NILE ONLINE

Materials Development for Language Education

NILE

PART OF THE **INTO** GROUP

Overview and Outcomes

This course is for all teachers who use materials or produce their own. These may be materials for your own classroom, for sharing with colleagues or even for publication. They may be print or digital. You will explore many aspects of effective materials development from key principles to practicalities. You will look at materials evaluation, adaptation and creation, including key areas such as visual design, cognition and affect in materials, and making sure they are effective for your specific context, whatever area of language teaching that might be.

Trainers

NILE's highly experienced trainers are experts, not only in their fields, but also in working online with teachers for continuing professional development. Read more about NILE's trainers, their experience and interests at The NILE Team on the NILE website.

Teaching approaches

- We make courses practical and 'hands-on', with reference to relevant theory
- Our courses are participant-centred and collaborative, designed to build knowledge and confidence
- We use activities and tasks to help you apply the course content to your setting
- Courses are broken down into individual units and activities, forming a clear structure
- Tasks are interactive, involving live online sessions, forums and community walls, and utilise a range of multimedia including images, audio files and videos

Assessment and Certification

- NILE Online Certificate courses have a four-week assignment-writing period at the end of the taught part of the course. It is the only assessed part of the course and is optional. You can complete an assignment if you have achieved the required 80% participation on the course. The assignment is a further chance for you to apply what you have learnt on the course to your professional context.
- Your end-of-course NILE certificate details the areas covered on your course and includes your assignment grade (Pass or Distinction) where relevant.
- The course can be extended to include The Trinity Certificate for Practising Teachers (CertPT) - awarded upon completing an 8-week assignment after the course, fulfilling the skills and knowledge descriptors as set out by Trinity College London.

Content

Materials Development for Language Education covers the following areas:

- Principles of materials development
- How language teaching material is used
- Materials for specific contexts and cultures
- Implications of second language acquisition research
- Principled evaluation of materials
- Principles and practice of materials adaptation
- Affect, motivation and engagement in materials
- Understanding and adjusting levels of challenge
- Materials for teaching grammar and vocabulary
- Materials for developing the four skills
- Design, layout and illustration
- Writing instructions and teacher's notes

Each course has a maximum of 18 participants and consists of 8 units, each introduced and completed over a week, Thursday to Wednesday, with an optional 4-week NILE Online assignment or 8-week Trinity College London assignment at the end.

Time will be built into the course for reflection, to consider how to adapt the content to your own professional context. We then support you in creating a strategy for putting your ideas into practice in your institution.

The NILE Online platform was developed specifically for teacher development courses, and upholds the NILE tradition of excellence in tutoring, materials, support and engagement.

Accredited Member
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Who should apply?

- Teachers at all levels
- Participants should have a minimum language level corresponding to B2 on the Common European Framework.

Requirements and Resources

- Participants need a computer, a headset (with microphone) and an Internet connection. You can do much of the course on a tablet or mobile device, but will need a computer for certain activities.
- All participants have access to NILE's extensive ELT e-Library and the NILE digital learning platform during the course and for a further six months, to access materials and keep in touch with your new colleagues. We also encourage you to sign up to the NILE Membership platform, which provides a great range of free resources for ELT professionals and is updated monthly.

Schedule

This course consists of 8 units, plus an optional end-of-course assignment. Each unit requires approximately 5-7 hours work per week. Live sessions will be held at a time agreed with participants, and recorded for those who cannot attend.

Materials Development for Language Education

Unit 1: Orientation and Introductions	Unit 2: Learners and Context
This unit will introduce you to the course structure, platform and dates. You will also find out what you can expect from us and what we expect from you. In this unit you will learn to use the learning platform and introduce yourselves and your teaching contexts. You will look at the relationship between materials, teachers and learners and different starting points materials writers use to write an activity. You will also start building a list of your personal beliefs about teaching and learning that will inform your materials development work.	After identifying and sharing your own professional context, you use this as a basis for considering how you need to adapt or write materials for specific learners. This will be determined by factors such as age, level and needs, but also largely by the culture of the context, so we will explore the implications of this. Then we turn to a specific language learning area, vocabulary, and judge how suitable some materials are for your own context and how you could adapt them. Lastly you will be asked to produce a vocabulary activity, using ideas you have considered in this unit.

Unit 3: Cognitive Demand	Unit 4: Language Input and Output
In this unit we will look at issues related to challenge and support, making our materials difficult enough, but providing support where needed. This will also include ways that we can get our learners to really think, in order to encourage deeper, longer learning. A variety of questioning techniques and principles will be explored here. Then we will look at the particular requirements of effective self-study materials. The practical task for this unit is to adapt an existing worksheet for different levels of learners.	In this unit you will consider how materials can deal with teaching specific language, especially grammar and functions, both in terms of how learners receive language input and how they produce it themselves. After comparing some different approaches to teaching specific language, you will make sure you recognise the difference between activities that teach, practise and test language, so you can be sure that you are achieving your aim. Then we turn to ways you can help learners to remember, including opportunities for review and recycling. You will evaluate some existing grammar/functional materials, print and digital, and suggest adaptations for your context.

Unit 5: Exploiting Texts	Unit 6: Affective Factors in Materials
In this unit we will look at a range of ways to exploit texts, written and spoken, in our materials, mainly for receptive skills development. We will also explore some important issues such as authenticity, copyright and the real needs of learners. We will be looking beyond comprehension questions to explore a range of other activities we can use with texts, see how these are used in existing language learning materials and how they could be used. As a practical task, you suggest some activities to exploit a text.	Here we will look at the how psychological and emotional factors can affect language learning and how we can take this into account in our materials. We will particularly focus on the productive skills of writing and speaking in this unit and you will have opportunity to write some motivating materials for your learners and get feedback.

Unit 7: Visual Design and Image	Unit 8: Course Review and Assignment Preview
The focus of this unit will be the appearance of materials and how that can make them more user-friendly as well as attractive. We will explore a range of ways we can use images, not just for decoration, for example, to clarify input and stimulate output. We will also look at how material is laid out on the page or screen and within units or modules. Finally you design an activity based on an image of your choice that you can use with your learners.	In this final unit we will review the whole course and look at what you need to do for your assignment. We will also look at some principles and practicalities of writing effective teacher's notes. We will share some ideas about common trends in language teaching before we close the course with a final (virtual) goodbye party!

Assignment

Please note: As well as the main text of the assignment, any learning materials written or evaluated in final assignments need to be in English, unless by prior arrangement.

Option A	Option B
Evaluate a short unit of materials (or part of a unit) for a specific group of learners and suggest adaptations to make it more suitable and effective for them.	Write a short unit of materials for 1 hour of teaching for a context of your choice.

At NILE we are committed to offering the best in language teacher training. As such, NILE Online courses were developed specifically to recreate the classroom experience and thus, we provide two-way tutorial contact in our online courses. Online participants will benefit from tutor interaction, support and feedback in each unit they take.

NILE Online is the first online course provider aligned to the Cambridge English Teaching Framework. NILE Online courses are also formally aligned to the Eaquals Framework for Language Teacher Training and Development, and the effort we take to make the NILE Online experience both positive and productive has been recognised by inspections from AQUEDUTO, The Association for Quality Education and Training Online.