



TED UNIVERSITY
FACULTY OF EDUCATION

Department of Foreign Language Education

**ELEP 401 Instructional Design in English Language Teaching
(ELE 401 Materials Adaptation and Development)
Fall (2021-2022)**

Instructor: Dr. Arzu Kanat-Mutluoğlu

Course hours and Classrooms:

- **Section 01:** Monday 13.00-14.50 (D230) & Friday 15.00-16.50 (D030)

- **Section 02:** Tuesday 14.00-15.00 (DB16) & Friday 9.00-11.00 (G006)

Credits: 3 TEDU Credits, 3 ECTS (ELE401 3 TEDU credits, 6 ECTS)

Course web-site: <https://lms.tedu.edu.tr> → ELEP 401_01 & → ELEP 401_02

Office hours: Monday 16.00-17.00
Tuesday 9.00-10.50

Do not forget to get an appointment! – The meeting will be on Zoom.

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Office Hours: TBA

Course description: This class aims to discuss the key concepts of course design, materials adaptation and design in English language teaching. Students will be developing, analyzing and evaluating ELT materials that are already in use in different levels of English proficiency. It is important to adapt materials from online sources and meet the needs of diverse learners at various levels. Students will be able to gain practice-based and theoretical knowledge in course design and select the materials and technologies according to student age and language proficiencies.

Objectives: This course aims to have students:

- _ develop an understanding of theories and principles used in materials design (e.g. selecting, adapting, developing and evaluating materials)
- _ evaluate the materials and text books used in EFL settings
- _ develop skills in planning effective lesson plans
- _ use contemporary ELT research to make informed decisions for selecting, adapting and evaluating teaching materials and in the design of lessons.
- _ select a variety of instructional materials for classroom teaching
- _ evaluate appropriate technologies to plan effective instructional activities
- _ develop lessons for a wide range of contexts and target groups including national teaching settings in Turkey.

Learning outcomes

Upon successful completion of this course, a student will be able to:

1. analyze theories and principles of materials adaptation and design,
2. relate theories and principles of materials design with contemporary methodologies,
3. design and develop materials according to the needs and current level of students,

4. evaluate coursebooks and supplementary materials according to the specific needs of students and the school environment.
5. design an English lesson including activities in line with the contemporary methods.

Course Requirements and Assessment Tools

Following assignments will help you demonstrate your achievement of the learning objectives for this course:

1. **Designing a unit in a group (50%):** In the very first week of the semester, the students will be asked to group (of 4-5 members). The members of each group will work together for some tasks throughout the whole semester. Therefore, the collaboration and cooperation between the group members are quite important for a successful completion of the tasks. It is advisable for students to choose their group members from the peers they know their study/work principles and ethics. The main task that these groups will perform is designing a unit for a predetermined grade level. **This unit will include a table of syllabus** including needs of the potential students, functions of the language, and language outcomes based on skills (this table could be borrowed from the curriculum announced by MoNE and it could be adapted as well) as a front page. Then, it will present materials for **(1) reading, (2) listening, (3) speaking, (4) writing skills and (5) integrating these skills with any appropriate knowledge bases (pronunciation, grammar, vocabulary)**. **It is, additionally, necessary to integrate technology into one of these activity sets.** During the process, each group will have one arranged meeting with the lecturer outside the classroom to briefly explain their steps and exchange ideas. In the last two weeks of the class, the groups will be asked to display their developed units as a hardcopy and have a presentation about their process of unit development.
2. **Analyzing the curriculum (10%):** While designing the unit, each group will be asked to use the curriculum declared by MoNE for the unit they plan to develop as a guide. As a natural result of this concern, the students should analyze the curriculum in detail. This analysis process will be completed as a group by using guidelines given by the lecturer.
3. **Designing technology-integrated activities (15%):** As a natural result and effect of COVID-19, technology-integrated materials in EFL classrooms gain more importance. The students will be asked to work in the same groups for this task and prepare a lesson plan which includes technology-enhanced instructional activities. In this lesson plan, the groups will clearly define the student profile, the aim and objectives of the lesson, and the needs of the students. Then, they will present their activities in an order of warm-up (beginning), pre-task/pre-topic/pre-content, presentation (in-task/while-topic/in-content) and follow-ups (including practice- and production-based activities). At last, as a group, the students will have 10 minutes to present their activities and have a demo teaching by choosing one activity they develop.
4. **Adapting a material set (15%):** The students will be asked to “adapt” a pre-developed material set chosen from a coursebook by working in the same groups. The first step of this task will be identification of a student profile. Based on this profile, the students will write a rationale to show out the reason of adaptation. Then, they will include the adapted version of the chosen material.
5. **Hands-on work (10%):** The students occasionally will be asked to work either individually or in pairs/groups during the class hours **to connect the theory and practice.**

Assigned Readings:

McDonough, J., Shaw, C., & Masuhara, H. (2013) *Materials and methods in ELT: A teacher's guide* (3rd Ed.). Wiley Blackwell.

Tomlinson, B. (2003). *Materials development in language teaching* (2nd Ed.). Cambridge University Press.

