

# A competency framework for language learning materials writing

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Compiled by Sandy Millin

<http://sandymillin.wordpress.com>

## Introduction

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This competency framework is designed to draw together all of the knowledge, skills and abilities which may be needed to write effective materials for language learning. The competencies are designed to be observable in the real world, measurable against accepted standards (though these standards may differ depending on your context), and improvable via training and development.

## Who the framework is for

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This framework is for a reference tool for anybody involved in writing materials for language learning. Users of the framework might be:

- writing materials for learners in their own classroom
- writing materials for colleagues at their school
- writing materials to share on a blog or other platform
- writing materials to self-publish
- writing materials for a publisher
- training others to write materials

Many of the competencies are also relevant to those involved in other areas of materials creation, not just writing. For example, editors and publishers could also find inspiration within the competencies listed in the framework.

While my background and most of the research I did are within the field of English Language Teaching, this framework could also be used for the writing of materials for other languages.

## Compiling the framework

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The framework is based on research conducted as part of my dissertation for the NILE (Norwich Institute for Language Education) MA in Professional Development for Language Education, accredited by the University of Chichester. I drew on data from questionnaires, focus groups and a wide range of literature to compile the framework.

## Providing feedback on the framework

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This is the first draft of the framework, so I would be grateful for any feedback on how well it works for you as you use it and how I might be able to make it clearer in future. Please send any feedback to [sandymillin+dissertation@gmail.com](mailto:sandymillin+dissertation@gmail.com).

## The structure of the framework

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The framework is divided into three sections, each made up of separate categories. There are fifteen categories in total. The sections and categories are:

- 1 Background knowledge
  - 1.1 Understanding learners
  - 1.2 Understanding language
  - 1.3 Understanding methodology and theory
- 2 Creating materials
  - 2.1 Meeting learners' needs
  - 2.2 Activity design
  - 2.3 Sequencing materials
  - 2.4 Providing variety and balance
  - 2.5 Assessment
  - 2.6 Layout
  - 2.7 Teacher support
- 3 Professional skills
  - 3.1 Writing skills
  - 3.2 Digital skills
  - 3.3 Understanding how you work
  - 3.4 Professional relationships
  - 3.5 Working with publishers

Each category contains subcategories which are further divided into descriptors of specific competencies. For example, **Category 3.1 Writing skills** includes five subcategories:

- 3.1 A: Clarity
- 3.1 B: Checking their work
- 3.1 C: Expanding their range
- 3.1 D: Research skills
- 3.1 E: Understanding copyright

The subcategory **3.1 B: Checking their work** contains six descriptors:

- 3.1 B1: Can edit their writing
- 3.1 B2: Can proofread their writing
- 3.1 B3: Can ensure language learning materials are factually accurate
- 3.1 B4: Can work with editors to improve their writing
- 3.1 B5: Can seek feedback on language learning materials, including through piloting
- 3.1 B6: Can update language learning materials based on feedback and piloting

All descriptors are written as can-do statements, finishing the sentence ‘Effective materials writers...’. For example, 3.1 B4 would be ‘Effective materials writers can work with editors to improve their writing.’

Note that not all of the descriptors are equal and some may take longer to master than others. Mastery may also mean different things in different contexts.

## A note on terminology

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You may find there are some terms used in the framework which are new to you. On pages 22-24, there is a Glossary defining key terms. These key terms have a grey background when they appear in the framework. Three terms are included in the Glossary, but are not highlighted in grey: competency, materials, and target learner.

## How to use the framework

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Each user of the framework is likely to have mastered different competencies, and to add to these competencies at different rates depending on where they are in their careers. It is not expected that any one individual will be able to achieve a high level in every competence within the framework. Instead, it is designed to be used in different ways by different users. Here are examples of how it might be used.

