

Materials Design **& Development (Online)**

Edward Povey

Materials

Design & Development

Online



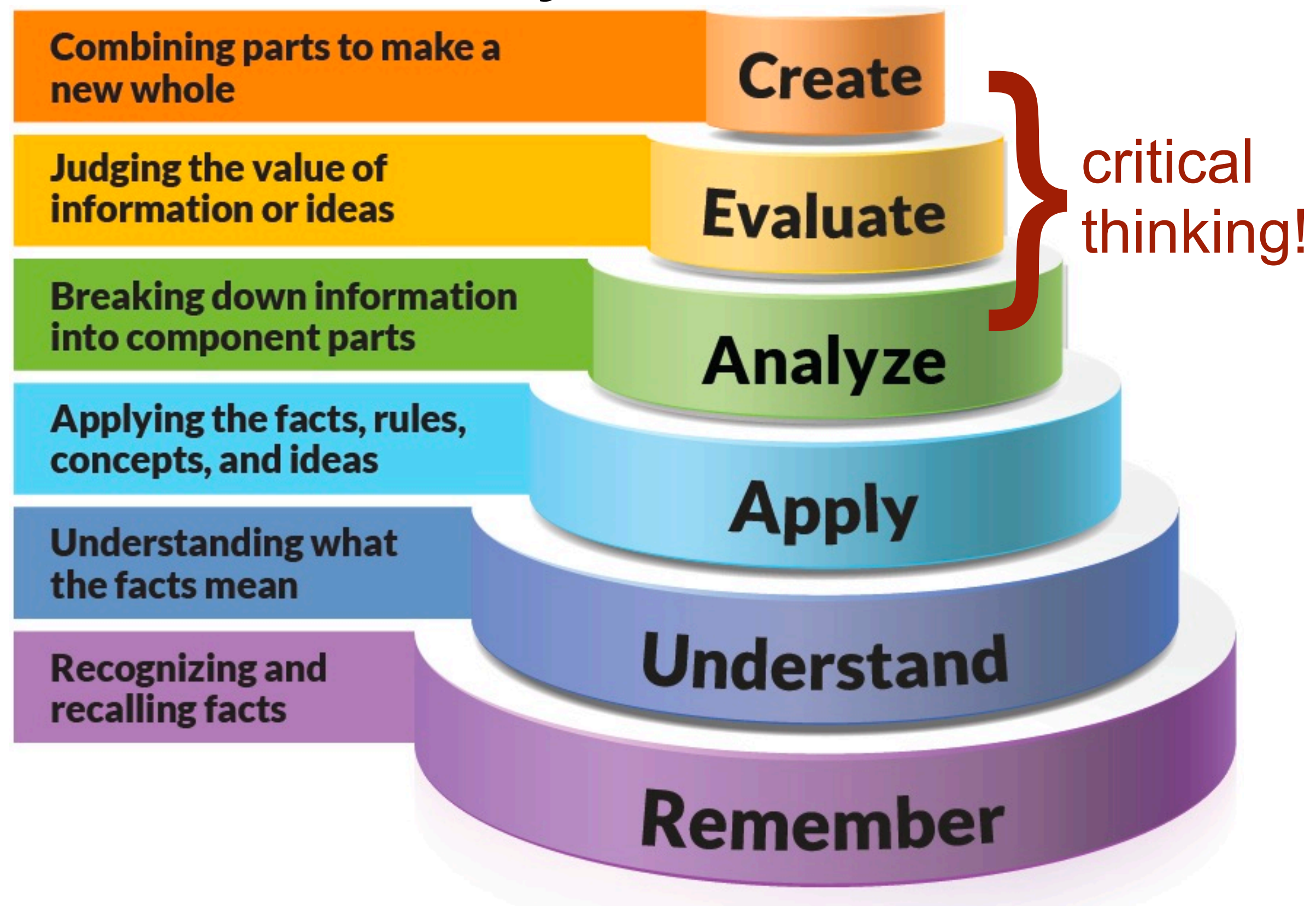
TESOL Professional Education Center
TESOL Certificate Program
Hankuk University of Foreign Studies

Course Book

What are we going to do on this course?

