



Universidad
de Alcalá

GUÍA DOCENTE

Materials Development

**Máster Universitario en Enseñanza del
Inglés como Lengua Extranjera**

Universidad de Alcalá

Curso Académico 2024/25

2º Cuatrimestre

GUÍA DOCENTE

Nombre de la asignatura:	Materials Development
Código:	200882
Departamento:	Filología Moderna
Área de Conocimiento:	Inglés
Carácter:	Obligatoria
Créditos ECTS:	4
Cuatrimestre:	2º
Profesorado:	Prof. Amos Paran
Correo electrónico:	a.paran@ucl.ac.uk
Idioma en el que se imparte:	Inglés

1. MODULE DESCRIPTION

This module aims to analyse and evaluate materials used with literary texts in the language classroom, and to support students in producing their own pedagogical materials based on literary texts. To do that, students will explore literary materials and reflect upon their use in their teaching contexts, as well as explore a range of published materials using literature in language teaching

2. AIMS

Generic competences:

CB6 – Possess and comprehend knowledge that provides a foundation and an opportunity to be original in the development and/or application of ideas, often in a research context.

CG1 – Acquire the basic didactic knowledge characterising foreign language's teaching and learning processes.

CB10 – Students should possess learning skills that will enable them to continue studying in a largely self-directed or autonomous manner.

Specific competences:

CE4.1 – Participate in debates and group activities related to teaching the English language while developing the ability to think critically and for oneself.

CE5.1 – Search, obtain, process, and communicate information (oral, printed, audiovisual, digital, or multimedia), transform it into knowledge and apply it in the teaching and learning of English as a foreign language.

CE5.4 – Pursue ongoing training as teaching professionals by using a suitable bibliography, participating in courses, attending conferences, etc.

Transversal competences:

- C1 – Communicative competence in English.
 C2 – Ability to think critically
 C3 – Manage bibliographic resources
 C4 – Ability to use ICT

Learning outcomes:

Students should be able to...

- know the basic aspects related to the evaluation of materials designed for English language teaching.
- understand the objectives, principles and procedures of the design and implementation of these materials.
- identify different stages in the process of elaborating materials, reflecting upon their own teaching practice.
- be aware of the needs of users of the materials designed for English language teaching.
- produce materials for using literature in the language classroom commensurate with the principles discussed on the module.

3. MODULE CONTENTS

Units	Credits
1. Evaluating materials	• 1
2. Adapting materials	• 1
3. Designing your own materials	• 2

Class timetable

This subject is delivered online using the University Virtual Platform (Blackboard Collaborate Ultra). There will be online group/individual tutorials and up to four face-to-face sessions during the module.

4. TEACHING AND LEARNING METHODS

4.1. Student workload (100 hours)

Online activities and debates	35
Tasks, activities and readings	30
Individual tutorials	1
Independent study	34

4.2. Learning activities

The teaching approach taken in this module is participatory and reflective, moving from practice to theory and back to practice. We will start by considering different lesson plans and materials for teaching literature, drawing out the principles for lesson planning and student learning in the EFL classroom. In the second part of the module we will look at the different theories for teaching and using literature in the classroom, connecting them back to the principles we articulated in the first part of the module. In the final part of the module participants will work on writing their own materials, starting with short adaptations of the materials we have looked at and ending with newly-written materials.

Learning activities may include:

- Publication of contents to the virtual platform
- Activities based on questions
- Problem-based tasks
- Analysis of learning materials
- Guided reading
- Guided web searches
- Group discussions (online or face-to-face)
- Short presentations to class members

5. ASSESSMENT

The entire evaluation process will be inspired by the continuous assessment of the student, in such a way that the acquisition of both the contents and the skills of the subject is guaranteed. The evaluation is adapted to the UAH official guidelines¹

Continuous assessment

- **Ordinary**

Students following the continuous assessment scheme should submit assessment tasks within the submission deadline established by the Master's director and the lecturer.

¹ Normativa de evaluación de los aprendizajes de la UAH (30 septiembre de 2021).

