Materials development: The advancement of the curriculum resources room for student teachers*

การพัฒนาสื่อ: การปรับปรุงห้องแหล่งเรียนรู้ของหลักสูตรสำหรับนักศึกษาครู

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Abstract

This article deals with how the concept of materials development can be adopted for training student teachers in an educational institution. The content was divided into three parts. First, a workplace context is presented. A practice textbook analysis guides the student teachers to be aware of how a textbook can be evaluated or supplemented. The second part shows a problem concerning a curriculum resources room in the workplace as mentioned in the first part. The context of the workplace is analysed. The concepts of collaboration, self-access instruction and materials development were explored and adopted for a framework to present a plan. The final part includes the presentation plan, the implementation plan and the evaluation plan.

Keywords: Materials development, student teachers

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* The objective of this article is to suggest a plan for developing a curriculum resources room in the faculty of education, which can be applicable in other educational institutions as well. วัตถุประสงค์ของบทความนี้คือ เพื่อเสนอแผนการพัฒนาห้องแหล่งเรียนรู้หลักสูตรในคณะศึกษาศาสตร์แห่งหนึ่ง ซึ่งสามารถนำไปประยุกต์ใช้ในสถาบันการศึกษาแห่งอื่นเช่นกัน

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บทคัดย่อ

บทความนี้นำเสนอการประยุกต์ใช้แนวคิดการพัฒนาสื่อในการผลิตนักศึกษาครูในสถาบันการศึกษาแห่งหนึ่ง เนื้อหาถูกแบ่งเป็น 3 ส่วน ส่วนที่หนึ่งเป็นการนำเสนอบริบทในสถานที่ทำงาน หลักการวิเคราะห์หนังสือเรียนช่วยให้นักศึกษาครูตระหนักถึงการประเมินหนังสือหรือเสริมสิ่งที่บกพร่อง ส่วนที่สองเป็นการแสดงปัญหาเกี่ยวกับห้องหลักสูตร ณ สถานที่ทำงานในส่วนที่หนึ่ง มีการวิเคราะห์บริบทของที่ทำงาน แนวคิดความร่วมมือ การสอนแบบเน้นการเรียนรู้ด้วยตนเองและการพัฒนาสื่อถูกใช้เป็นกรอบแนวคิดในการนำเสนอแผนงาน ส่วนสุดท้ายเป็นการนำเสนอแผนงาน การนำแผนงานไปใช้ และการประเมินแผนงาน

คำสำคัญ: การพัฒนาสื่อ นักศึกษาครู

1. Introduction

Students' success in learning English depends on teachers, who are regarded as key personnel for language teaching due to their creating pleasant atmosphere for learning, designing activities and developing teaching aids (Finocchiaro, 1989). Other than that, what kind of language should be taught in a classroom is what a class teacher is to consider. When English is taught as a foreign language, materials, from which the target language is extracted, are important for students' success in learning (Bojovic, 2006). The texts, contexts and situations drawn from the selective materials are specific for student needs. Therefore, instructional materials, provide contexts for students to interact with the real-world practicality of English (Chingos & Whitehurst, 2012; Garcia, 2011). Apart from the content knowledge or the knowledge in subject matter, teachers need to master pedagogical knowledge, in which the topic of instructional materials is included. The educators who are in charge of managing teacher preparation programmes should be aware of providing such authentic teaching experiences to student teachers so that they will also understand how language is taught. By having a closer look at actual materials, these student teachers will have hands-on experience, which will enhance their ability to transmit knowledge to their students and improve both content knowledge and pedagogical knowledge (Education Commission of the States, 2003; Harris & Sass, 2007; Perry, 2011). The following is an observation of a teacher preparation programme in a state university in Thailand, for which the knowledge of materials development is suggested in order to help improve student teachers' ability in teaching. Though the suggestions for the application of materials development are made within a specific context, the underlying concepts could be applied to other institutions.