We will learn useful and practical theories to help your teaching.

Bloom's Taxonomy



What are we going to do on this course?

We will talk about the real challenges and solutions in language teaching.

“Modeling” activities



What if students don't understand the activity?

What are we going to do on this course?

We will learn about the best sites for teaching resources.



Thousands of FREE teaching resources.
Get worksheets, flashcards, story props and much more!



A screenshot of the engVid website. The header is blue with the 'engVid' logo and 'FREE ENGLISH VIDEO LESSONS' text. Navigation links include 'Home', 'All Lessons', 'Topics', 'Teachers', and 'Resources'. A search bar is present. A video player is shown with the title 'Gender Pronouns: Using 'THEY', 'THEIR', and 'THEM' for a single person in English'. The video content shows a woman pointing to a whiteboard with the text: 'How to use 'they', 'them', and 'their' for a single person'. A red play button icon is overlaid on the video.

What are we going to do on this course?

We will watch videos of expert teachers to learn about real teaching in the classroom.



What are we going to do on this course?

We will learn new terms and vocabulary related to teaching.

Learning styles

The way(s) that particular learners prefer to learn. Some language learners have a preference for hearing the language (auditory learners), some for seeing it written down (visual learners), some for learning it in discrete bits (analytic learners), some for experiencing it in large chunks (global or holistic or experiential learners), and many prefer to do something physical whilst experiencing the language (kinaesthetic learners). Learning styles are variable and people often have different preferences in different learning contexts.

Lexical approaches

These are approaches which focus on the use of vocabulary and especially on the choices available to users of English when wanting to communicate particular meanings in particular contexts for particular purposes.

Lexical chunks

These are phrases in which a group of words are used with only one meaning (e.g. 'have no option but'). They can be fixed terms in which the words never change (e.g. 'at the end of the day') or they can be routines in which one of the elements can change (e.g. 'All the best for the future/next week/exam/interview', etc.).

What are we going to do on this course?

We will learn about various types of materials and how to make them more effective.

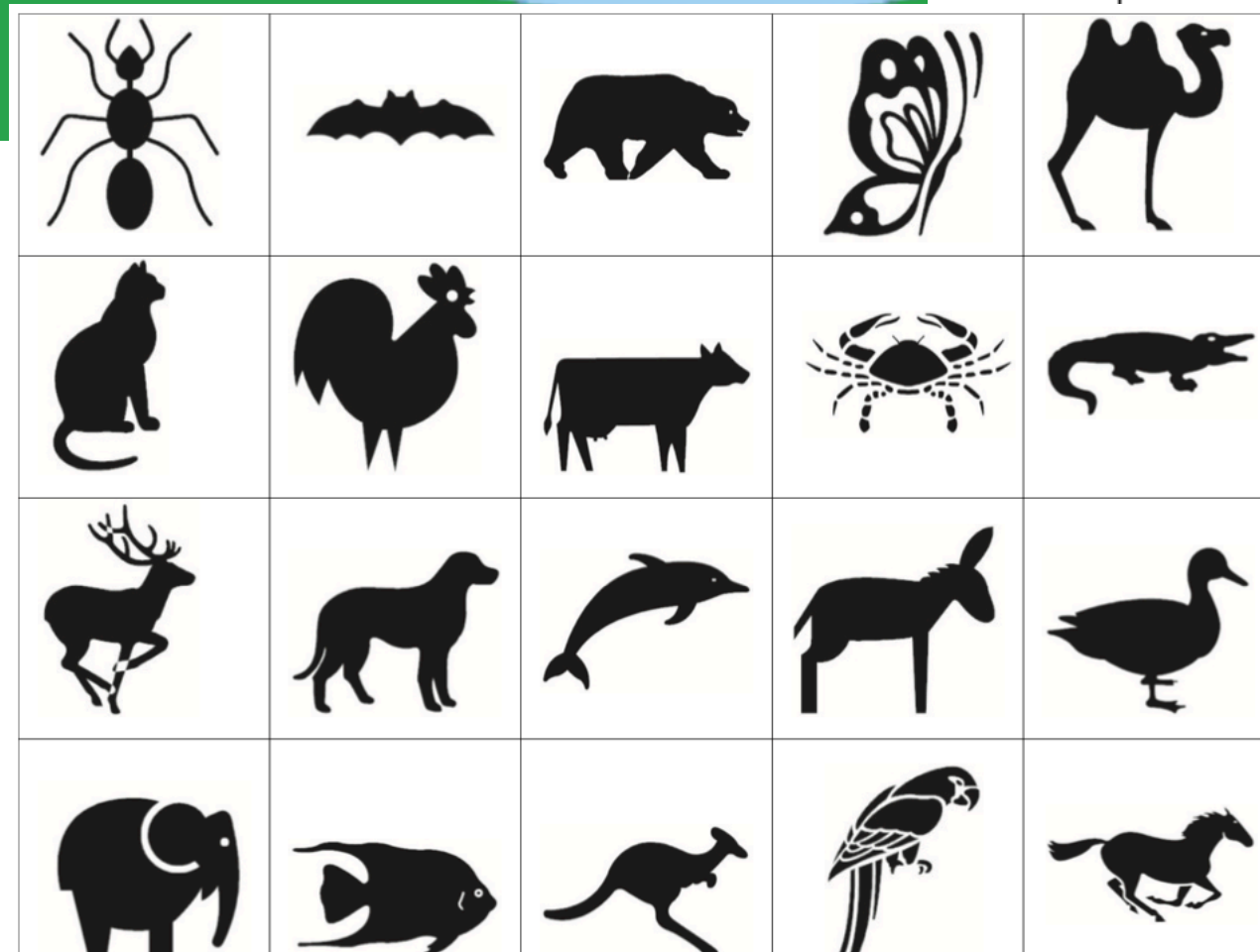
Graphic Organizer
Before, During, and After

