

Unit Title: The Materials Assignment

Level: 5

Unit Description:

This unit covers the production, adaptation, use and evaluation of simple classroom teaching materials and tasks. The materials adapted/devised by trainees are used in teaching practice lessons.

The assignment is externally assessed by a Trinity moderator.

Indicative Content:

The content of the Materials Assignment is as follows and consists of both a written and spoken assignment.

1) The material

The assignment consists of one piece of teaching material linked to a single task used in teaching practice: these must not include any of the materials which are used in the one-to-one lesson. The use of published materials (either in print or online) is not excluded, but trainees must show evidence of imaginative and significant adaptation and exploitation of these, beyond what may be suggested in a course book or on the internet. Any such sources must be acknowledged appropriately (using Harvard referencing conventions). To facilitate the depth of analysis required, material should be chosen which:

- has worked well but still has room for improvement
or
- was less successful but contributed significantly to the trainee's development and understanding

Within the limitations described above, Trinity does not stipulate what type of materials should be presented. However, they should be of a form that enables exploitation through a clearly identified task (if necessary, additional information outlining the task should be attached).

When assessing suitability, the material's application to the terms of the assessment criteria used for this unit should be carefully considered.

2) The written assignment

The written assignment is divided into two sections: the rationale and the evaluation. The rationale section is an explanation of why the material was developed for the particular group of learners and why it was felt that the material might be useful in achieving the objectives of the lesson.

The rationale must include, as a minimum, information on the class profile, the anticipated linguistic aims, the objectives for the learners' language development and the anticipated achievements and difficulties for learners. The profile must refer to a specified group of learners in terms of level, type of class (e.g. general English, multi- or monolingual), their anticipated strengths and weaknesses, and

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place of this lesson in the overall programme if this is known. Anticipated linguistic aims cover the areas of language development trainees expect to work on with learners (for example, new language learnt in terms of structure, function, semantics and/or skills development) and going beyond, for example, simply 'conversation practice'. Anticipated achievements and difficulties and the strategies for dealing with these for learners include linguistic issues, such as the learners' existing command of structures or lexis necessary for use of the materials, complexities of pronunciation, questions of class organisation, group dynamics, and/or motivation.

The evaluation section is an explanation of how the materials were used in the classroom effectively. The evaluation must give reasons for the success (or lack of) of the materials. This section must also give a statement explaining how the materials might be improved for the same learners without changing the learning objectives.

Word count: the rationale and the evaluation of the material have an indicative word count of 500 words in length, excluding the rubric.

3) Assessment interview

The assessment interview will draw on the written rationale and evaluation, but the focus will be on the learners and their needs.

Trainees will be assessed on:

- the suitability of the material for the learners' needs and motivation
- the problems that arose in the lesson
- how the problems were dealt with
- how the learners responded to the materials
- how the materials might be improved to meet the needs of the learners.

In addition, trainees will be asked to give an appraisal of:

- selection and production of English language teaching materials
- teaching English using materials from different sources

Learning and Teaching Methods:

The Materials Assignment: This must be carried out on an individual basis.

Trainees may usefully share their ideas and experiences with each other, but each trainee must plan and produce all of their own materials and be able to discuss them independently of other trainees.

Tutor support: Tutors are not required to mark Unit 4 work, they are required to give trainees relevant support in identifying appropriate material for this exercise and preparing their written and spoken assignments. Tutors inform trainees about Trinity's assessment criteria before they embark on their work for Unit 4. Tutors also give trainees the opportunity to rehearse an oral discussion based on their written rationale and evaluations by way of preparation for the interview with the moderator. Trainees do not receive a mark for either the written work or interview, but they receive constructive feedback from tutors. The trainee must have used the material with learners in teaching practice.

Unit Learning Outcomes

On successful completion of this unit you will have demonstrated:

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LO 1 | The ability to plan, produce, use and evaluate simple classroom teaching materials and accompanying tasks

LO 2 | The ability to produce a written rationale and evaluation of the effectiveness of the materials

LO 3 | The ability to reflect on and discuss the use of the selected materials

Information correct at point of publication.