To begin with, the context of this programme is illustrated. This faculty of Education of the university provides seven programmes: 1) Teaching English as a Foreign Language, 2) Teaching Chinese, 3) Social Studies, 4) Elementary Education, 5) Early Childhood Education, 6) Teaching Thai Language and 7) Curriculum and Supervision. Most sections, except the last one, serve both undergraduate and graduate programmes. The authors area lecturer and teachers at the TEFL Section of the Department of Curriculum and Instruction. The section is responsible for providing foundation courses for students in other faculties. Its other role is to train the students who will become English teachers through a five-year programme. The context allows the lecturers to use realia to demonstrate the real use of materials. The focus of this article is on the student teachers' opportunity for an analysis of textbooks and a suggested plan for developing their teaching ability.

2. Textbooks evaluation and student teachers

Before they start to analyse a textbook, the student teachers need to realise that there are both opponents and supporters for their use. Criticisms of reliance on textbooks say that the content in textbooks governs what is in the curriculum instead of pedagogical concerns. Students are passively instructed through the use of textbooks; as a result, they lack imagination (Beyer & Apple, 1998). However, verifications for using textbooks seemingly outscore the criticisms. For example, ESL textbooks can meet students' needs; provide security, guidelines and support for student teachers; and create concrete, ready-made tasks for learners and teachers to meet learning objectives (Ansary & Babaii, 2002; Perrish, 2004). They are also sources for cultural perspectives, linguistic elements and pedagogical aspects as well (Cortazzi & Jin, 1999). A textbook may become the core material for hundreds or thousands of students or teachers to use in a certain school. Its process of selection must be appropriate and reliable. Many educators propose principles for textbook selection and evaluation. Below is the list of items for evaluating textbooks (Grant, 1987; Sheldon,1988; Cunningsworth, 2003).

1. Surface features: cost, authenticity of input, design and layout, use of graphic organisers and/or overall impression.

2. Theoretical and pedagogical features: curriculum/syllabus, methodology, aims or language components.

3. Assistance for teachers: supporting resources, teachers' roles or needs and feedback analysis. 4. Target learners: length of text and materials, suitable context or proficiency level.

The above mentioned items can be included in a survey questionnaire for evaluators, all of whom have clearly understood the purpose of the evaluation. The criteria should be set, presented and explained to the evaluators so that the evaluative items are valid. They should also be allotted sufficient time for considering the textbook thoroughly before doing the questionnaire. Once the results from the questionnaire are analyzed, a focus group or interviews can be conducted to have an in-depth explanation for some unclear results. This is deliberately conducted under research methodologies on purpose that the evaluators, in this case, the student teachers are provided with guidelines to development their research competency (Piwithayasiritham & Polpanthin, 2016).

The student teachers have learned that in many institutions textbooks have been already selected by administrators. The analysis of a book, therefore, is made in order to consider its appropriateness for future selections as well as for supplementary materials if needed. To illustrate, the textbook called Four Corners 4 (Richards & Bohlke, 2012) is used in a practice so that the student teachers understand how to analyse a book and the evaluative purposes. This book is used for the foundation courses taught by the lecturers in the TEFL sections. The results are shown below.

1. *Cost*. The cost is appropriate—four hundred and fifty baht. Most materials are not authentic. They are modified for certain points, such as news headlines adapted to suit vocabulary lists, reading passages to be compatible with grammar structures, etc. Each part finishes within two pages. All visual aids are colourful and attractive for learners.

2. *Linguistic elements*. The book is based on a structured syllabus, where certain grammar structures govern functions, vocabulary and reading passages. The exercises and steps of teaching are based on communicative language teaching. The objectives are clear and they lead to meaningful activities.

3. *Resources*. The book earns full marks for the resources it provides. It provides many supporting resources for both teachers and students: student's book, workbook, self-study CD, online practice exercises, teacher's manual, PowerPoint files and test banks. However, many tests seem too easy for the higher intermediate level—the level of the book.