Name _____

Title _____



Before	During	After



What are we going to do on this course?

We will learn about lesson planning and organizing steps, activities and materials into effective lessons.

Steps	Stages	Time	Procedure	Interaction	Activity purpose
5	I	4	<p><u>Simple Substitution drills (ppt)</u> “Before finding other heroes, we need to practice asking a question and answer” Practice to use “in front of “ and “behind” with question and answering format</p> <ol style="list-style-type: none"> 1. T tell Ss to ask question by using miming to elicit the question format. “where is Bob?” 2. T points to a picture and Ss use in structure to answer to the question. <p><u>Conversation Drill</u></p> <ol style="list-style-type: none"> 3. T use a blank space for a word to be filled out from Ss. 	T-Ss	<p>T points to a picture and Ss use in structure to answer to the question. (Simple Substitution drills)</p> <p>(Conversation Drill)</p>
6	I	8	<p><u>Situation Cards - ACTUALLY We can be the hero as well. (Situation card, Name tag)</u> <u>Using six preposition words.</u></p> <ol style="list-style-type: none"> 1. T will hand out the blank name tag stickers to all students. 2. Have student make their own hero name. 3. Students randomly pick one special power card out of the bag. 4. Write down their hero names on the table (table can be changing depends on number of students) 5. Have students decide to pick one place in the classroom. (only the place that describes prepositions of place - under the table, on the chair, next to, in, behind, in front of) 6. *T will give a situation related to the special power. 7. Ask students “which hero do we need for the situation?” 8. T will be asking “where is (name of the hero)?” 9. Ss will reply to the question with a full sentence using the preposition. “- is on the table.” (go to *5, then repeat 4-5 rounds) <p><u>Great! Now we are all ready to find the other four heroes.</u></p>	T-Ss	<p><u>Situation Cards</u> Students will be practicing with a less controlled activity. There are no specific structures, however, students will be practicing based on what they have learned during the “Encounter” and “Internalized” stages.</p>

What are we going to do on this course?

We will watch teaching demonstrations by real Korean English teachers to prepare for your teaching demonstrations.



Why study materials development?

All language teachers...

- use materials
- select materials
- create or alter materials
- create learning opportunities for students with materials
- organize materials into lessons

What are materials?

