

# Teacher Development Through Materials Development

A workshop presented by:

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## Rationale:

- to indulge teachers into collaborative work for professional development
- to use ICT communication facilities to overcome geographical and time constraints
- to achieve a collaborative project related to materials development using source materials

## Objectives:

- to train teachers on how to produce teaching materials suitable for Moroccan students and syllabuses
- to work collaboratively in small groups to achieve a group project related to teaching materials production based on specified source materials (Books in a Box)
- to train teachers on using ICT communication facilities and create an online network for effective collaboration
- to share and make use of the finalized project.

## 1. Introduction:

Reflect on the following points:

- Teaching materials in Morocco: historical background and current situation
- Moroccan textbooks: pros and cons
- EFL teaching materials development: the role of the teacher.

## 2. Why teacher developed materials:

- With the current abundance of EFL teaching materials both paper-based and electronic, is it still necessary for the teacher to develop her/his own teaching materials?
- State at least 2 reasons why it is still necessary.
- For teachers to be more effective in materials development, which would you recommend:  
To start from scratch or base work on existing materials?  
To work individually or collaboratively?

## 3. Introducing a project for teacher developed materials:

3.1. Materials development revisited: an idea about previous accomplished work.

3.2. Introducing source materials from “Books in a Box” (BIB)

3.3. Materials evaluation: Characteristics of good materials

Study the list below and think of subcomponents for each characteristic. You may add any other characteristic that seems very important to you:

Clear objectives and realism	
Authenticity	
Variety	
Attractiveness	
Involving the learner	
Other	

3.4. What is meant by “source materials”? (A suggested way for materials development, by: Lin & Brown, 1994)

Source material can be exploited through a number of exercises of different levels and types which develop different skills. This could save time in the search for suitable source materials since the same piece is ‘recycled’ a number of times. Because such a system would guide the writer towards developing a choice of exercises or activity types –a typology– ‘pencil-chewing time’ could virtually be eliminated.

This approach is illustrated in Figure 1, which presents a wide range of possibilities for the materials writer to refer to when he or she intends to fully exploit a piece of authentic material.

**Figure 1:**  
**Ways of exploiting source material**

<b>Input</b>	<b>Skill</b>	<b>Level</b>	<b>Exercise/activity</b>
Source material (e.g. text, picture, tape, etc.)	Listening	Elementary	1 multiple choice
	Speaking	Intermediate	2 true/false
	Reading	Advanced	3 yes/no
	Writing		4 gap-filling
	Grammar		5 matching
	Pronunciation		6 listing
	(others)		7 sound discrimination
			8 shadow reading
			9 sequencing
			10 cloze exercise
			11 completion exercise
			12 parallel writing
			13 letter writing
			14 report writing
			15 composition writing
			16 simplification
			17 transformation exercise
			18 summary
			19 communicative activity
			20 open-ended questions (others)

*Guidelines for producing self-access materials*

*p. 151*

**4. Application and tasks:**

4.1. What are the types of materials to be produced?

<b>Teaching</b>	<b>Testing</b>
- Listening comprehension	- Reading comprehension
- Group work activities	- Grammar/ Functions/ Vocabulary
	- Writing

4.2. What levels should be considered?

- Lower secondary school: Grade 9
- Upper secondary school: Common Core classes

4.3. How are groups to be formed?

- Proximity and flexibility

a. Zagora + Tamgrout

b. Agdez and neighboring institutions

c. Tagounite + Lamhamid

d. Tazarine

e. other

- Interest (Choice of type of materials to work on)

4.4. What is every member of the group supposed to do?

- Coordinate/ collaborate with the group members
- Communicate online (Every teacher should a. have an email account in www.yahoo.com, b. subscribe to the yahoogroup and c. enroll in the nicenet class)
- Constantly check online for new postings (at least once a week, preferably in the weekend)
- Produce two complete activities (lesson plans)

4.5. How will the groups communicate?

- Face-to-face meetings (will be scheduled later)
- A mailing list (a yahoogroup for a. sending special emails to the whole group, b. sending attachments and c. posting documents in the yahoo Briefcase)
- Threaded discussions (a www.nicenet.org class for a. discussions, b. posting assignments and c. link sharing)
- A group leader will coordinate and send reports online.

### 5. Action plan:

DATES		TASKS
<b>Week 1</b>	Wed. 16 – Tues. 22 November, 2005	- create an email account in www.yahoo.com - subscribe to the yahoogroup - enroll in the nicenet class
<b>Week 2</b>	Wed. 23 – Tues. 29 November, 2005	- form groups - select area: teaching or testing - select sub-area - send the above online
<b>Week 3</b>	Wed. 30 Nov. – Tues. 06 Dec., 2005	- specify source material - send a general idea about the 2 activities - send the above online
<b>Week 4</b>	Wed. 07 Dec. – Tues. 13 Dec., 2005	- state the objectives of the two activities - specify materials to be used - send the above online
<b>Week 5</b>	Wed. 14 Dec. – Tues. 20 Dec., 2005	- work on a first draft of the two activities - send the above online
<b>Week 6</b>	Wed. 21 Dec. – Tues. 27 Dec., 2005	- rewrite the 1 <sup>st</sup> draft in the light of feedback - send the above online
<b>Weeks 7 + 8</b>	Wed. 28 Dec. – Tues. 10 Jan., 2006	- prepare the final draft (by the supervisor) - send the above online

*NB.: The above schedule is flexible, i.e. you can finish a task earlier, or combine two or more tasks at a time, but make sure that you complete the two activities by the time scheduled in the table above. A check list will be posted online so that every teacher can check his/her own progress, i.e. he/she can see which task he/she has done or not done.*

### References:

1. Cunningsworth, A. , 1984, Evaluating and selecting EFL teaching materials, Heinemann International, UK
2. Edge, J., 1993, Essentials of English language teaching, Longman Group, UK, pp.43-49
3. Lin, Lum Yoke, and Ray Brown, 1994, “Guidelines for the production of in-house self-access materials”, ELT Journal, Vol.48/2, April 1994, Oxford University Press, pp.150-156
4. Nunan, D., 1988, The learner-centered curriculum, Cambridge University Press, UK
5. Nunan, D., 1989, Designing tasks for the communicative classroom, CUP, UK