### Zeynep: a new teacher

Zeynep has just started teaching English. She would like to create materials for her lessons, but she is not sure what makes good quality language learning materials. She looks through the framework and decides that **Category 2.6 Layout**, feels like a good place to start. She thinks about some of the materials she has created so far, and how challenging it sometimes was for her students to find their way around. She decides to look at examples of other materials to see how they manage navigation around the materials (Descriptor 2.6 A1) and how they use colours (Descriptor 2.6 A3) and icons (Descriptor 2.6 B2) to make the materials more engaging and useful for learners. She then takes what she has learnt and applies it to her own materials.

### Hadiza: an experienced teacher

Hadiza has been teaching French for many years. She would like to share French materials with brand new teachers who are joining her department. Hadiza is confident that her materials work well with her learners, but she knows that her colleagues don't always understand how to use the materials she has made. She looks at **Category 2.7 Teacher support** to get ideas about what to include in teacher's notes. She puts together instructions for how to set up and run the activities in her materials (Descriptor 2.7 B1), adds some notes about a cultural topic she has mentioned which they might not be aware of (Descriptor 2.7 B6), and includes some suggestions for alternative activities if the group of learners is different to the kind of group Hadiza is used to teaching (Descriptor 2.7 B7). While doing this, she thinks carefully about the fact that new teachers are likely to need more support than experienced teachers when using materials (Descriptor 2.7 A2). Afterwards she carefully checks that she has used terminology consistently throughout (Descriptor 2.7 A3).

### Taylor: a professional materials writer

Taylor uses the framework to do an audit of their skills as a materials writer to help them decide which areas to focus on next in their professional development. They realise that over time, they have successfully developed their knowledge, skills and abilities related to most of the more practical categories in Section 2 of the framework, 'Creating materials', and Section 3, 'Professional skills', but that they lack confidence in some areas of theory related to language learning materials writing. They decide to focus on 'Theory related to learning' first, by learning more about Second Language Acquisition (SLA) theory (Descriptor 1.3 B1) and Special Educational Needs (SEN) and neurodivergence (Descriptor 1.3 B5).

## Kofi: a teacher trainer

Kofi would like to put together a training course to support the teachers in his school. He decides to focus on Can help them to produce better quality materials. He uses the framework to select six areas to focus on across a series of sessions. He decides to draw from all three sections, though he mainly focuses on Section 2, 'Creating materials' as he feels it will make the biggest difference to the learners at his school if teachers are able to improve in these areas. He decides to include sessions focussing on 'Understanding individual learners' (Category 1.1 A), 'Understanding skills' (Categories 1.2 B-F), 'Activity design' (Category 2.2), 'Sequencing materials' (Category 2.3), 'Providing variety and balance' (Category 2.4), and 'Clarity' and 'Checking their work' (Categories 3.1 A and B).

## Joanna: recruiting for a school

Joanna's school would like to create in-house materials to use with teenagers studying at the school. They want to recruit a materials writer to create these materials. Joanna uses descriptors from the framework to help her compile a job description highlighting the key competencies the materials writer will need to be able to work at the school. She changes the wording of some of the descriptors to make them more specific to her school. For example, she takes Descriptor 1.1 A7 and changes it to say 'Can understand Chilean culture', as her school is based in Chile. Descriptor 1.1 A3 becomes 'Can understand teenage learner's interests' in her job description. The job description then forms the basis of the recruitment process, helping her to create a job advert, a suitable interview task and appropriate interview questions.

## Xu: venturing into self-publishing

Xu has been creating materials for language learning for many years for his own learners. He would like to self-publish materials to help learners improve their reading in Mandarin. Xu has completed a course which helped him to develop his materials writing skills, so he feels quite confident in most areas in Section 2, 'Creating materials'. However, this is the first time he will be self-publishing his materials. He realises that he needs to build professional relationships to help him to market his materials (Category 3.4). He looks for a course to help him learn how to publicise his language learning materials (Descriptor 3.4 C3) and to develop and grow his professional network (Descriptor 3.4 A1). He also starts working with an editor to improve his writing (Descriptor 3.1 B4).

