Universidad de Costa Rica
Sistema de Estudios de Posgrado
Escuela de Lenguas Modernas
Maestría Profesional en la Enseñanza del Inglés como Lengua Extranjera
PF-0313 Materials Development and Adaptation
Credits: 4 (12 hours a week)

COURSE PROGRAM

DESCRIPTION

This 4-credit elective course is designed to provide prospective or in-service English as a Foreign Language (EFL) teachers with theoretical background and experience in evaluating, adapting, and developing materials for teaching English to speakers of other languages (ESOL). Students will have the opportunity to bridge the gap between previously studied theories of language teaching and acquisition and the actual use of materials in the classroom.
***Mediación Virtual* will be used to run the course 100% virtually.**

GENERAL OBJECTIVE

The students will be able to demonstrate the correct application of principles for the evaluation, adaptation, and design of appropriate EFL materials.

SPECIFIC OBJECTIVES

By the end of the semester will be able to:

1. analyze existing English teaching materials to identify possible deficiencies;

2. adapt materials targeting clear course objectives to fit the needs of a specific EFL teaching/learning situation;

3. develop materials targeting clear course objectives to fit the needs of a specific EFL teaching/learning situation;

4. demonstrate the application of correct criteria based on content, linguistic, and graphic considerations involved in materials development;

5. 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

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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

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 a constraint with materials empowerment

METHODOLOGY

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

Students are required to work individually and in groups to carry out different tasks. Class time is divided into the theory and presentation of various tasks and are the evidence of synchronous and asynchronous work and progress. They will be graded considering the aspects stated by the professor. Class time is also allotted to the discussion of topics about the readings assigned.
ATTENDANCE, RESPONSIBILITY, SERIOUSNESS, AND TEAMWORK ARE NECESSARY.

- To facilitate a more active and enriching learning environment, students must have a stable internet connection and keep their camera on.

- The course will be conducted through the institutional platform Mediación Virtual and a meeting platform selected by the Postgraduate program; if necessary, alternative platforms may be used at the instructor's discretion.

- The institutional platform will provide information on the means, links, and schedule for the weekly synchronous sessions, as well as the resources and assignments for asynchronous sessions.

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- Course materials will be available in either printed or digital format, at the instructor's discretion.

- Office hours will be offered through virtual sessions or other alternative communication channels as needed.

- Synchronous sessions will be recorded and made available to students who request them when feasible and when previously agreed by all parties.

EVALUATION

Textbook Evaluation	15%	5% Presentation 10% Written work (includes evaluation of the material)
Synchronous/asynchronous tasks	35%	A variety of assignments, with the percentage distributed among the total number of completed activities that explicitly indicate they will receive a grade
Materials Workshop	50%	10% Presentation (open to the public) 40% Portfolio of evidence: introduction, needs analysis, literature review, workshop plan, workshop delivery and materials (for the workshop and for participating colleagues), workshop evaluation and assessment, appendices (photographic evidence of the workshop).

Please note that, as per the Master's program regulations, every project will be graded 70% on content and 30% on correct language use.

En caso que una persona estudiante no envíe una asignación en la fecha indicada, se le podrá otorgar hasta un máximo de 5 días hábiles para su entrega, descontándole un 10% del valor de la nota obtenida por cada día hábil de atraso. Una vez cumplido este plazo, la persona docente no recibirá ninguna entrega parcial o total. Sin embargo, la persona estudiante quedaría exenta de esta penalización si existe una situación que justifique el atraso, según lo establecido en el artículo 24 del Reglamento de Régimen Académico Estudiantil. Cualquiera sea el caso, es obligación de la persona estudiante informarle a su docente, por los medios institucionales oficiales, de la causa de la demora y aportar los documentos probatorios pertinentes.

Aprobado por la Comisión del Posgrado en Enseñanza del Inglés

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Escuela de Lenguas Modernas
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ADDITIONAL INFORMATION

Synchronous and Asynchronous tasks

Students will create digital mini-projects and develop and/or adapt activities (materials) for the different macro skills (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. Activities must be made available digitally to all parties. The students might also create visual representations of the course readings, which will later be shared with other colleagues, English students, etc.

Textbook evaluation (in teams)

Using the textbook analysis adapted from Alexandra Skierso, students will evaluate an EFL teaching textbook. Guidelines will be provided. This project will be presented during synchronous classes.

Workshop (individually)

The participants will design a workshop for a group of colleagues. It must be focused on the development, implementation, or evaluation of instructional materials. Participants will analyze learning needs, explore relevant literature, and design a comprehensive workshop that includes original materials for both the session and their colleagues. The workshop will culminate in a public presentation where students showcase their work, followed by the submission of a portfolio of evidence. This portfolio will document each stage of the process, including the introduction, needs analysis, literature review, workshop plan, delivery, materials, evaluation, and photographic evidence. Through this hands-on experience, students will enhance their ability to create effective educational resources while refining their presentation and critical analysis skills.