4. *Content*. The book can be divided into two parts for two terms. Each exercise and topic is suitable to finish within sixteen weeks, when students have two classes a week. The topics are interesting for students; however, there should be more variety of cultural aspects in reading passages and situations, not only points of view from the West. The level of difficulty is appropriate.

Overall, the student teachers concluded that the textbook chosen for the foundation courses is appropriate. Teachers should find supplements only for writing tasks since those from the book are not based on the process writing approach. They also suggest that for future use, these items can be used on a questionnaire, which can survey part-time teachers and students. The results can be used for the review of selecting textbooks for the next academic year.

Other than considering a textbook, novice teachers should be aware of preparing lessons. How to select appropriate materials is another area a teacher education programme includes so that the teachers can guarantee language learners' success.

3. Selecting materials for lessons

One of the TEFL courses the student teachers are required to take is Methods of Teaching English. Though the focus of the course is on TEFL methodologies, the student teachers need to apply principles of materials development when they write lesson plans.

Tomlinson (2012) concludes several authors who have proposed principles for materials development, such as Penaflorida's use of six principles of materials development design specified by Nunan, Hall's crucial questions or Tomlinson's principles and features for self-access materials (Tomlinson, 1999). To be specific and practical for student teachers, the emphasis of content is narrowed down to selection of materials. The reason is that the student teachers have to select materials, such as exercises or tasks, for their English students. Most importantly, the objective of each lesson must be under consideration, and then the teacher should think about other factors: 'availability or ease of production, availability of necessary equipment, cost, convenience and personal preference' (Ellington & Race, 1993, 35). The objectives as well as other factors will lead to basic instructional strategies: mass instruction, individualised learning, group learning or direct experience. Finally, such materials will be selected. They include audio, still visual, moving visual or computer-mediated materials.

What's more, Dulin & Olshtain (2000: 150) propose the principles that focus on process and product for materials development. The first includes materials that deal with sociocultural appropriateness. Grammar is incorporated with social norms, not as discrete elements. The latter focuses on materials that deal with reading skills. The material, for example, must provide exercises that bring about interaction with the text or various texts that are appropriate for L2 learner-readers. For classroom activities, Chayanuvat (1996) values

icebreakers, warm-ups and pre-task activities. She also introduces the use of pictures, songs, games and mime and mini acts in classroom for options.

These are only some of the principles in materials development that are useful and practical for the student teachers. Some of them will be further discussed in the next part of this article to see how they can be applied in an authentic setting.

4. A curriculum resources room for developing student teachers

Instructional media and materials are important for assisting students' success in learning. In terms of language teaching, they help students practice usage of the target language in a given situation. Effective teachers should be able to create suitable materials to help students reach a specified goal. Below is a case of use of materials to develop the student teachers. The department has planned to build a place for storing resources for self-access learning for those teachers, but the outcomes have not been as expected. A plan needs to be initiated.

At the Department of Curriculum and Instruction, there is a curriculum resources room that was established a couple of years ago. The room is aimed to provide such curriculum materials as curricula, textbooks, teaching aids or any other materials for students at all levels to research for their papers, plan for regular lessons or create their own teaching materials. It is also expected to become a research resources hub for teachers in the West of Thailand. This article will deal with only the first aim.

For the room, a regular classroom on the third floor of a building had been chosen. It could easily contain up to forty students for a lecture. After granted by the president's office, budget was mostly allotted to basic equipment and furniture: a visualiser, a projector, a screen, a desk and chairs, two tables and three big shelves by the wall of one side. Whenever needed, the room would be unlocked by the secretary of the department and used for some courses relevant to curriculum development. Few lecturers and even fewer students request to use the room, despite the obvious need that should exist given the workload of the lecturers and coursework of the students. The department provides many programmes concerning curriculum and instruction—five for Bachelor's, four for Master's and five for Doctoral degrees. Usually, the room is locked up. Seemingly, the outcomes do not meet the projected aim. This has become a problem for the department.