## Maria: working in publishing

Maria works for an international publisher. The publisher has put together a team to create a new coursebook series, a large project which is likely to last a few years. Early on in the process, they ask Maria to use the framework to audit the knowledge, skills and abilities across the team, and to identify any potential gaps. She asks all writers and editors working on the project to look at the descriptors and tick whether they are 'Not confident at all', 'A little confident', 'Quite confident', or 'Very confident' with each descriptor. She averages the results and uses this to identify gaps across the team.

# 1 Background knowledge

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## 1.1 Understanding learners

### 1.1 A. Individual learners

- A1 Can understand the target learner's possible needs
- A2 Can understand the target learner's possible motivations for learning
- A3 Can understand the target learner's interests
- A4 Can understand the target learner's existing knowledge of the target language
- A5 Can understand the target learner's existing knowledge of other languages
- A6 Can understand the target learner's literacy levels
- A7 Can understand the target learner's cultural background
- A8 Can understand the target learner's prior life experience, including their educational background
- A9 Can understand possible impacts on the target learner's wellbeing, for example what might make them feel stressed, or what might trigger traumatic memories
- A10 Can understand the target learner's ability to access materials, for example their ability to use relevant digital tools, or to hear audio materials clearly
- A11 Can understand the target learner's preferred methods of interacting with information e.g. print or digital, preferred media, preferred tools

### 1.1 B. The bigger picture

- B1 Can understand the context(s) within which the target learner is learning a language
- B2 Can understand the needs and demands of other relevant stakeholders, for example parents, Ministries of Education, or Human Resources departments
- B3 Can understand how relevant areas above might influence the target learner's language learning and their use of language learning materials

## 1.2 Understanding language

### 1.2 A. Understanding systems

- A1 Can understand areas of grammar relevant to the target learner
- A2 Can understand areas of lexis relevant to the target learner
- A3 Can understand areas of pronunciation relevant to the target learner's receptive understanding of the language, including which accents they may be exposed to
- A4 Can understand areas of pronunciation relevant to the target learner's productive abilities in the language
- A5 Can understand phonemic script

### 1.2 B. Understanding skills: listening

- B1 Can understand listening sub-skills and strategies relevant to the target learner
- B2 Can understand features of spoken discourse and spoken genres the target learner needs to be able to understand

### 1.2 C. Understanding skills: reading

- C1 Can understand reading sub-skills and strategies relevant to the target learner
- C2 Can understand features of written discourse and written genres the target learner needs to be able to understand

### 1.2 D. Understanding skills: speaking

- D1 Can understand speaking sub-skills and strategies relevant to the target learner
- D2 Can understand features of spoken discourse and spoken genres the target learner needs to be able to produce

### 1.2 E. Understanding skills: writing

- E1 Can understand writing sub-skills and strategies relevant to the target learner
- E2 Can understand features of written discourse and written genres the target learner needs to be able to produce

### 1.2 F. Understanding skills: combining skills

- F1 Can understand how skills interact together in genres which the target learner needs to be able to understand or produce (e.g. reading slides while listening to a presenter)



## 1.3 Understanding methodology and theory

### 1.3 A. Theory related to teaching

A1 Can understand different teaching methodologies and approaches

A2 Can understand different teaching techniques

A3 Can understand principles of assessment and the design of assessment tools

### 1.3 B. Theory related to learning

B1 Can understand Second Language Acquisition (SLA) theory

B2 Can understand theories of learning

B3 Can understand theories of cognitive development, particularly related to age

B4 Can understand principles of learner engagement and motivation

B5 Can understand Special Educational Needs (SEN) and neurodivergence

### 1.3 C. Theory related to language

C1 Can understand language learning scales and descriptors, e.g. CEFR, ACTFL Proficiency Guidelines, etc.