Further Readings:

- Cunningsworth, A. (1995). *Choosing your coursebook*. Macmillan Heinemann.
- Graves, K. (1996). *Teachers as course developers*. Cambridge University Press.
- Richards, J. C. (2001). *Curriculum development in language teaching*. Cambridge University Press.
- Richards, J. C. (1990). *The language teaching matrix*. Cambridge University Press.
- Tomlinson, B. (2012). Materials development for language learning and teaching. *Language Teaching*, 45 (2), 143-179.

Student Workload (Total 150 Hrs)

Lectures	30 hrs
Hands on Activities	12 hrs
Resource reviews/Readings	14 hrs
Assignments & Tasks	40 hrs

Planned Learning Activities & Teaching Methods

Telling/Explaining	Discussion/Debate	Questioning	Reading	Brainstorming
Demonstrating	Collaborating	Web Searching		

COURSE POLICIES

I. TED University Code of Academic Integrity

TED University takes academic integrity seriously. Please read through the entire code acquaint yourself with how violations are defined! Entire code might be found at the following link: <https://student.tedu.edu.tr/en/student/principles-of-academic-integrity>

II. Attendance

You are expected to attend class on a regular basis, to be on-time, and to participate fully in class discussions and activities. The TEDU policy concerning attendance will be followed strictly.

III. Missed Work

If you miss a class, you are responsible for all work missed. An assignment is due on the specified date even if you are absent from class, unless your absence is a TED University-approved excuse. In the latter case, arrangements should be made with me beforehand concerning an alternative due date. If classes are cancelled due to certain circumstances, assignments are due the same week that the campus is re-opened.

IV. Late Assignment Submission Policy

Each assignment is to be turned in on time. Arrangements for accepting late assignments will be made only in unusual circumstances (e.g., major illness, death of loved one), and only if you are able to provide documentation to support your excuse. In all other cases, there will be a 10% point-reduction per day for late work, and work will not be accepted if it is three or more days late.

V. Extra Credit There is no rewriting in this course. The instructor may keep the right to provide extra credits to the ones who are active in the classroom discussions.

VI. Assignment Rules

All assignments handed in must be typed and prepared in APA style! Electronic submissions (e.g., attachments via e-mail or on a disc) will not be accepted. Please use 12 point type, double space your text, use standard margins, and insert page numbers on the top right hand corner of each page. All assignments must be submitted with a cover page which includes students' full names, ID numbers, title of assignment, and date. And, please use spell-check and proofread as points might be deducted for an excessive number of careless errors.

VII. Plagiarism

a. Plagiarism is a form of dishonesty that occurs when a person passes off someone else's work as his or her own. This can range from failing to cite an author for ideas incorporated into a student's paper to cutting and pasting paragraphs from different websites to handing in a paper downloaded from the internet. All are plagiarism.

b. All parties to plagiarism are considered equally guilty. If you share your coursework with another student and s/he plagiarizes it, you are considered as guilty as the one who has plagiarized your work, since you enabled the plagiarism to take place. Under no circumstances should a student make his/her coursework available to another student unless the instructor gives explicit permission for this to happen. Copying someone's work is an extreme and straightforward act of plagiarism. More commonly, however, students plagiarize without realizing they are doing so.

This generally happens when a student fails to acknowledge the source of an idea or phrasing. Avoid plagiarism by citing sources properly! (Sign a contract for “Plagiarism” dishonesty at the onset of the term.)

VIII. Cheating

You may neither receive help from nor give help to others during an in-class exam. During exams, you may not leave the room, talk, or use dictionaries, translators, cell phones or programmable calculators. And please keep your eyes on your own work.

IX. Class Participation

Class participation is an integral part of this course. Classes may involve interactive lectures, small group discussions and activities, concept mapping, case studies, audiovisuals, video presentations, class presentations, handouts, written assignments, exams, library/web research projects and journals.

X. Class Readings

Please read the assigned readings prior to class so that you may participate fully in the discussion. All readings may not necessarily be discussed directly in class, but it is assumed that you will have read the materials so that it may serve as a jumping off point for discussion.

XI. Announcements All announcements will be sent to your e-mail address through Moodle page of the course. It is your responsibility to keep your e-mail address operative all times. Check your e-mail address regularly as well as the Moodle page of the course in order to be informed.