5. The problem and the plan

Obviously, the department has not been clear on how to manage the room once it was established. It might be argued that other factors account for the problem too; however, they are not direct causes. For example, lecturers and learners do not use the room as expected due to limitations on material resources. At present, there are only a few examples of curricula, textbooks and teaching aids. The financial limit is not the problem at all since the projected sum has been allotted as proposed. The basic equipment is sufficient to run the room. The location of the room is appropriate because it is near other classrooms and the department office. Lecturers and students can have access anytime they want. It is clear that the causes of the problem are concerning management of self-access facilities. According to the book *Establishing self-access: From theory to practice*, Gardner & Miller (1999: 66) define management in this area as "operating an organisational unit in a way which makes the best use of its resources in the pursuance of its goals and the goals of any governing bodies". In the context of this workplace, the aim cannot be achieved since there are few resources provided. The managerial team of the department must take action. Gardner & Miller (1999: 72) also assert that a self-access manager is to work with self-access staff on day-to-day management decisions, training opportunities, exchanges of information, professional discussions and materials development. Decisions on a daily basis and training should be initiated by the department because there will be financial issues and additional operation staff involved. For the purposes of this discussion only the last three issues appropriate for human resources of the TEFL section are relevant.

The main problem is that the curriculum resources room does not contain as many resources as planned. Without sufficient resources, the rest of the operational objectives may not be successful. Students will not be able to use resources for creating their own lesson plans. There is not much information for assistance in conducting research. Lecturers do not want to bring students to the room while teaching various courses that are relevant to curriculum or materials.

Therefore, one of the operational objectives is proposed: *to provide different kinds of resources in the curriculum resources room by means of exchange of information, professional discussion, and self-access learning and materials development*.

Exchange of information and professional discussion

This concept is compatible with collaboration proposed by Hargreaves (1994: 54). He argues that school cultures take an important role to professional development and students' success. Teachers can grow in content knowledge and pedagogical content knowledge. They know what to teach and how to teach effectively to students, who will finally learn specific areas. Those cultures are 1) individualism (teachers isolated in classroom); 2) contrived collegiality (teachers being guided by administration to form collaboration); 3) balkanisation (actual collaboration among small groups of teachers); and 4) collaboration (teachers working together). The features of actual collaboration are spontaneous, voluntary, development-oriented, pervasive in time and space and unpredicted. When teachers want to work together, they spontaneously and voluntarily talk about work-related issues and share ideas, materials and comments in order to develop one another's teaching. The action can happen anywhere at any time. However, collaboration is time-consuming and the outcome may not meet expectations. A well-organised plan is needed. Leaders of institutes must be the ones who initiate the plan and give full support all the way. Other than that, teachers should be empowered in a decision-making process so that they feel committed to tasks, plan for diversified development and are ready to strive for success (Hargreaves, 2004; Jeenawathana, 2016; Sergiovanni, 2004). Teachers should take turns to become a leader of sub-groups. He/She would act as a coordinator between teachers and the administrative leader. Meetings must be set up for a regular basis during school time. Little (2001) argues that the talk should focus on curriculum, students and other tasks involving teaching and learning. Leaders of the meeting should have faith in all contributions to build trust. To do so, the teaching team must create emotionally intelligent norms—the attitudes and behaviors that eventually become habits (Druskat & Wolff, 2001). The following are the ways to create emotionally intelligent norms:

1. Every voice must be heard. All opinions must be allowed to be expressed. People can agree to disagree. Though there is a consensus, the leader should ask "Are there any perspectives we haven't heard yet or thought through completely?"

2. Team members must engage in constructive confrontation. When someone is irresponsible, someone else will point it out and there will be no need for argument because he/she knows the team needs his/her contributions.

