

**In the Name of Allah**  
University of Bojnord, Department of English  
Materials Development for MA students of TEFL (2 Credits)

**Course Syllabus**

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**Office Hours:** After class or by Appointment

**Course Date:** September, 2018

**Class Time:** Tuesday 15:30 to 17

### **1. COURSE DESCRIPTION/OVERVIEW**

This course will give you a better idea of the role of materials within the ELT curriculum. The first half of this course covers ELT materials aimed at the global market, the central position of students' lives and identities in textbooks, materials for specific contexts, neoliberal discourses mediated by the materials, ethnography of materials production, CLIL, materials for the teaching of other languages, and the role accorded to textbooks in teaching and learning. The second half covers studies of textbook content, consumption, and production. The course will be taught by a discussion and task-based teaching method in which the abstract topics are connected to our own experiences. It also provides an opportunity for you to explore the relevance of materials development to EFL teaching and learning.

### **2. COURSE OBJECTIVES**

This course will enable students to meet the following learning objectives:

- A) To learn about the latest approaches to materials development.
- B) To raise their awareness of the evolution of materials development
- C) To critically select, analyze, and evaluate ELT materials.
- D) To develop a critical attitude towards the implementation of pre-set curricula.
- E) To innovatively create teaching materials appropriate to their own context and learners' needs.

### **3. REQUIRED TEXT AND INSTRUCTIONAL RESOURCES**

Gray, J. (ed.) (2013). *Critical perspectives on language teaching materials*. Basingstoke: Palgrave Macmillan.

Harwood, N. (ed.) (2014). *English language teaching textbooks: Content, consumption, production*. Basingstoke: Palgrave Macmillan.

### **4. COURSE ASSIGNMENTS/REQUIREMENTS**

Students are expected to be regular and punctual in attendance at all classes. They are to read the required texts in advance and supposed to raise their problems on the issues. The dominant class method would follow cooperative approach through class discussions. Throughout the course, students are to handle at least two presentations on a language-related issue geared to course objectives. The essential requirements could be summarized as

follows:

- A) **Class participation:** Prompt attendance and participation at scheduled class meetings and examination dates are expected.
- B) **Individual Oral Presentation:** Each student will make a presentation on a given topic to the class (30 to 50 minutes).
- C) **Formal examinations:** A mid-term and a final exam are required in this course.

## 5. COURSE PROCEDURES/CLASS POLICIES

Primary instructional modalities in this course are lecture and self-directed study, but a part of most class sessions will be devoted to participative learning. Active participation is the central requirement for the class. To ensure a smooth flow of discussions, students are encouraged to listen with an open mind, respect the contributions of others, and avoid personal attacks. Students will often be faced with alternative viewpoints from the professor or their peers. Thus, students should be prepared to defend their own positions with empirical data, obtained from the assigned readings, and reasoned argument.

Plagiarism or academic dishonesty will have consequences from failure of the assignment or exam to failure of the entire course. Rest assured that I am an expert in tracing plagiarism using various computer programs and other resources and must and will treat all cases very seriously.

Any student missing class quizzes, examinations, or any other class work because of unexpected problems shall be given an opportunity during that semester to make up missed work. The makeup will apply to the unavoidable absence only. Making up false excuses for absences will be considered cheating and may result in a grade of 'F' for missed work. Opportunity to make-up the missed work requires prior notification of the absence and an excused absence (that is one that your instructor accepts as reasonable and legitimate). How and when the work will be made up will be determined by the instructor. Students who represent UB at any official extracurricular activity shall have the opportunity to make up assignments, but they must provide official written notification to the professor no less than one week prior to the missed class.

## 6. GRADES

Participants are assessed through formative and summative evaluation. Performance-based evaluation would also play a part of measurement process. The grade assigned for this course is based on the total points earned on all assignments and class participation. The possible points earned for each exam and for class participation are as follows:

|                              |                   |
|------------------------------|-------------------|
| Class Participation          | 20 points         |
| Individual Oral Presentation | 30 points         |
| Midterm Exam                 | 25 points         |
| <u>Final Exam</u>            | <u>25 points</u>  |
| <b>TOTAL</b>                 | <b>100 points</b> |

## 7. TENTATIVE SCHEDULE

| WEEK | TOPIC  | READING(S)           | SOURCE                |
|------|--|----------------------|-----------------------|
| 1    | Introduction   | Chapter 1            | Gray (2013)           |
| 2    | Changing Discourses of Identity<br>LGBT Invisibility and Heteronormativity   | Chapter 2&3          | Gray (2013)           |
| 3    | Neoliberal Citizen<br>Exploration of ELT Authors   | Chapter 4&5          | Gray (2013)           |
| 4    | Evaluating Materials for CLIL<br>Communicating Constructions of<br>Frenchness through Language Coursebooks   | Chapter 6&7          | Gray (2013)           |
| 5    | Political and Subjective Approaches to<br>Language Textbooks<br>Motivation, Authenticity and Challenge in<br>German Textbooks<br>Resisting Coursebooks | Chapter 8, 9 &<br>10 | Gray (2013)           |
| 6    | <b>MID-TERM EXAM</b>   | <b>Whole Book</b>    | <b>Gray (2013)</b>    |
| 7    | Content, Consumption, and Production   | Chapter 1            | Harwood (2014)        |
| 8    | Working Class in the Neoliberal Era<br>Global EFL Textbooks  | Chapter 2&3          | Harwood (2014)        |
| 9    | Textbooks of Pre-Service General<br>Education Teachers   | Chapter 4            | Harwood (2014)        |
| 10   | Textbook on a Medical English Course<br>Academic English Course  | Chapter 5&6          | Harwood (2014)        |
| 11   | Global Textbooks in Local Contexts<br>Writing Materials for Publication  | Chapter 7&8          | Harwood (2014)        |
| 12   | Interdisciplinary Textbook<br>the Old and the New in EAP Textbook  | Chapter 9&10         | Harwood (2014)        |
| 13   | Chaosmos: Spontaneity and Order in the<br>Materials  | Chapter 11           | Harwood (2014)        |
| 14   | Voluntary Student-Led Presentation   |                      | Harwood (2014)        |
| 15   | Voluntary Student-Led Presentation   |                      | Harwood (2014)        |
| 16   | Voluntary Student-Led Presentation   |                      | Harwood (2014)        |
| 17   | <b>FINAL EXAM</b>  | <b>Whole Book</b>    | <b>Harwood (2014)</b> |