

Materials Development for Language Education

Overview and Outcomes

The 30-hour **NILE Materials Development for Language Education** 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 and British Council's highly experienced trainers are experts, not only in their fields, but also in working with teachers for continuing professional development.

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 divided into individual sessions and activities, each with specified learning outcomes, forming a clear structure.
- Teaching is interactive and utilises a range of multimedia including image and video.

Certification

- Your end-of-course NILE certificate details all the areas covered on your course. It comes with recommendations for sharing what you have learnt and implementing your action plan at your institution.
- 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.

Who should apply?

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

Venue and Facilities

- The course takes place in British Council Bogotá's fully-equipped teaching venue. All course materials are provided.
- All participants have access to NILE's extensive ELT eLibrary and the NILE digital learning platform during the course and for a further six months, to access course materials and other resources. We also encourage you to sign up to NILE Membership Area, which provides a great range of free resources for ELT professionals.

Content

Materials Development for Language Education includes content drawn from some or all of the following areas, according to participants' needs and interests:

- 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 10 sessions, each scheduled on a Monday, with an optional 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 complementary NILE Online platform which is available to all course participants contains all course materials, plus additional resources, including videos, academic journals and e-books.

Schedule

This course consists of 10 sessions. Each session lasts 3 hours and takes place on Mondays at British Council Bogotá teaching centre.

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| Session 1: Orientation and Introductions | Session 2: Learners and Context |
| <p>This session will introduce you to the course structure, content and learning outcomes. You will also find out what you can expect from us and what we expect from you, and learn how to access the supplementary digital resource platform.</p> <p>We will introduce ourselves, get a general overview of the content 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.</p> | <p>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 design a vocabulary activity, using ideas you have considered in this session.</p> |
| Session 3: Cognitive Demand | Session 4: Language Input and Output |
| <p>In this session, 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. Finally, you will think about how to adapt an existing worksheet for different levels of learners.</p> | <p>In this session, 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.</p> |
| Sessions 5 and 6: Exploiting Texts | Sessions 7 and 8: Affective Factors in Materials |
| <p>In these sessions, 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. Finally, you will suggest some activities to exploit a text.</p> | <p>In these sessions, 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 session and you will have the opportunity to have a go at designing some motivating materials for your learners.</p> |
| Session 9: Visual Design and Image | Session 10: Course Review and Action Planning |
| <p>The focus of this session 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. Finally, you will have a go at designing an activity based on an image of your choice that you can use with your learners.</p> | <p>In this final session we will review the whole course and consider the implications of your learning for your own professional context and future action planning. You will be encouraged to self-assess against the intended learning outcomes of the course and consider your next steps as a materials developer.</p> |
| Optional Assignment Trinity Certificate for Practising Teachers (NB. Additional fee applies) | |
| <p>The Trinity Certificate for Practising Teachers (CertPT) is an in-service vocational teaching qualification at Level 6 on Ofqual's Regulated Qualifications Framework (RQF). It is defined around pedagogical outcomes and requires the completion of four practical teaching assignments related to the teacher's professional context:</p> <ul style="list-style-type: none"> • Evaluate teaching/training resources, making suggestions that will help meet the needs of a specified learner group • Adapt teaching/training resources to meet the needs of a specified learner group • Create teaching/training resources to meet the needs of a specified learner group • Reflect on pedagogical decisions made to meet the needs of a specified learner group | |

At NILE we are committed to offering the best in language teacher education. NILE courses have been developed specifically to maximise the classroom experience and harness participants' own experience, knowledge and ideas to co-construct the learning experience. Participants will benefit from tutor expertise, extensive resources and tailored materials, and the support of fellow course participants in every session. NILE courses are formally aligned to the Equals Framework for Language Teacher Training and Development, and the effort we take to make the NILE experience both positive and productive has been recognised by inspections from AccreditationUK and Equals.