3. Caring and understanding must be reinforced. Team members sincerely care about each others' feelings. Praise is encouraged all the time. When someone is upset about work,

he/she should be recognised for sacrifices being made for the work. Interpersonal and communication skills should be introduced to all members to practice.

Considering the workplace cultures, the author has found that there is a little collaboration but more bulkanisation. Meetings are organised only once or twice a term by the department head and the TEFL section coordinator. Before the curriculum resources room was introduced, a few lecturers had been made aware of it. The leaders did not take other lecturers' resources into account. They, therefore, do not feel committed to the use of the room. Physical features of the workplace have also hindered collaboration. Though all sections are in the same building, they are separated on three storeys. If the leaders do not initiate a gathering, there is no opportunity for them to meet and talk. Moreover, the nature of subject areas differentiates mutual talks. Lecturers in each section usually balkanise for their own work.

Plan: Someone can act as an initiator of this plan and a coordinator, who work with TEFL lecturers and the department management. Each section should nominate its own coordinator, who meets with the department head to exchange information about possibilities in filling up the room. When settled, each coordinator will relay the action plan to section members. They should regularly meet during office times to talk and exchange opinions on materials development. The concept is broad, but the department will focus only on the objective of this plan, that is, to fill resources in the room.

Self-access instruction and materials development

The exploration for this topic is divided into two parts. First, the role of the materials in the curriculum resources room guides student teachers to use the resources for their own learning. The concept of self-access or learning is focused. Another is the way TEFL lecturers exchange their professional knowledge on how to select materials and put in the room. Before materials are developed or produced, Ellington & Race (1993) argue that teachers should consider three basic classes of instruction methods: mass instruction, individual instruction and group learning. The second instruction method seems to fit the aim of the curriculum resources room. Students can select materials that suit their needs. Lecturers of each section, therefore, play a role of producers or managers. Mostly the students are given lectures in regular classrooms. It is seen as conventional instruction. The curriculum resources room, on the other hand, serves as another form of teaching—self-instruction. Rowntree (1992: 44) ascertains that these two instructions can be combined. For the first, students learn from using existing materials, such as textbooks or journals. For the latter, students learn from materials

specially developed for their needs. Other than that, there are more aspects for self-access instruction to consider.

1. *Learners*. Lecturers have to ask questions about four types to find information: demographic, motivation, learning factors and subject background. Examples of questions are the following: How many students? What age range? Why are they going to access the room? What do they want to get from the room? Have they had prior experience with self-access instruction? What knowledge, skills and attitudes do they already have regarding the use of the room?

2. *Aims and objectives*. Once again, the aim of the room is to provide curriculum materials for students (full statements stated in the introduction). The objective is to have students use the room. Rowntree specifies that the objective should state what learners should be able to do or do better as a result of having worked through the project. This is supposed to be imposed by the department management or from its meeting. Since the problem mentioned above is that there are a few materials to choose, this paper only deals with its own objective: to fill resources in the room.

3. *Learning sequences*. The content will be sequenced and teaching methods and media will be used, accordingly. The types of sequence include topic-to-topic, chronological, place-to-place, concentric circles, causal sequence, structural logic, problem-centred sequence, spiral sequence and backward chaining.

4. *Instructional media*. In classroom, teachers perform a number of teaching functions but for self-access instruction the media will perform the following functions instead of teachers: catching learners' interest, reminding them of earlier learning, stimulating new learning, explaining and provoking thought, getting learners to respond actively, giving them speedy feedback, encouraging them to practice and reviewing and helping them assess their own progress. Students should have an opportunity to use a variety of media for study. Four types of media include 1) print (e.g. books, written texts, maps, lesson plans); 2) audio visual (e.g. CDs, DVDs, broadcasts, films, computer displays); 3) practical work (e.g. home experiment kits, official forms, surveys, assignments based on learners' place); 4) human interaction (e.g. telephone conversation, real-time computer conferencing, learner's self-help group, contacts with tutors or managers, seminars, lectures, meeting sessions). Being exposed to these types of media students are not only motivated but also activated to learn outside classrooms.

