



**MCILWRAITH
EDUCATION**

English Language Teaching Materials Development

Language teaching materials are central to modern language teaching, but global coursebooks and other materials produced by major publishers often fail to engage learners with their real interests or are often inappropriate to the particular local context. Teachers often feel the need to develop their own materials which will both reflect their learners' needs and the teachers' methodological practices yet they do not have the confidence or expertise to produce high quality materials which will have face validity for their learners.

Our 'English Language Teaching Materials Development' course is aimed at individual teachers and groups of teachers who need to develop their materials writing skills to produce effective learning materials, ranging from single lessons or units to whole coursebooks. Each course is designed according to the needs of your specific context and is focused on the production process from specification to production.

We can develop course for you lasting for 5, 10 or 15 days that will enable you to become confident and proficient in materials writing and by the end of the course you will have a bank of professional materials for immediate use. We can offer further post-course developmental support at a distance.

OBJECTIVES

By the end of the course, participants will:

- ▶ Have produced a set of teaching materials which they can immediately use in their teaching context
- ▶ Have gained experience in working as part of tightly focused writing and editing teams in a co-operative setting
- ▶ Have the knowledge and skills to be able to produce more quality materials
- ▶ Have the confidence to be able to produce quality materials which will rival commercially produced courses in their applicability to the teachers' local context.



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THE MATERIALS WRITING PROCESS: THE 10 P MODEL

The course follows the 10 P Model (as described below), which was developed by Robert Buckmaster:

- 1. Purpose:** the course has a clear set of objectives which take into consideration the teachers' skills and experience and the requirements of their particular context.
- 2. Planning:** the course is both pre-planned and contingency planned during the event.
- 3. Process:** the materials writing process is agreed with the participants and modified as necessary.
- 4. [Principled] 'Plagiarism':** published materials are used as sources of ideas for task types etc and authentic texts are used to create learning texts.
- 5. Peer-Review:** a key component of the writing process is the on-going review of the materials by the participants' colleagues and the course tutor.
- 6. Product:** the end product of the course is a set of materials ready for immediate use.
- 7. Production:** the materials are produced in a form ready for use – either paper-based or in an electronic format.
- 8. Promulgation:** the materials are distributed to other teachers and to learners for use.
- 9. [Further] Peer-Review of Practice:** the materials are further reviewed when they are used in the classroom.
- 10. Professional Development:** this is achieved through the whole process and through the peer reviews of the process and the materials.

COURSE DELIVERY

Courses are delivered face-to-face in your country at a suitable venue of your choosing (some follow-up may be necessary at a distance, which will be charged *pro-rata*). Upon request, we can arrange for training to be delivered in Edinburgh. In some cases, pre- and/or post-course work might be delivered online. Ideally, courses run for groups between 10-20 participants, but we can run courses for less or more if necessary.

COURSE TUTORS

The team includes Robert Buckmaster, who has applied the 10 P Model to a wide range of teaching contexts in Europe and the Middle East.

Materials Development – Sample 5 day course

	Monday	Tuesday	Wednesday	Thursday	Friday
0900 - 1030	Formal welcome, course aims, introductions	Unit Drafting Author pairs outline a unit	Unit Drafting Author pairs outline a unit	Unit Drafting Author pairs outline a unit	Materials Evaluation The materials produced are evaluated
1030 - 1045	Break	Break	Break	Break	Break
1045 - 1215	Basic Concepts in Materials Development The purpose of materials; design considerations; context constraints etc	Peer Review and Unit Writing Peers review drafts then authors write unit	Peer Review and Unit Writing Peers review drafts then authors write unit	Peer Review and Unit Writing Peers review drafts then authors write unit	Materials Finalisation The materials are finalised
1215 - 1315	Lunch	Lunch	Lunch	Lunch	Lunch
1315 - 1430	The Materials Development Process The 10-P Model	Unit Writing Authors complete units + teacher's notes	Unit Writing Authors complete units + teacher's notes	Unit Writing Authors complete units + teacher's notes	Materials Production The materials are produced for participants to take away with them
1430 - 1445	Break	Break	Break	Break	Break
1445 - 1600	Materials Content Brainstorming and sourcing materials topics	Peer review and Revision Peers review materials and then authors redraft	Peer review and Revision Peers review materials and then authors redraft	Peer review and Revision Peers review materials and then authors redraft	Course Review etc Open and written feedback and formal farewells
1600 -1700		Process Review Open feedback on writing process	Process Review Open feedback on writing process	Process Review Open feedback on writing process	