# GUÍA DOCENTE

# Materials Development

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

**Universidad de Alcalá**

**Curso Académico 2022/2023**

# GUÍA DOCENTE

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| 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 **up to four face-to-face sessions** during the module.

## 4. TEACHING AND LEARNING METHODS

### 4.1. Student workload (100 hours)

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|---|---|
| Online activities and debates | 35 |
| Tasks, activities and readings | 30 |

| Individual tutorials | 1 |
|---|---|
| Independent study | 34 |

## 4.2. Learning activities

Learning activities 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
- Short presentations to class members

# 5. ASSESSMENT

### Continuous assessment

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

- 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%

### Final evaluation

In accordance with the University regulation on evaluation, students who are unable to follow the continuous assessment mode **should contact the director of studies** to send a proposal to be accepted as **final assessment students.** The director will be in charge of informing lecturers about the positive or negative reports on each student's proposal.

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.

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).

## 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 Yark: 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.*