5. *Assessment and evaluation*. To assess students, the teacher should decide on assessment strategies, either formative or summative ones. Key elements for assessing include knowledge, skills and attitudes. The instruction must be evaluated as well. In this case, the self-instruction by the use of the curriculum resources room may be later on evaluated for two main areas: subject-matter credibility (content being accurate, relevant, up-to-date, balanced, etc); and educational effects/effectiveness (providing productive learning within time students have available or unexpected problems).

The development of self-access materials is different from those in classrooms. While those in the class are restricted to activities initiated by teachers, self-access materials provide wider opportunities for students to work on what they need in their own time and at their own pace. They are used as a supplement to classroom learning. Therefore, teachers who would develop this kind of materials must consider the following principles proposed by Tomlinson (1999: 322-323).

1. Be self-access. Students can work on any topic, at any time or pace they want.

2. Be open-ended. There should not be correct or incorrect answers. Rather, various responses are acceptable.

3. Engage students' individuality.

4. Involve students as human beings rather than as language learners.

5. Require students to pay attention, try hard and discover things.

6. Stimulate various brain activities.

7. Provide comprehensible input to facilitate acquisition.

Effective features of self-access materials are also illustrated.

1. The materials should be authentic and provide interactions (see also Dulin & Olshtain, 2000).

2. Students should be required to use higher level thinking skills, such as imaging, inferring, connecting, interpreting and evaluating.

3. Production activities require students to use the target language and express their personal opinions. The types of tasks are analytical, aesthetic, imaginative, argumentative and evaluative.

4. Though typically self-access learning is private and individual, students can work with their friends. They are able to choose the tailor-made benefits of private work or to pool resources and energy from classmates.

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5. Feedback can be available through commentaries rather than answer keys. Students can consult with classmates for more clarifications. There may be follow-up activities after the end of each unit.

6. Students should be trained through activities so that they realise what to do during the process of self-access learning.

The TEFL lecturers provide courses in both skills, linguistics and methodologies, some of which are concerned with curriculum materials. Those courses include Curriculum and Supervision, Materials Development, Computer-Assisted Language Learning, Methods of Teaching English and Testing. They are mandatory for English major second, third and fourth year students, whose motivation is at an average to high level. The courses will enable student teachers to teach English in an actual classroom effectively. The lecturers of the courses are the main users of the curriculum resources room. In addition, the student teachers who are practicing teaching, are expected to use the room as well.

Plan: The aspects of self-access instruction provide a framework for planning the use of the room. The learners, aims and objectives are mentioned above. The learning sequences depend on each course's lecturer; however, regular meetings will help decide on some mutual sequences, which can be used for arranging layouts of materials in the room. As for the instructional media, TEFL lecturers will exchange information through professional discussions in meetings. The topic is what and how curriculum materials will be developed and selected. The students will be required to use the curriculum resources room as part of the courses. This is an interdependent practice as the lecturers and the students work closely together to fill the rooms. The lecturers meet and choose examples of materials for the curriculum resources room. Student teachers will be assigned to develop some materials by exploring the room and some of their work will be collected and stored as examples for future students as well. Then comes another objective for this plan—to train student teachers to use the curriculum resources room.

6. Implementation of the plan

From the literature review, a framework for the plan has been established. The plan is divided into two phases as shown below.

Objectives: 1. To fill in the curriculum resources room with curriculum materials.
2. To train student teachers to use the room.