Materials are anything used by teachers or learners to facilitate language learning.

- textbooks, worksheets
- flashcards, word cards
- audio + video
- board games, toys
- stories, songs, poems
- digital presentation files (.ppt)
- newspaper and magazine articles
- recipes, photographs, brochures
- notes, drawings, tables, diagrams

Materials can be found or created by the teacher or the learner.

Materials Design & Development (Online)

Course Description

- materials design and development
- selection of materials
- lesson planning with materials
- task sequencing with materials
- professional development of teachers
- 'discovery' approach

Materials Design & Development (Online)

Course Goals

- improve your teaching
- improve your planning
- gain new knowledge
- improve your analyzing skills
- give new insights into teaching
- prepare you for the practicum
(week 17 +18)

Weekly Plan (overview)

Week 1 Course overview

Week 2 Fundamental concepts

Week 3 The language classroom

Week 4 Basic terms for materials development

Week 5 What are materials? The framework of materials and methods

Week 6 16 principles of materials development

Week 7 Evaluation ELT materials

Week 8 Defining learning objectives

Weekly Plan (overview)

- Week 9 Scaffolding in a productive skill lesson
- Week 10 Offline meeting for lesson plan feedback
- Week 11 Deadline for EIF lesson plan & materials 1
- Week 12 PDP framework
- Week 13 Example lessons and practicum planning
- Week 14 Example lessons and practicum planning
- Week 15 Offline meeting for lesson plan feedback
- Week 16 Deadline for PDP lesson plan & materials 2

Assignments

(1) Weekly reading

Read the assigned reading prior to class and answer the questions on the page at the beginning of the reading using your own ideas and examples.

Email your answers to:

edwardtesol@gmail.com

Assignments

(2) Lesson Plan & Material 1 & 2

These two assignments are critical to success in this course. Participants will be expected to write a student learning objective (SLO), design a lesson plan to achieve the SLO, and select, adapt, and/or supplement the materials that the Ss will need to complete the lesson successfully.

Assignments

Lesson Plan & Material 1

1. Create a student learning objective (SLO) for a **speaking** lesson.
2. Create a lesson plan following the E-I-F framework using the given template.
3. Select, adapt and/or supplement the necessary materials to be used in the lesson.

Due: Week 11

Assignments

Lesson Plan & Material 2

1. Create a student learning objective (SLO) for a **receptive skill** lesson.
2. Create a lesson plan following the P-D-P framework using the given template.
3. Select, adapt and/or supplement the necessary materials to be used in the lesson.

Due: Week 16

Assignments

****Note**

Lesson Plan & Material 1+2 will be used in the practicum- week 17+18.

You will teach with this lesson plans for the final course assessment.

They are important assignments!