C2 Can understand differences between systems and skills and how they can be developed

### 1.3 D. Theory related to materials

D1 Can understand principles of effective materials design

D2 Can understand principles of syllabus design

D3 Can understand the history of language learning materials

### 1.3 E. Theory related to human interaction

E1 Can understand principles of group dynamics

E2 Can understand principles of intercultural competence

### 1.3 F. Developing and using their understanding of theory

F1 Can stay up-to-date with what is current within theory

F2 Can critique theory

F3 Can critique existing materials based on theory

F4 Can incorporate elements of theory and research into language learning materials and explain how and why they have done this

## 2. Creating materials

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### 2.1 Meeting learners' needs

#### 2.1 A. Selecting content

- A1 Can analyse existing language learning materials available for the target learner
- A2 Can identify gaps in existing language learning materials which their materials could fill
- A3 Can select appropriate systems focuses for the target learner to work on
- A4 Can select appropriate skills focuses for the target learner to work on
- A5 Can prioritise systems / skills focuses appropriately for the target learner
- A6 Can select appropriate methods, approaches and/or techniques for the target learner
- A7 Can understand common learner errors and/or potential difficulties with target systems or skills

#### 2.1 B. Appropriacy

- B1 Can create language learning materials appropriate to the target learner's profile, for example, their needs, cultural background, age, level of literacy, the context in which they are studying, etc.
  - B2 Can select appropriate and engaging topics, including bearing in mind how quickly they might date
  - B3 Can select or create appropriate examples of target language / target skills to include in language learning materials, based on appropriate models of language
  - B4 Can select appropriate tasks to keep the target learner engaged and motivated and enable them to meet their goals
  - B5 Can grade materials appropriately to the level of the target learner, for example linguistic level, level of cognitive development, level of digital skills, etc.
  - B6 Can ensure the target learner is able to see themselves within the materials, through the inclusion of voices, ideas, images and life experiences which would be familiar to them
  - B7 Can put in place appropriate safeguarding within language learning materials, for example e-safety reminders for internet search activities
  - B8 Can create materials of an appropriate length for one activity, lesson, academic year or other relevant unit of time
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## 2.1 C. Learner autonomy

- C1 Can include elements of learner training to develop learners' ability to work autonomously and study effectively both inside and outside the classroom
  - C2 Can include metacognitive activities to develop learners' ability to understand how they learn languages
  - C3 Can include activities to build learner confidence in their abilities as users of the target language
  - C4 Can help the target learner to understand their progress through the materials, for example via self-assessment tasks or reflection on how well they have achieved aims
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## 2.2 Activity design

### 2.2 A. Aims

- A1 Can create clear aims for individual activities, to fit within a longer sequence if appropriate
- A2 Can understand the potential aims of different activity types
- A3 Can select appropriate activity types to meet the aims of the activity

### 2.2 B. Setting up activities

- B1 Can write clear activity rubrics
- B2 Can support instructions with appropriate examples and/or models of what the target learner is expected to do in the activity
- B3 Can write clear questions
- B4 Can select and/or write appropriate answers and distractors to accompany texts
- B5 Can provide appropriate stimuli to prompt learners to speak and write

### 2.2 C. Texts for input

- C1 Can identify when it is best to create original texts/scripts and when it is best to use pre-existing texts/scripts
- C2 Can select and adapting appropriate and engaging pre-existing texts/scripts, including authentic materials
- C3 Can write appropriate and engaging original texts/scripts
- C4 Can develop learner-generated input texts and materials
- C5 Can match texts and activities appropriately

### 2.2 D. Learners and activities

- D1 Can create activities which are realistic, authentic (where appropriate) and meaningful to learners
- D2 Can build on learners' prior knowledge and experience related to the content of the materials
- D3 Can include opportunities for learners to create a personal connection to the materials
- D4 Can support learners to memorise new language, particularly formulaic phrases for speaking and writing

## 2.3 Sequencing materials

### 2.3 A. Aims

- A1 Can create clear aims for a sequence of materials
- A2 Can communicate aims clearly within materials
- A3 Can sequence materials in such a way that learners can meet the stated aims when using them

### 2.3 B. Flow

- B1 Can sequence activities within a set of materials so that one activity flows logically into the next and builds on what has been done previously
- B2 Can sequence sets of materials so that one topic / systems / skills focus flows logically into the next and builds on what has been done previously