Note: Students currently enrolled in the Practicum, can work on their ESP course.
Important dates

REFERENCES (reading material)

Armstrong, T. (2000). *Multiple Intelligences in the Classroom*. Association for Supervision and Curriculum Development. (Chapters 5 & 6).

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

Graves, K. (2000). *Developing Materials. Designing Language Courses: A Guide for Teachers* (pp. 149-171). Heinle & Heinle.

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

Heitler, D. (2005). *Teaching with Authentic Materials*. Pearson Education Limited. 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. http://iteslj.org/

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

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

Nunan, D. (2004). *Task-Based Language Teaching*. Cambridge University Press. (Chapters 3 & 6).

Reinders, H., & Lewis, M. (2006). An evaluative checklist for self-access materials. *ELT Journal Volume* 60/3 July 2006. Oxford University Press.

Read Romero Molina, P. X., & Alfonso-Vargas, J. (2023). Authentic materials and task design: A teaching amalgam for listening. Colombian Applied Linguistics Journal, 25(1), 118-131. https://doi.org/10.14483/22487085.18581

Rooney, K. (2000). Redesigning Non-Task-Based Materials to Fit a Task-Based Framework. *The Internet TESL Journal (VI)*,12, December 2000. http://iteslj.org/

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

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

Williams , J.(2006). Combining Communication Strategies and Vocabulary Development. *The Internet TESL Journal*, (XII), 2, February 2006. http://iteslj.org/

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

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

USEFUL REFERENCES

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

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

Harmer, J. (2004). *How to Teach Writing.* Pearson Education.

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

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

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

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

Singhal, M. (2006). *Teaching Reading to Adult Second Language Learners.* The Reading Matrix.

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

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

Willis, J. (1996). *A Framework for Task-Based Learnin*g. Pearson Education.

Universidad de Costa Rica
Sistema de Estudios de Posgrado
Escuela de Lenguas Modernas
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TENTATIVE SCHEDULE & CONTENT

Week/Date	Topic	Reading assignment	Reference
Week 1 March 10-16	Course introduction Key concepts	*Introduction* Tomlinson, pp. 1-24 Ch. 5- *What can we teach with?* Woodward, pp. 131-161	In Tomlinson, Brian. (1998) Materials Development in Language Teaching. Intro. In Woodward, Tessa. (2001) Planning Lessons and Courses – designing sequences of work for the language classroom. Chapter 5.
	Notes:		
Week 2 March 17-23	Developing criteria for the evaluation of materials	Ch. 10- *What do teachers really want from textbooks*? Masuhara, pp. 239-260 Ch. 8-*The role and design of instructional materials* Richards, pp. 251-277 *Ch. 5- MI Theory and Curriculum Development –* Armstrong, pp. 38-50	In Tomlinson, Brian. (1998) Materials Development in Language Teaching. Chapter 10. In Richards, Jack. Curriculum Development in Language Teaching. pp. 251-277 In Armstrong, Thomas. (2000) Multiple Intelligences in the Classroom. Chapter 5.
	Notes:		
Week 3 March 24-30	Developing criteria for the evaluation of materials	*Textbooks: Evaluation for Selection and Analysis for Implementation* Byrd, pp. 415-427 *The analysis of language teaching materials: inside the Trojan Horse* Littlejohn, pp. 190-216	In Celce-Murcia, Marianne. (2001) Teaching English as a Second or Foreign Language. pp. 415-427 In Tomlinson, Brian. (1998) Materials Development in Language Teaching. pp. 190-216

Universidad de Costa Rica
Sistema de Estudios de Posgrado
Escuela de Lenguas Modernas
Maestría Profesional en la Enseñanza del Inglés como Lengua Extranjera
PF-0313 Materials Development and Adaptation
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Week 4 March 31- April 6	Adapting and developing EFL Materials for Listening	Ch. 8- *Developing materials* Graves, pp. 149-170 Ch. 7- *Preparation & planning* Wilson, pp. 111-133	In Graves, K. (2000) <u>Designing Language Courses: a Guide for Teachers.</u> Chapter 8. In Wilson, J. (2012). <u>How to Teach Listening.</u> Chapter 7.
	Notes: **Due: Textbook Evaluation Presentation (upload textbook in pdf if possible or bring it to the synchronous session)**		

Week/Date	*Topic*	*Reading assignment*	*Reference*
Week 5 April 7-13	Adapting and developing EFL Materials for Speaking	Ch. 21- *Speaking* – Harmer, pp. 384-407 *Redesigning Non-Task-Based Materials to Fit a Task-Based Framework* – Rooney	In Harmer, J. (2015). <u>The Practice of English Language Teaching</u>, Chapter 21. Itelsj.org
	Notes: Textbook Evaluation (Presentation and		
April 14-20	**HOLY WEEK**		
Week 6 April 21-27	The process of materials writing Adapting and developing EFL Materials for Pronunciation	*A framework for materials writing* - Jolly & Bolitho, pp. 90-115 Ch. 16- *Teaching pronunciation* Harmer, pp. 277-296	In Tomlinson, Brian. (1998) <u>Materials Development in Language Teaching</u>. pp. 90-115 In Harmer, J. (2015). <u>The Practice of English Language Teaching</u>. Chapter 16.
	Notes:		