Lesson plan example

Steps	Stages	Time	Procedure	Interaction	Activity purpose
1	E	7	<p><u>Set up the context and expose the target language (Flashcards, PPT)</u></p> <ol style="list-style-type: none"> 1. T greets Ss and start introducing the context(Spider-man is looking for superheroes to save the world. Ss will be the partners of Spider-man to find heroes. Tell Ss to make sure to pay attention very well so that Ss can be ready to find the heroes) 2. Show the flashcards of Heroes, and let Ss know that they need to find “Spider-man”, “Jack-Jack”, “Mr. Incredible(Bob)”, “Violet”, “Dash”, and “Elastic Girl(Helen)” with Spider-man at the end of our lesson. 3. Ask Ss if they have a favorite hero from the lists (warm- up question). “Who is your favorite hero? “ 4. Tell Ss if you want to find someone, you can ask the following question. Have Ss repeat after T. “Where are the heroes?” 5. Show the places using prepositions. By telling Ss “ A hero might be in the “car”, / on the “building”/ under the “bridge”/ next to the “tree” / in front of the “train” or behind the “train” or... bus! 6. Find one hero together. T will demonstrate the question with Ss. T will be saying “ We will find the Dash first.”-> “ if you want to know that, what do you say? -> “Where is Dash?” 7. T answers to the question. -“ Dash is in front of the train.” 	T, T, T-Ss, T-Ss, T, Ss-T	1)To set up the context, teacher will be explaining the situation why they need to find the heroes. To give Ss a motivation. 2)Expose the target languages.- Heroes 3) Warm up question. 4) Expose the target sentence (question form). 5) Expose the target language - places 6) To elicit natural conversation, have Ss ask a question and 7) T expose the target sentence (answering form)
2	E-I	4	<p><u>Story telling & Recognition drill and Structure Repetition drills (ppt)</u></p> <ol style="list-style-type: none"> 1. Explain the basic concept of the prepositions in the story 2. T will be emphasizing on saying and miming the prepositions during the storytelling. (One day, Spider-man was looking for the Incredible family in the city. He used his binocular to look at the heroes. Jack-Jack was under the tree. Helen sat next to the Jack-Jack. Bob was on the bridge and then went under the bridge. Violet was in the bus. Suddenly, Dash appeared in front of the bus and moved behind the bus. 	T	1)Watch and follow the model by listening to the story.2) Ss will be learning the preposition words through the story. It is to listen before speak the target language.
3	I	4	<p><u>Simple Substitution drills (ppt)</u> “Before finding other heroes, we need to practice asking a question and answer” Practice to use “next to” and “on” with question and answering format</p> <ol style="list-style-type: none"> 1. T tell Ss to ask question by using miming to elicit the question format. “where is Jack-Jack?” 2. T points to a picture and Ss use in structure to answer to the question. <p><u>Conversation Drill</u></p> <ol style="list-style-type: none"> 3. T use a blank space for a word to be filled out from Ss. 	T-Ss	T points to a picture and Ss use in structure to answer to the question. (Simple Substitution drills PPT) (Conversation Drill

Assessment

Evaluation

- | | |
|--------------------------------|-----|
| (1) Attendance & Participation | 10% |
| (2) Reading assignments | 30% |
| (3) Lesson plan & Material 1 | 30% |
| (4) Lesson plan & Material 2 | 30% |

Reading assignment example (due week 3)

* we will talk more about this next week

1 The language classroom

Roles, relationships and interactions

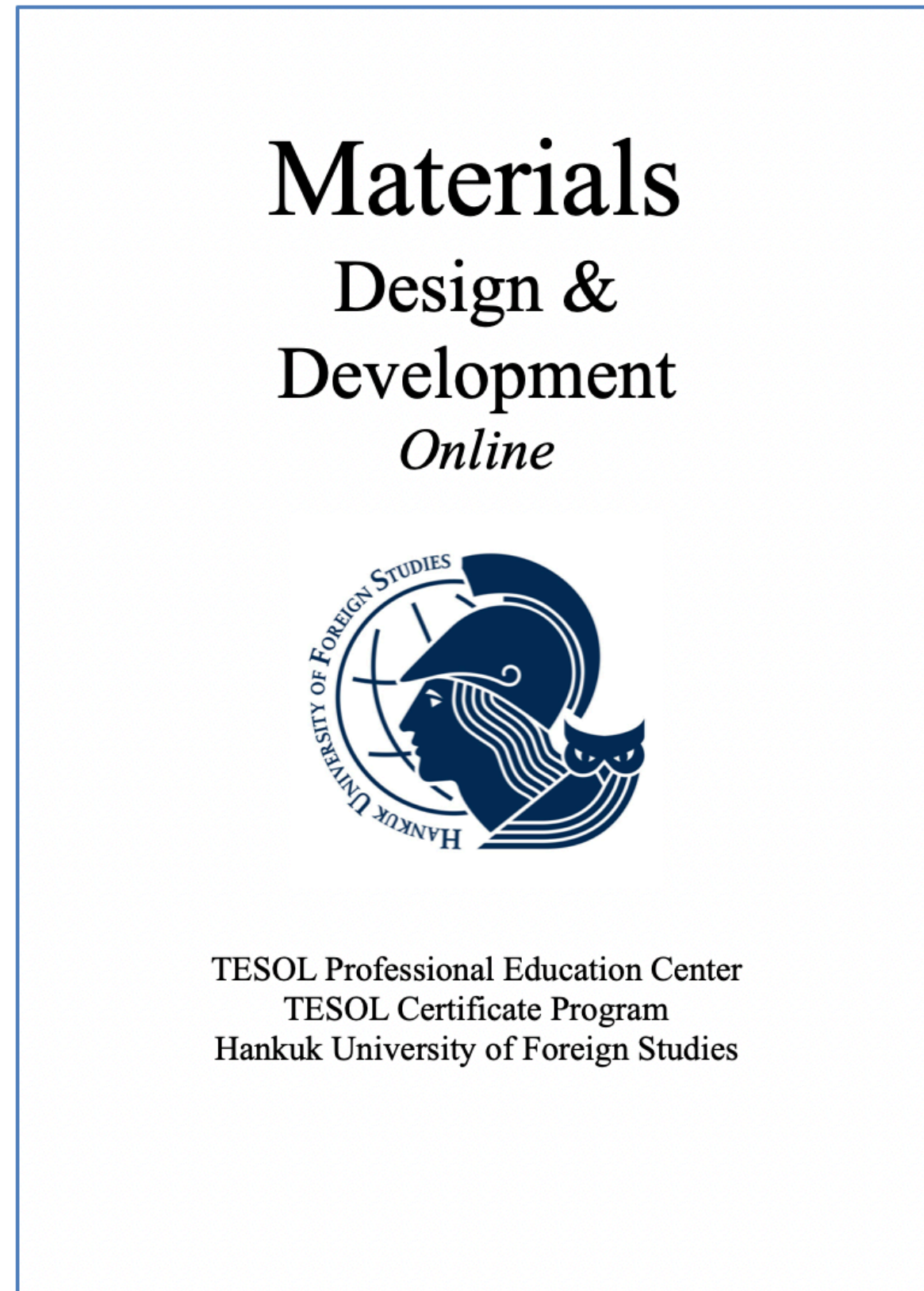
The classroom is the crucible – the place where teachers and learners come together and language learning, we hope, happens.