### 2.3 C. Scaffolding

- C1 Can understand how to divide potentially complicated activities into a sequence of smaller activities
- C2 Can provide appropriate scaffolding for skills-related activities
- C3 Can provide appropriate support for language-related activities
- C4 Can provide appropriate scaffolding for digital activities
- C5 Can provide opportunities for recycling and repetition of sub-skills and strategy use within language learning materials
- C6 Can provide opportunities for recycling and repetition of systems areas within language learning materials

### 2.3 D. Topics

- D1 Can contextualise target language appropriately
- D2 Can maintain a topic throughout a series of activities
- D3 Can align topics with systems and/or skills focuses appropriately

### 2.3 E. The bigger picture

- E1 Can plan a syllabus
- E2 Can create a scope and sequence document
- E3 Can identify and/or include covert syllabuses in language learning materials

## 2.4 Providing variety and balance

### 2.4 A. Interaction

- A1 Can vary interaction patterns, for example pairs, with others in forums, in groups, etc.
- A2 Can promote a positive **group dynamic** through activities in language learning materials
- A3 Can provide exposure to a wide range of voices, ideas, images and life experiences, avoiding stereotypes and encouraging learners to notice this diversity
- A4 Can develop **intercultural competence** and understanding
- A5 Can balance learner-led/independent and teacher-mediated work
- A6 Can balance movement-based work and static work
- A7 Can balance analytical/studious and creative/playful work
- A8 Can balance consistency of format with variety, to maintain both familiarity and engagement

### 2.4 B. Language and skills work

- B1 Can balance input from language learning materials and output from learners
- B2 Can balance skills work and **systems** work
- B3 Can provide a range of opportunities for learners to notice and understand **systems** areas
- B4 Can provide a range of opportunities for learners to practice **systems** areas
- B5 Can provide a range of opportunities for learners to notice and understand **sub-skills**, **strategies** and **discourse** features across a range of contexts and **genres**
- B6 Can provide a range of opportunities for learners to practice **sub-skills**, **strategies** and **discourse** features across a range of contexts and **genres**
- B7 Can exploit the range of languages learners have available to them, for example through translation activities or comparing languages

### 2.4 C. Challenge and choice

- C1 Can provide an appropriate level of cognitive challenge for the target learner
- C2 Can manage **cognitive load** and demands on learners' working memory
- C3 Can offer learner choice within language learning materials
- C4 Can create materials which can be used flexibly by learners and teachers
- C5 Can provide opportunities for **differentiation**, including for work with mixed-ability classes
- C6 Can balance creative, innovative ideas for language learning materials with tried-and-tested, familiar ideas

## 2.5 Assessment

### 2.5 A. Assessment criteria

- A1 Can identify or devising relevant assessment criteria to focus on, including success criteria
- A2 Can communicate assessment criteria to learners within the language learning materials
- A3 Can provide support for learners to enable them to meet assessment criteria

### 2.5 B. Assessment techniques

- B1 Can understand the purposes of assessment within materials
- B2 Can understand how different assessment tools and techniques relate to different assessment requirements
- B3 Can create valid, reliable and practical assessment activities, including replicating specific exam formats where necessary
- B4 Can balance teaching and assessment within the language learning materials

### 2.5 C. Modes of assessment

- C1 Can include opportunities for self-assessment in the language learning materials
- C2 Can include opportunities for peer assessment in the language learning materials

## 2.6 Layout

### 2.6 A. Navigation and accessibility

- A1 Can create clear and straightforward navigation around materials, for example through numbering exercises, use of columns, boxes and tables, or referencing other parts of the materials such as answer keys
- A2 Can understand formatting and how it can help or hinder learning, for example colour choices, font sizes, etc.
- A3 Can understand how to make materials accessible to different users

### 2.6 B. Images and icons

- B1 Can select and/or create appropriate images for language learning materials
- B2 Can select and use icons consistently throughout language learning materials

