

Preface

Materials Development for English Language Teachers: A Practical Guide is a textbook specially written for undergraduate students who intend to take their first degree in English language teaching (ELT). Moreover, it can be used by students at MA TESOL programs and teacher trainees in pre-service courses offered by private English language schools.

The book consists of 14 chapters which present the basic principles and techniques for designing and developing a variety of effective English language (EL) lessons. Apart from the first chapter which serves as an introduction to essential elements of lesson planning, and the last chapter which offers a set of guidelines on selection and adaptation of coursebooks, the rest of the book is based on a typology EL lessons proposed in the second chapter. According to this typology, EL lessons fall into four categories: a) syllabus-based lessons, b) system-based lessons, c) skills-based lessons, and d) content-based lessons.

Chapters 2 through 5 address three widely-used syllabuses (i.e., structural, functional-notional, and task-based) and present the basic principles and typical activities needed for developing pertinent materials based on each. Chapters 6 through 8 are concerned with language system-based lessons and discuss how materials related to grammar, vocabulary, and pronunciation teaching are made. Chapters 9 through 12 are devoted to language skills and guide readers through principles and procedures for developing listening, speaking, reading, and writing materials. Finally, chapter 13 introduces how the four language skills along with language components can be integrated through subject matter content.

Most chapters follow a uniform format in which characteristics of effective materials, typical activities, and related lesson types are first introduced. This is followed by a sample lesson which gives readers an idea of how to develop their

own lessons. The last part of each chapter includes a set of discussion questions and activities.

Most chapters appear in a flexible order of presentation and hence can be presented in any other order depending upon the course instructor's decision. The chapters are of varying length and in many circumstances it is possible to cover two chapters within one session.

It is hoped that the present textbook will provide useful material for prospective teachers with the aim of improving their lesson planning skills.

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