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| HỒNG ĐỨC UNIVERSITY  **Faculty of Foreign Languages**  **Division of Linguistics - Culture and**  **English Language Teaching Methodologies** | **SYLLABUS**  **LESSON PLANNING AND MATERIAL DEVELOPMENT**  **Course code:** 132026 |

**I.** [**General information**](https://unitguides.mq.edu.au/unit_offerings/136927/unit_guide#general-information-section)

- Credit points: 3 (27, 36)

- Prerequisites: Reading and Writing skill 5, Listening and Speaking skill 5

- Semester: 7

**II. Course description**

The module includes:

- The concept of teaching materials and the development of teaching materials, the role and scope of the development of teaching materials in teaching English, methods and criteria for evaluating textbooks, using textbooks in teaching.

- Disadvantages and benefits in applying textbooks, preparing materials for a course, ways to adjust the management of teaching materials.

- How to design exercises for a course, criteria for designing exercises, and how to select exercises to use in the new general English curriculum.

**III. Learning Outcomes**

***2.1. Knowledge:***

- Learners understand and remember basic concepts related to the development of teaching materials, the role of teaching materials, limits of subject knowledge and sources of materials.

- Learners understand and remember an overview of textbook evaluation criteria, advantages and disadvantages in using a fixed textbook, how to use textbooks effectively.

- Learners understand and remember how to exploit materials for a course, understand real documents and design documents for the course.

- Learners clearly understand and remember the criteria in designing materials in teaching English under the new general education program.

- Learners clearly understand the role of teaching materials in achieving the goals of a course, understand the structure and content of an English lesson plan according to the new general education program.

***2.2. Skills:***

- Learners can apply their knowledge to design exercises and apply criteria in designing materials in teaching English to evaluate the materials they have designed.

- Learners apply the knowledge and skills learned to analyze and evaluate available medical materials.

- Learners can choose to exploit the materials in a reasonable way, flexibly use the documents for efficiency

- Learners can analyze the pros and cons of fixed teaching materials, and external documents. Learners can evaluate textbooks, reference materials, and application effectiveness of teaching materials through the progress of learners.

- Learners have the capacity to design lesson plans according to the new general education program.

***2.3. Attitude:***

Comply with the regulations of the course

Actively and actively participate in the learning activities of the module

**IV. Textbook & Materials**

***\* Required texts:***

1. Mishan, F. (2005). *Designing Authenticity into Language Learning Materials.* Bristol: Intellect Ltd

***\* Recommended readings:***

1. Serdyukov, P. and Ryan, M. (2008). *Writing Effective Lesson Plans: The 5-Star Approach.* Boston: Allyn & Bacon.

2. Baker, J & Westrup, H. (2000). *The English Language Teacher’s Handbook*. Continuum.

**V. Schedule**

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| **Content** | **Topics** | **References** |
| 1 | **Lesson 1: Developing Materials**  1.1. Materials development takes place on a continuum of decision-making and creativity  1.2. A teacher does not have responsibility for choosing materials  1.3. The teacher is viewed as simply a technician and not a professional | textbook |
| 2 | **Lesson 2: The Scope of Materials Development**  2.1. What are materials?  2.2. What are techniques?  2.3. Is there a difference between a technique and an activity? | textbook |
| 3 | **Lesson 3: The role and design of instructional materials**  3.1. a resource for presentation materials (spoken and written)  3.2. a source of activities for learner practice and communicative interaction  3.3. a reference source for learners on grammar, vocabulary, pronunciation, and so on  3.4. a source of stimulation and ideas for classroom activities  3.5. a syllabus (where they reflect learning objectives that have already been determined)  3.6. a support for less experienced teachers who have yet to gain in confidence | textbook |
| 4 | **Lesson 4: Choosing input and sources**  4.1. Grammar materials  4.2. Listening materials  4.3. Reading materials  4.4. Writing materials  4.5. the students' texts  4.6. Speaking materials | textbook |
| 5 | **Lesson 5: Evaluating textbooks**  5.1. The role of the textbook in the program  5.2. The teachers in the program  5.3. The learners in the program | textbook |
| 6 | **Lesson 6: Criteria for textbook evaluation**  6.1. Adapting textbooks  6.2. Advantages and Disadvantages of Using a Textbook  6.3. aims and approaches  6.4. design and organization  6.5. language content  6.6. skills  6.7. topic  6.8. methodology  6.9. teachers' books  6.10. practical considerations | textbook |
| 7 | **Lesson 7: How Can a Textbook be used as a Course Tool?**  7.1. Revision  7.2. Mid-term test | Textbook |
| 8 | **Lesson 8: Preparing materials for a program**  The nature of materials development  Decisions in materials design  8.1. Arouse the learners' interest  8.2. Remind them of earlier learning  8.3. Tell them what they will be learning next  8.4. Explain new learning content to them  8.5. Relate these ideas to learners' previous learning  8.6. Get learners to think about new content  8.7. Help them get feedback on their learning  8.8. Encourage them to practice  8.9. Make sure they know what they are supposed to be doing  8.10. Enable them to check their progress  8.11. Help them to do better | textbook |
| 9 | **Lesson 9: On What Basis Does One Choose, Adapt, or Develop Materials?**  9.1. Activities should draw on what students know (their experience, their current situation) and be relevant to them  9.2. Activities should focus on students' outside of class needs, if appropriate so that needs can be met.  9.3. Activities should build students' confidence so students can feel confident in transferring what is learned outside of class.  9.4. Activities should allow students to problem solve, discover, analyze  9.5. Activities should help students develop specific skills and strategies | textbook |
| 10 | **Lesson 10: A List of Considerations for Developing Materials**  Examples of Materials  I. Schema Activation:  II. Communication Strategies:  How Does One Develop Materials? | textbook |
| 11 | **Lesson 11: Monitoring the use of materials**  Authentic versus created materials  Implications for task design  Task rationale | textbook |
| 12 | **Lesson 12: Identifying task components**  Goals  Input  Intonation  Received pronunciation  Structural repetition  Limited vocabulary  Mutilation  Lesson 13: Activities  Activity types  Information-gap activity  Reasoning-gap activity  Opinion-gap activity | textbook |
| 13 | **Selecting exercise types**  Exercises that develop "top-down" listening  Exercises that involve listening for interactional purposes  Involving a nonlinguistic response to the text  Involving a linguistic response to the text |  |

**VI. Assessment**

***1. Course policies***

Students must regularly participate in class hours (from 80% or more), have a positive learning attitude, participate seriously and actively in class activities such as group discussions, lecture practice, standards. lesson plan…

Students must complete assigned assignments, participate fully in assessment tests.

***2. Assessment details***

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| **Assessment Tasks** | **Assessment Form** | **Time** | **Weighting** | **Format** |
| On-going assessment | - Participation and attendance (contributing to lesson development, answering questions from teachers): 10% | During the course | 30% | Weekly attendance, participation |
| - Tests: 20% | During the course | Written tests |
| Midcourse test | Written test | After content 6 | 20% | Theory questions |
| Final test | Written test | After the course | 50% | Theory questions |