### 2.6 C. Layout in different media

- C1 Can understand the features, affordances and restrictions of different digital and print formats
- C2 Can understand page fit and the affordances and restrictions of different page/screen sizes and devices



## 2.7 Teacher support

### 2.7 A. Format and style

- A1 Can select appropriate formats for teacher support, for example teacher's books, videos, workshops, or interactive formats
- A2 Can align the writing style, level of detail and layout of teacher's notes/teacher support to the expected linguistic and experience levels of the teacher
- A3 Can be consistent in the use of terminology, abbreviations and layout conventions

### 2.7 B. Content

- B1 Can provide clear procedural instructions for how to run the activities
- B2 Can create accurate and unambiguous answer keys
- B3 Can provide sample answers and/or models for productive skills work
- B4 Can create audio scripts / tapescripts
- B5 Can create supplementary activities and resources
- B6 Can provide appropriate background information and support for teachers, for example relating to particular methodological points, cultural topics, language points, etc.
- B7 Can suggest alternative activities and/or techniques, for example based on different availability or resources, class sizes, or background knowledge of learners

### 2.7 C. Improving teacher support

- C1 Can pilot teacher support materials
- C2 Can update teacher support materials based on feedback from other teachers

## 3. Professional skills

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### 3.1 Writing skills

#### 3.1 A. Clarity

- A1 Can convey information about language and skills clearly
- A2 Can follow print-based writing conventions
- A3 Can visualise the final materials, for example how long an audio script might last when recorded, how long a document might be once it is in its final format, or how learners might respond to the materials

#### 3.1 B. Checking their work

- B1 Can edit their writing
- B2 Can proofread their writing
- B3 Can ensure language learning materials are factually accurate
- B4 Can work with editors to improve their writing
- B5 Can seek feedback on language learning materials, including through piloting
- B6 Can update language learning materials based on feedback and piloting

#### 3.1 C. Expanding their range

- C1 Can produce different types of activity, for example multiple choice exercises, gapfills, comprehension questions, etc.
- C2 Can produce different genres of language learning materials, for example audio scripts, texts for grammar input, self-study materials, etc.
- C3 Can produce language learning materials for different target learners, for example different levels, different cultural backgrounds, different ages, etc.

#### 3.1 D. Research skills

- D1 Can understand how to conduct research into topics, systems and skills

#### 3.1 E. Understanding copyright

- E1 Can understand when and how to request permission to use the work of others, including knowledge of copyright and creative commons
- E2 Can understand their rights related to their own work
- E3 Can understand how to avoid plagiarism

## 3.2 Digital skills

### 3.2 A. Understanding digital tools

- A1 Can select appropriate digital or non-digital tools to create language learning materials in a principled way
- A2 Can keep up-to-date with new digital tools
- A3 Can understand the ethics of the use of AI for materials creation

### 3.2 B. Digital tools for materials creation

- B1 Can use a keyboard efficiently
- B2 Can use word processing software for materials creation
- B3 Can use presentation software for materials creation
- B4 Can use a range of digital platforms and apps for materials creation
- B5 Can use design software, e.g. Canva, Photoshop, etc.
- B6 Can use AI for materials creation

### 3.2 C. Digital tools for working with language

- C1 Can use learner dictionaries
- C2 Can use corpora
- C3 Can use lexical profilers / text checkers to analyse texts

### 3.2 D. Audio and video

- D1 Can create audio and video clips
- D2 Can edit audio and video clips

## 3.3 Understanding how you work

### 3.3 A. Time management

- A1 Can manage their time effectively on individual projects
- A2 Can manage their time effectively when working on multiple projects
- A3 Can understand how long it typically takes them to complete projects

### 3.3 B. Project management

- B1 Can break down a project into manageable chunks
- B2 Can understand how to manage competing demands during projects
- B3 Can understand how to organise the materials you write, for example labelling drafts, noting what has been piloted, etc.