XII. STUDENT SERVICES INFO:

o Specialized Support and Students with Disabilities

Students who may require specialized support due to a disability affecting mobility, vision, hearing, learning, mental or physical health should consult with Specialized Support and Disability Coordinator, Asst. Prof. Emrah Keser E-mail: emrah.keser@tedu.edu.tr, or visit the website at <https://www.tedu.edu.tr/tr/main/engelsiz-tedu>

o Student Counseling Centre

The Student Counseling Centre is a service mandated with providing crisis intervention and supportive listening services to the campus community. A major part of fulfilling that mandate is raising awareness of our service so that students know they are never alone in dealing with problems. For further information and/or questions, you can contact Sila Deniz Beyarslan, sdeniz.beyarslan@tedu.edu.tr, Office 165, or visit SCC website at <http://csc.tedu.edu.tr>

o TEDU COPeS

TED University Coronavirus Psychosocial Support Team was established in order to facilitate coping with the psychological, social, familial, academic, and professional difficulties that may arise due to adverse conditions associated with COVID-19 pandemic for TEDU students and employees. TEDU COPeS aims to provide psychosocial support for TED University students and employees during the coronavirus outbreak. To this end, the team aims to provide support at the early stages of a possible crisis, activate and strengthen your coping strategies, and provide information on support resources. For further information and/or questions, visit their website at <https://copes.tedu.edu.tr/>

GRADING

Your grade points will be tabulated and evaluated using the following scale in order to determine the final course grade:

Designing a unit	50 %	Percentage Scores	Grade Points	Letter Grades
Analyzing the curriculum	10 %	100-90	4.00	AA
Designing a technology-integrated lesson	15 %	89-85	3.50	BA
Adapting a material set	15 %	84-80	3.00	BB
Hands-on activities	10 %	79-75	2.50	CB
<i>*Lecturer keeps the right to provide extra credits based on your performances during the courses such as taking role in class discussions.</i>		74-70	2.00	CC
		69-60	1.50	DC
		59-50	1.00	DD
		49-0	0.00	F
		Absent & Unsuccessful	0.00	FX

Learning Outcomes Matrix

The following assignments will help you demonstrate your achievement of the learning objectives for this course:

Assessment Methods	Learning Outcomes
Designing a unit	#1#2
Analyzing the curriculum	#1#2 #3#4
Designing a technology-integrated lesson	#1#2 #3#4#5
Adapting a material set	#1#2 #3#4#5
Hands-on activities	#1#2 #3#4#5

Daily Schedule (Tentative)

Date	Topics	Assigned Readings/Tasks
Week 1 October 4-8	<p>Introduction to the course</p> <ul style="list-style-type: none"> Getting to know each other, setting the terrain, introducing the syllabus <p>“Materials development for language learning and teaching”</p> <p>The framework of materials and methods</p>	<p>Tomlinson (2012), 143-179</p> <p>McDonough et al. (2013), 3-16</p> <p>Tomlinson (2003), ix-xviii</p> <p><i>*Decide on the group you will become a member.</i></p> <p><i>**Join the raffle to choose the grade level (for which the groups will develop materials)</i></p> <p><i>***Study on the syllabus to share your opinions.</i></p>
Week 2 October 11-15 <i>*Add-drop</i>	<p>Introduction: Principles and procedures of materials development</p>	<p>Tomlinson (2003), p. 1-31</p> <p>*Assignment #1: Analyzing the curriculum. (Guidelines on Moodle)</p> <p>Due Date: November 1, 2021</p>
Week 3 October 18-22	<p>Current approaches to materials and methods</p> <ul style="list-style-type: none"> CLT and its influences on materials 	<p>McDonough et al. (2013), p. 17-49</p>
Week 4 October 25-29	<p>Evaluating ELT materials</p> <p>October 29-The Republic Day of Turkey</p>	<p>McDonough et al. (2013), p. 50-62</p> <p>Tomlinson (2003), p. 179-211</p>
Week 5 November 1-5	<p>Use of technology in materials</p> <ul style="list-style-type: none"> Some tools to be used in designing digital materials 	<p>McDonough et al. (2013), p. 79-105</p> <p>*Assignment #2: Designing a technology integrated (a part of) lesson. (Guidelines on Moodle)</p> <p>Due Date: November 8, 2021</p>
Week 6 November 8-12	<p>Use of technology in materials</p> <ul style="list-style-type: none"> Micro-teaching week 	<p>McDonough et al. (2013), p. 79-105</p> <p>*Assignment #2: Presenting the (part of) the lesson you planned (Guidelines on Moodle)</p>

Week 7 November 15-19	Adapting materials	McDonough et al. (2013), p. 63-78 * Assignment #3: Adapting a material set. (Guidelines on Moodle). Due Date: December 8, 2021
Week 8 November 22-26	Materials for reading skills	McDonough et al. (2013), p. 109-134 <i>*Warning: Better to start working on the unit:Assignment #4.</i>
Week 9 November 29 – December 3	Materials for listening skills	McDonough et al. (2013), p. 135-155
Week 10 December 6-10	Materials for speaking skills	McDonough et al. (2013), p. 156-180
Week 11 December 13-17	Materials for writing skills	McDonough et al. (2013), p. 181-200
Week 12 December 20-24	Materials for integrated skills Choosing coursebook	McDonough et al. (2013), p. 201-223 Cunningsworth (1995), p. 1-24 Richards (2001), p. 251-283 <i>*Providing the details of unit presentations</i>
Week 13 December 27-31	The Units on Display: Presentations of the groups about the unit they developed	
Week 14 January 3-7	The Units on Display: Presentations of the groups about the unit they developed	
Put it all together/Summary of the term		

*This syllabus and schedule might be subject to change in accordance with the recent updates related to COVID 19 Pandemic.

Last update: 10/7/2021