<https://www.uah.es/export/sites/uah/es/conoce-la-uah/organizacion-y-gobierno/.galleries/Galeria-Secretaria-General/Normativa-Evaluacion-Aprendizajes.pdf>

- Tasks, activities and reading texts (compulsory or optional) 30%
 - Short reviews of and comments on literary works
 - Short reviews of materials for literature in the language classroom
 - Short summaries of scholarly writing on literature in language teaching
- Materials design 40%
 - Two sets of materials for use in a language learning setting of the students' own choice.
 - Two statements of support for the materials produced, one for each set, with reference to the literature on literature in language learning and teaching.
- Online activities 30%
- **Extraordinary**

There will be a resit opportunity at the end of the second semester. Students who fail the module will be asked to re-submit the tasks that they failed on. In the case of Component 1 (Tasks, activities and reading tasks) and Component 3, (Online activities) this will entail submitting new assessment tasks rather than re-writing the failed assessments (e.g. if a summary of a research paper fails to reach a satisfactory level the student will be asked to submit a summary of a different research paper).

The guidelines set out in the regulations establishing the Rules of Coexistence of the University of Alcalá and the possible implications of any irregularities committed during these tasks, including the consequences of committing academic fraud according to the Disciplinary Regulations for Students of the University of Alcalá, must be followed at all times during the evaluation tasks.

Final assessment

Students may opt for final assessment for several reasons that will be assessed on a case-by-case basis: the completion of work placements, work obligations, family obligations, health reasons and disability. The fact of studying part-time does not in itself confer the right to opt for final assessment.

In order to opt for final assessment, Master's degree students must apply in writing to the director of the Master's degree within the first two weeks of the course, explaining the reasons that prevent them from following the continuous assessment system. In the case of those students who, for justified reasons, have not formalised their enrolment on the starting date of the course or of the period in which the subject is taught, the period indicated will begin to be calculated from the date of their incorporation to the degree course. The Master's Director must assess the circumstances alleged by the student and make a reasoned decision. If 15 working days have passed without the student having received an express written response to their request, it will be understood that the request has been accepted.

Students opting for **final assessment** will complete a learning portfolio comprising the activities they have produced during the course as well as responses and comments to activities they have not been able to complete during the course. Where this is not possible (e.g. assessed group work) this will be supplemented with other activities on a case-by-case basis.

6. BIBLIOGRAPHY

Bibliography

- Bland, J. (ed.). 2018. *Using literature in English language education. Challenging reading for 8-18 year olds*. London: Bloomsbury.
- Carter, R. and McRae, J. (eds.) 1996. *Language, literature and the learner. Creative classroom practice*. London and New York: Longman.
- Collie, J. & Slater, S. (1987). *Literature in the language classroom: A resource book of ideas and activities*. Cambridge, UK: Cambridge University Press
- Delanoy, W., Eisenmann, M., and Matz, F. (eds.) 2015. *Learning with literature in the EFL classroom*. Frankfurt: Lang
- Domínguez Romero, E., Bobkina, J., and Stefanova, S. (eds.). 2018. *Teaching literature and language through multimodal texts*. Hershey, PA: IGI Global
- Eisenmann, M., and Ludwig, C. (eds.) 2019. *Queer beats – gender and literature in the language classroom*. Frankfurt: Peter Lang.
- Eisenmann, M. ,and Lütge, C. (eds.) 2014. *Shakespeare in the EFL classroom*. Heidelberg: Winter.
- Lazar, G. 1993. *Literature and language teaching: A guide for teachers and trainers*. Cambridge: Cambridge University Press.
- Naji, J., Subramanian, G., and White, G. 2019. *New approaches to literature for language learning*. Basingstoke: Palgrave Macmillan
- Paran, A. (ed.) 2006. *Literature in language teaching and learning. Case Studies in TESOL*. Washington: TESOL.
- Paran, A. 2007. Literature at length. *English Teaching Professional* Issue 52, pp. 4-6.
- Paran, A. 2008. The Role of Literature in instructed foreign language learning and teaching: An evidence-based survey. *Language Teaching*, 41 (4), pp. 465-496.
- Paran, A., and Robinson, P. C. 2016. *Literature. Into the classroom*. Oxford: Oxford University Press
- Tomlinson, B. (Ed.) 2003. *Developing materials for language teaching*. London: Continuum.

Recommended Journals

- Children's Literature in English Language Education*, <https://clelejournal.org/journal-profile/>
- Literature in Language Teaching* <https://liltSIG.org/lilt-journal/>
- ELT Journal*.
- Changing English*.