### 3.3 C. Mental health and wellbeing

- C1 Can identify what types of language learning materials they do and don't enjoy using (as a teacher and learner)
- C2 Can identify what types of language learning materials they do and don't want to write
- C3 Can understand the environment(s) and conditions in which they are best able to produce materials
- C4 Can understand how they can find inspiration for language learning materials
- C5 Can motivate themselves to write
- C6 Can balance their materials writing with other demands in their life in a healthy and sustainable way

### 3.3 D. Professional development

- D1 Can understand how to reflect on their materials writing
- D2 Can identify their strengths and abilities as a materials writer
- D3 Can identify which areas they most need to develop when writing language learning materials
- D4 Can identify how to further develop their materials and materials writing skills
- D5 Can identify their own principles and beliefs related to language learning materials writing
- D6 Can identify their own biases and how they might navigate them when writing materials

## 3.4 Professional relationships

### 3.4 A. Networking

- A1 Can develop and grow a professional network
- A2 Can network with others to develop their materials
- A3 Can network with others to develop their materials writing skills, including professional bodies

### 3.4 B. Communication

- B1 Can communicate clearly about materials writing projects
- B2 Can give feedback sensitively to others
- B3 Can maintain a constructive response to feedback from others, including editors

### 3.4 C. Marketing skills

- C1 Can identify when to approach publishers and when to self-publish
- C2 Can market their skills as a writer of language learning materials, including approaching publishers
- C3 Can publicise their language learning materials, including pricing them appropriately

## 3.5 Working with publishers

### 3.5 A. Managing relationships with publishers

- A1 Can write a sample unit or set of materials for a publisher
- A2 Can understand contracts from publishers
- A3 Can negotiate pay, number of drafts, deadlines, changes during the project, etc.
- A4 Can meet publisher expectations
- A5 Can understand publisher limitations, for example budgets, availability of relevant expertise within the organisation, etc.
- A6 Can compromise, balancing their ideas and principles with the requirements of the project

### 3.5 B. Working with documents

- B1 Can follow a project **brief**
- B2 Can follow instructions regarding writing style
- B3 Can complete publisher templates for language learning materials
- B4 Can create **briefs** for other writers, pictures, illustrations, videos, songs, etc.
- B5 Can support the recording process, for example by creating appropriately formatted audio / video scripts which can be used easily during the recording process, or helping actors to produce suitable language

### 3.5 C. Working with others

- C1 Can understand how to work effectively in a project team
- C2 Can work with designers / design teams
- C3 Can work to externally imposed deadlines

## Glossary

<b>affordances</b>	In language learning, affordances are opportunities for interaction that the environment offers us. They allow us to interpret, interact with and understand language in relation to ourselves. (Adapted from van Lier, 2004: 91-94)
<b>brief</b>	<p>a. A document which gives writers information about what they are expected to write, for example the level of the materials, the schedule you need to follow and the links to stock image or video libraries the publisher wants you to use. (Adapted from Bilsborough, Aug 2023)</p> <p>b. A document created by a writer to instruct others involved in the materials creation process about what they would like the final materials to look or sound like. For example, a picture brief might include information about the number of people to be included in an image, where they are, and what they are doing.</p>
<b>cognitive load</b>	The amount of information that your working memory can hold and process at any one time.
<b>competency</b>	A characteristic that is required for effective performance in a job, which can be observed in the real world, measured against accepted standards, and improved via training and development.
<b>corpus (plural = corpora)</b>	A collection of written or spoken language. It can be analysed to learn how language is used.
<b>covert syllabus</b>	The values, behaviours, beliefs and perspectives that are subtly expressed in classroom activities in language learning materials. It is also known as a 'hidden curriculum'. (Adapted from Coimbra, 2017)
<b>creative commons</b>	A way of clearly indicating whether copyrighted work can be shared, reused or adapted by others, with licenses standardised by <a href="https://creativecommons.org">creativecommons.org</a> .
<b>differentiation</b>	Adapting teaching to make sure that students with different needs and abilities in a group can have their individual needs met.
<b>discourse</b>	The use of language in speech and writing in order to produce meaning at a text level; language that is studied, usually in order to see how the different parts of a text are connected. (Adapted from Oxford Advanced Learner's Dictionary)
<b>distractor</b>	An incorrect answer which is designed to be as plausible as the correct answer, and therefore 'tempt' the student and distract them from the correct answer. (Adapted from Krantz, 2016: 29)