(Allwright and Bailey, 1991: 18, citing Gaies, 1980)

This chapter will:

- consider the social as well as pedagogic character of English language teaching classrooms;
- explore how teachers assume a variety of roles in class, and investigate how these roles may affect language learning and ‘classroom life’;
- investigate how patterns of classroom interaction, including teacher and learner talk, error and error treatment and teachers’ questions,

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**Find more information in
the textbook and ask me
questions any time!**

Edward Povey - Teaching TESOL

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Welcome To My Site!

Edward Povey

Assistant Professor & Teacher Trainer
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Interview with BOOK CLUB LAB:

https://www.youtube.com/watch?v=xC0cETDj_Qs

New videos added:

edwardtesol.com/videos

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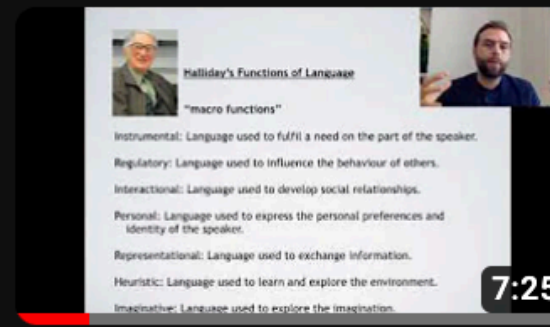
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TESOL Concepts: Formative and summative assessment

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Reading and listening strategies (TESOL)

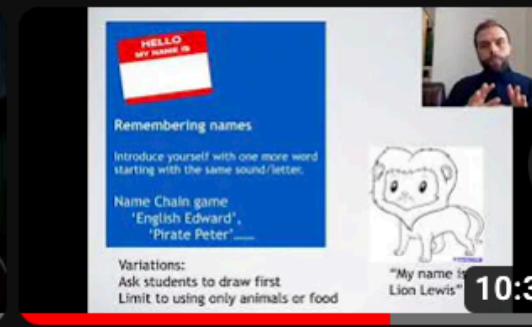
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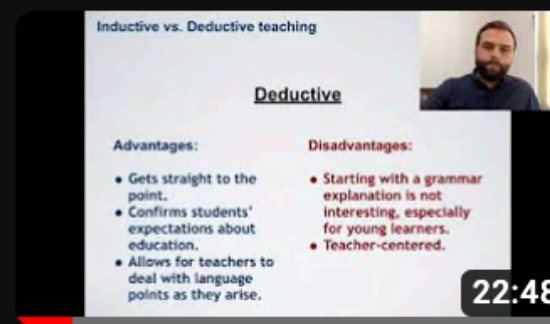