Universidad de Costa Rica
Sistema de Estudios de Posgrado
Escuela de Lenguas Modernas
Maestría Profesional en la Enseñanza del Inglés como Lengua Extranjera
PF-0313 Materials Development and Adaptation
Credits: 4 (12 hours a week)

Week 7 April 28- May 4	Adapting and developing EFL Materials for Reading	*Task components* Nunan, pp. 40-75 Ch. 18- *Reading* Harmer, pp. 314-335	In Nunan, D. (2004). <u>Task-Based Language Teaching</u>. Chapter 3. In Harmer, J. (2015). <u>The Practice of English Language Teaching</u>. Chapter 18.
	Notes:		
Week 8 May 5-11	Adapting and developing EFL Materials for Writing	*Grading, sequencing and integrating tasks* Nunan, pp. 113-137 Ch. 20- *Writing* Harmer, pp. 360-383	In Nunan, D. (2004). <u>Task-Based Language Teaching</u>. Chapter 6. In Harmer, J. (2015). <u>The Practice of English Language Teaching</u>. Chapter 20.
	Notes:		
Week 9 May 12-18	Adapting and developing EFL Materials for Vocabulary & Grammar	*How to train good vocabulary learners* Thornbury, pp. 144-161 *Key Issues in Teaching Grammar* Nunan, pp. 157-171	In Thornbury, S. (2002). <u>How to Teach Vocabulary.</u> Chapter 9. In Nunan, D. (2005). <u>Practical English Language Teaching</u>. Chapter 5.
	Notes:		
Week 10 May 19-25	Adapting and developing EFL Materials for Skills & Strategies Training	*Combining Communication Strategies and Vocabulary Development -* Williams Ch. 17- *Teaching language skills -* Harmer, pp. 297-313 Ch. 6 - MI and Teaching Strategies – Armstrong, pp. 51-66	In Williams, J.(2006). <u>Combining Communication Strategies and Vocabulary Development.</u> http://iteslj.org/. In Harmer, J. (2015). <u>The Practice of English Language Teaching</u>. Chapter 17. In Armstrong, Thomas. (2000) <u>Multiple Intelligences in the Classroom</u>. Chapter 6.
	Notes:		

Universidad de Costa Rica
Sistema de Estudios de Posgrado
Escuela de Lenguas Modernas
Maestría Profesional en la Enseñanza del Inglés como Lengua Extranjera
PF-0313 Materials Development and Adaptation
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Week/Date	Topic	Reading assignment	Reference
Week 11 May 26- June 1	Adapting and developing EFL Materials for Skills & Strategies Training	*Combining Communication Strategies and Vocabulary Development* - Williams Ch. 17- *Teaching language skills* - Harmer, pp. 297-313 Ch. 6 - MI and Teaching Strategies – Armstrong, pp. 51-66	In Williams, J.(2006). <u>Combining Communication Strategies and Vocabulary Development.</u> http://iteslj.org/. In Harmer, J. (2015). <u>The Practice of English Language Teaching</u>. Chapter 17. In Armstrong, Thomas. (2000) <u>Multiple Intelligences in the Classroom</u>. Chapter 6.
	Notes: **Due:**		
Week 12 June 2-8	Technology & materials development	*Technology-integrated English for Specific Purposes lessons: real-life language, tasks, and tools for professionals* Kern, pp. 87-115 *The Internet in Every Classroom? Using outside computers.* Linder	In Kern (2013). Retrieved from www.teachingenglish.org.uk. Linder, D. (2004). In ELT Journal
	Notes:		
Week 13 June 9-15	Using authentic materials	*Effective Ways to Use Authentic Material* – Kelly *An evaluative checklist for self-access materials* Reinders, pp. 272-278 *Teaching with Authentic Materials* - Heitler	The Internet TESL Journal, Vol. VIII, No. 11, November 2002 http://iteslj.org/ ELT Journal Volume 60/3 July 2006; doi:10.1093/elt/ccl007

Universidad de Costa Rica
Sistema de Estudios de Posgrado
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Maestría Profesional en la Enseñanza del Inglés como Lengua Extranjera
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Week/Date	Topic	Reading assignment	Reference
	Notes:		
Week 14 June 16-22	**Workshop: "Open House"**		
	Notes:		
Week 15 June 23-29	Materials Development and Artificial Intelligence Use		
Week 16 June 30-6	Materials Development at the Master's Program		