Ch. 8- <i>Developing materials</i> Graves, pp. 149-170 Ch. 7- <i>Preparation & planning</i> Wilson, pp. 111-133	Due: Textbook Evaluation (bring textbook)	
5	04/15	E A S T E R B R E A K			
6	04/22	Adapting and developing EFL Materials for Speaking	<i>Redesigning Non-Task-Based Materials to Fit a Task-Based Framework</i> – Rooney <i>Speaking</i> – Harmer, pp. 384-407	Due: Textbook Evaluation (bring textbook)	
7	04/29	The process of materials writing Adapting and developing EFL Materials for Pronunciation	<i>A framework for materials writing</i> Jolly & Bolitho, pp. 90-115 Ch. 16- <i>Teaching pronunciation</i> Harmer, pp. 277-296		
MAY					
8	05/06	M I D T E R M E X A M			
9	05/13	Adapting and developing EFL Materials for Reading	<i>Task components</i> Nunan, pp. 47-77 Ch. 18- <i>Reading</i> Harmer, pp. 314-335	Due: Short project 1: L, S, & P	



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<i>Week</i>	<i>Date</i>	<i>Topic</i>	<i>Reading assignment</i>	<i>Notes</i>	
MARCH				<i>(cont. prev. page)</i>	
10	05/20	Adapting and developing EFL Materials for Writing	<i>Grading tasks</i> Nunan, pp. 96-116 Ch. 18- <i>Reading</i> Harmer, pp. 314-335		
11	05/27	Adapting and developing EFL Materials for Vocabulary & Grammar	<i>How to train good vocabulary learners</i> Thornbury, pp. 144-161 <i>Key Issues in Teaching Grammar</i> Nunan, pp. 157-171		
JUNE					
12	06/03	Adapting and developing EFL Materials for Skills & Strategies Training	<i>Combining Communication Strategies and Vocabulary Development</i> - Williams Ch. 17- <i>Teaching language skills</i> Harmer, pp. 297-313	Due: Short project 2: R, W, G & V	
13	06/10	Technology & materials development	<i>Technology-integrated English for Specific Purposes lessons: real-life language, tasks, and tools for professionals</i> Kern, pp. 87-115		
14	06/17	Using authentic materials	<i>Effective Ways to Use Authentic Material</i> - Kelly <i>An evaluative checklist for self-access materials</i> Reinders, pp. 272-278 <i>Teaching with Authentic Materials</i> - Heitler	Due: Short project 3: Integrate communication strategies into one of the previous projects	
15	06/24	F I N A L E X A M			
JULY					
16	07/08	FINAL PROJECT PRESENTATIONS			