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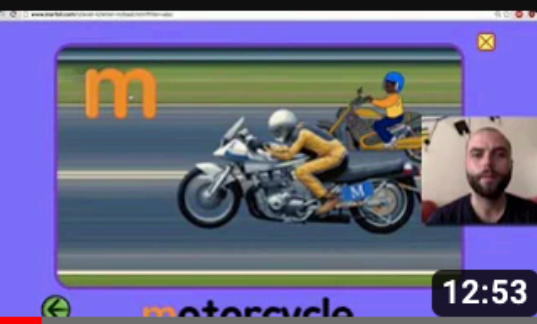
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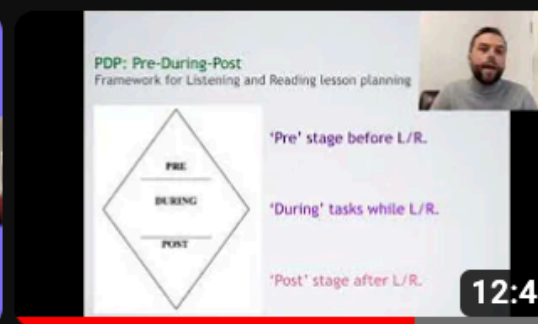
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TESOL Resources & Materials: www.starfall.com

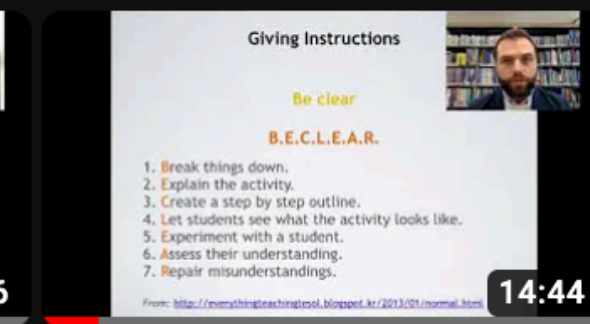
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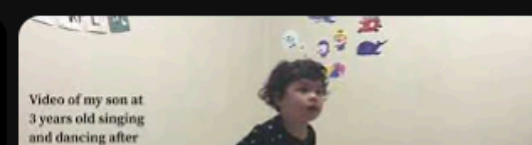
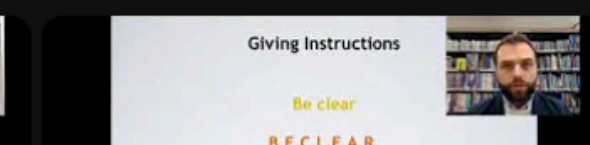
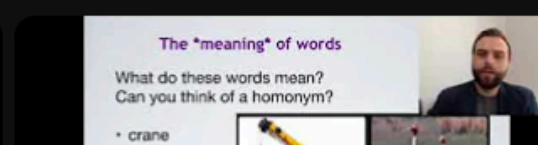
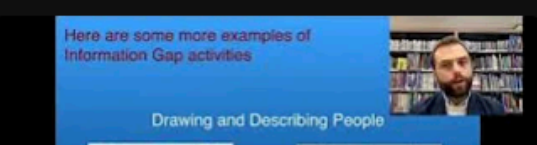
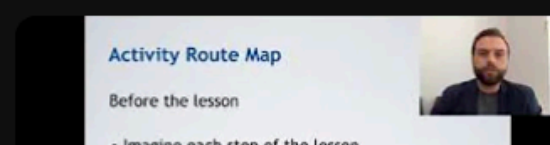


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TESOL Concepts: Multiple Intelligences

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