

Subject Code	ENGL342
Subject Title	Materials Development for Professional Language Training
Credit Value	3
Level	3
Pre-requisite / Co-requisite/ Exclusion	None
Objectives	<p>This subject introduces students to the fundamental principles that underpin the design of instructional materials for training courses in English for business and professional purposes. The subject seeks to develop students' ability to evaluate, adapt and supplement commercially produced language training materials (both print-based and web-based) and to plan and produce original materials to meet the English-language needs of practitioners in particular business/professional contexts.</p>
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <p>Category A: Professional/academic knowledge and skills</p> <ol style="list-style-type: none"> a. critique training materials (e.g. coursebooks, worksheets, videos, websites) designed for students of English for business and professional purposes; b. make principled decisions at the lesson planning level concerning the selection and omission of tasks, activities, exercises, etc. in training materials; c. adapt and supplement training materials to meet the needs of particular groups of learners; d. plan and produce task-based training materials to meet the language and communication needs of professionals in a particular occupational or institutional setting. <p>Category B: Attributes for all-roundedness</p> <ol style="list-style-type: none"> e. use a range of strategies for learning autonomously and collaboratively; f. display critical and creative thinking.
Subject Synopsis	<ol style="list-style-type: none"> 1. Materials in the planning process: context analysis, course planning and decisions concerning materials; 2. The materials evaluation cycle: procedures and processes for the selection of materials, in-use and post-use evaluation; 3. Textbook analysis: what's underneath? (e.g. theory of language, theory of learning, stereotypes, ideology and culture); 4. Lesson planning and materials evaluation; 5. The trainer as mediator: materials adaptation;

	6. Supplementation: exercise and worksheet design, developing text-based materials; 7. Developing thematic units and tasks, exploiting the internet; 8. Authentic materials, genre-based materials, corpus-informed materials.																																													
Teaching/ Learning Methodology	Teaching and learning will be in the form of interactive, workshop-style seminars. The seminars will be very practical in orientation: input from the teacher on key principles and procedures in materials development, followed by practical application by the students. Students will be given the opportunity to analyse and discuss a range of print-based and web-based language training materials. They will also have the chance to create task-based materials for particular business/professional contexts.																																													
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" data-bbox="483 792 1393 1256"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th>f</th> </tr> </thead> <tbody> <tr> <td>1. Textbook review</td> <td>50%</td> <td>✓</td> <td></td> <td></td> <td></td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Group project</td> <td>50%</td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table> <p data-bbox="483 1290 1393 1693">Students will be required to complete two assignments. The first assignment will require students to select, analyse and evaluate three textbooks designed for use on training courses in English for business/professional purposes and, on the basis of their findings, to write a textbook review of 1,500-2000 words for a professional journal. This will be done individually. The second assignment, which will be done in groups of 3-4, will require students to plan and produce a set of task-based training materials (5-8 pages) for professionals in a particular workplace setting in Hong Kong. They will also be required to introduce their materials and explain the principles which underpin their design.</p>								Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e	f	1. Textbook review	50%	✓				✓	✓	2. Group project	50%		✓	✓	✓	✓	✓	Total	100 %						
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1. Textbook review	50%	✓				✓	✓																																							
2. Group project	50%		✓	✓	✓	✓	✓																																							
Total	100 %																																													
Student Study Effort Required	Class contact:																																													
	▪ Lectures						26 Hrs.																																							
	▪ Seminars						13 Hrs.																																							
	Other student study effort:																																													
	▪ Private study						58 Hrs.																																							

	<ul style="list-style-type: none"> ▪ Take-home assignments 	29 Hrs.
	Total student study effort	126 Hrs.
Reading List and References	<p>Recommended reading</p> <p>McDonough, J. and Shaw, C. (2003). <i>Materials and Methods in ELT</i>. Oxford: Blackwell.</p> <p>McGrath, I. (2002). <i>Materials Evaluation and Design in Language Teaching</i>. Edinburgh: Edinburgh University Press.</p> <p>Tomlinson, B. (ed.) (1998). <i>Materials Development in Language Teaching</i>. Cambridge: Cambridge University Press.</p> <p>Tomlinson, B. (ed.) (2003). <i>Developing Materials for Language Teaching</i>. London: Continuum.</p> <p>Tomlinson, B. (ed.) (2008). <i>English Language Learning Materials: A Critical Review</i>. London: Continuum.</p> <p>Further reading</p> <p>Cunningsworth, A. (1995). <i>Choosing your Coursebook</i>. Oxford: Heinemann.</p> <p>Donna, S. (2000). <i>Teach Business English</i>. Cambridge: Cambridge University Press.</p> <p>Duckworth, M. (2003). <i>Business Grammar and Practice</i>. Oxford: Oxford University Press.</p> <p>Flinders, S. (2005). Business English materials. <i>ELT Journal</i>, 59(2), 156-176.</p> <p>Flowerdew, J. and Wan, A. (2006). Genre analysis of tax computation letters: How and why tax accountants write the way they do. <i>English for Specific Purposes</i>, 25(2), 133-153.</p> <p>Hall, D.R. (2001). Materials production: theory and practice. In Hall, D.R. and Hewings, A. (eds.), <i>Innovations in English Language Teaching</i> (pp. 229-239). London: Routledge.</p> <p>Illes, E. (2009). What makes a coursebook series stand the test of time? <i>ELT Journal</i>, 63(2), 145-153.</p> <p>Irigoin, J. and Tsai, B. (1995). <i>Business English Recipes: A Creative Approach to Business English</i>. Harlow: Longman.</p> <p>Johnson, K. et al. (2008). A step forward: Investigating expertise in materials evaluation. <i>ELT Journal</i>, 62(2), 157-163.</p> <p>Reed, B. (2006). Business English CD-ROMs. <i>ELT Journal</i>, 60(2), 184-196.</p> <p>Richards, J. (2005). Materials development and research – making the connection. <i>RELC Journal</i>, 37(1), 5-26.</p> <p>Waters, A. and Hutchinson, T. (1987). <i>English for Specific Purposes: A Learning-centred Approach</i>. Cambridge: Cambridge University Press.</p> <p>Relevant journals: <i>English for Specific Purposes</i>, <i>TESOL Quarterly</i>, <i>ELT Journal</i>, <i>Asian Journal of English Language Teaching</i>, <i>RELC</i></p>	

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Prepared by Stephen Evans; Revised by Stephen Evans, June 2014