<b>focus on form</b>	Directing the learners' conscious attention to a formal feature of the language being studied. For example, the fact that the past of <i>has</i> is <i>had</i> . (Adapted from Thornbury, 2017: 104)
<b>gapfill</b>	A type of language practice exercise where gaps are left in a sentence for learners to complete. For example: My name _____ Sandy.
<b>genre</b>	A particular type or style writing or speaking, with features which are recognizable as belonging to that genre. For example, radio news broadcasts typically start with a summary of the headlines, then go on to look at each story in more depth.
<b>group dynamics</b>	The way that people behave and interact when they are part of a group.
<b>intercultural competence</b>	The knowledge, skills and behaviours you need to be able to communicate and interact with people from different cultures.
<b>lexical profiler / text checker</b>	A tool into which you can input a text. It will then give you information about the vocabulary used in the text and whether it appears on the vocabulary lists used by the tool. It may also give information about the level of the vocabulary according to the list.
<b>materials</b>	Electronic or paper-based resources with a pedagogic purpose, designed to be used by teachers and learners to facilitate language learning. They can be written by teachers, created by learners or published by others.
<b>model of language</b>	The example of language given to learners as one to potentially copy or strive towards. For example, an audio might use a competent French speaker of Mandarin, rather than a native Mandarin speaker, as an attainable model for learners to emulate.
<b>neurodivergence</b>	Related to having a type of brain which is thought of as being 'different' from what is considered 'usual' by many people, for example a brain with autism or ADHD.
<b>phonemic script</b>	A way of writing down sounds so that they can be read, not just heard. For example, 'word' is /wɜ:d/ in phonemic script.
<b>pilot</b>	Testing materials to find out how they work in practice. For example, you might pilot your materials by asking another teacher to try them out and give you feedback.
<b>productive skills</b>	Writing and speaking skills, where learners are required to produce language themselves.
<b>receptive skills</b>	Reading and listening skills, where learners need to understand language.
<b>rubric</b>	The instructions which appear at the beginning of an activity telling learners how to complete it, for example 'Work in pairs. Ask three questions each.'



<b>scaffolding</b>	Extra support provided to help a learner complete tasks which are beyond their current level. This support can gradually be removed until learners are able to complete the tasks alone.
<b>scope and sequence</b>	‘A document that outlines the language and skills areas to be covered in a coursebook and the order they will be covered in.’ (Clandfield, 2023: 17)
<b>Special Educational Needs (SEN)</b>	Needs which affect a person’s ability to learn and which may require that person to receive extra support to others learning in the same situation. They may include needs related to concentration, literacy, physical adjustments, etc.
<b>strategies</b>	Something you can do to facilitate completing a task more easily or successfully. For example, a reader might use the strategy of ignoring unknown words to make their reading more fluent.
<b>sub-skills</b>	A smaller element of another more complex, wider skill. For example, listening for inference is a sub-skill of listening.
<b>success criteria</b>	A list of the factors that would indicate success in a given task. For example, a successful spoken film review might have the success criteria of ‘Follows the structure (introduction > story > recommendation’, ‘Uses modal verbs to give a recommendation’, etc. (adapted from Byrne and Heffernan, 2023a: 27-28)
<b>systems</b>	Within language learning, four systems are typically listed: grammar, vocabulary, pronunciation and discourse.
<b>target language</b>	<ul style="list-style-type: none"> <li>a. The language the learner is learning, for example Czech or Swahili.</li> <li>b. Specific grammar points, vocabulary sets, sounds, or discourse features which are being focussed on within a set of language learning materials.</li> </ul>
<b>target learner</b>	The learner the materials writing is creating the materials for - this may be a real specific learner if the writer is creating materials to use in their own classes, or an imagined potential learner if they are creating materials for others to use.