Phase	Parties involved	Activities
Phase 1	1. Plan organiser	❖ Hold meetings with the department head and managerial team ❖ Meet and discuss with section coordinators for ideas ❖ Coordinate between the department's team and section coordinators or set meetings for them
	2. Section coordinators	❖ Meet and discuss with colleagues in the section ❖ Exchange ideas and opinions with other section coordinators
Phase 2	1. Class lecturers	❖ Decide on curriculum materials to be provided in the curriculum resources room ❖ Train and encourage student teachers to use the room for self-access learning ❖ Assign student teachers on developing materials
	2. Student teachers	❖ Use the room for self-access learning ❖ Develop materials
	3. Coordinators	❖ Regularly talk and meet with class lecturers

Phase 1: The plan organiser holds meetings with all parties involved, such as the department head, the managerial team and section coordinators to agree on guidelines. These meetings must be held regularly, say, twice a month. When clarifications are needed, extra meetings will be organised promptly. The objective is to express opinions from professional discussions. The attendees will exchange expertise in materials development, curriculum, self-access learning and so on. The summer time will be taken for these meetings so that guidelines will be ready for the beginning of the first term.

Section coordinators play an important role here. They will act as leaders of subgroups, referring to the sections in the department. These coordinators will meet with their colleagues to relay the guidelines. With more professional talks, the guidelines may be changed to suit the informational needs of each major. Moreover, with multiple talks, colleagues will start to gain understanding of each other or at least learn to communicate with

one another. There might be arguments or disagreements but they will be learning how to talk to each other.

Phase 2: At this phase, the class lecturers who have talked and set up guidelines will take action in the classroom. They will decide which curriculum materials are suitable to be put in the curriculum resources room for students' self-access learning. For example, lesson plans with samples of reading passages can be illustrated so that students have sufficient comprehensible input. They are comprehensible for them because they have learned about theories or practice of teaching reading in class before. After that, the class lecturer may assign students to look up in the curriculum resources room and create another lesson plan with reading activities. The framework will guide both lecturers and students to think of a variety of media, such a reading passage (print) or subtitles on a DVD (audio material). There may also be questions or check lists for student teachers to critically think about their lesson plans. The students may be required to do the work individually or in groups.

Once the student teachers are trained to use the curriculum resources room as half controlled (assigned from lecturers) and half self-access learning, they will be expected to use it on their own. When they practice teaching at schools, they may come back to use the curriculum resources room for their lesson planning.

7. Evaluation of the plan

According to the principles of self-access instruction, student teachers should be assessed in terms of knowledge, skills and attitudes. To suit the objectives of this plan, the assessment and evaluation will also be conducted as per the following details:

1. For the first objective 'To fill in the curriculum resources room with curriculum materials,' the parties involved will set up a number of criteria for evaluation. For example, the TEFL section colleagues will prepare curriculum materials for their own courses. The number of materials should be enough to give comprehensible input for certain activities, say, ten examples of reading activities on lesson plans. The features of self-access instruction proposed by Tomlinson (1999: 322) will be used as a framework for establishing the criteria. There will be a checklist for those features, such as sufficiency, modernity, practicality, relevance, variety of materials for learners' needs, and so on. Colleagues in the same section are supposed to complete the checklist because each section has a different area of expertise.

2. For the second objective 'To train student teachers to use the room,' the student teachers will be assessed only on their attitudes. After class lecturers assign student teachers to use the room to complete their assignments, they are being trained or encouraged to adopt

self-access learning. The data will be collected later in November or later than that to ensure the student teachers' actual self-access use of the room. The results of the attitude of the student teachers will be used for improvement of the curriculum resources room later on. Their class lecturers will assess them on knowledge and skills by themselves. This will not be included in the plan because the plan is aimed to improve the use of the curriculum resources room.

The subject-matter credibility and educational effects will be evaluated during the next phase of the plan. It can be Phase 3, when there are sufficient curriculum materials for student teachers of all majors to use for fully self-access learning.

8. Conclusion

The knowledge of materials development serves teaching training well as it prepares student teachers to become vigilant in creating an atmosphere for learning and designing materials for language classrooms. The analysis of textbooks and a plan for establishing a curriculum resources room are only some aspects in the area. These two aspects will help improve the student teachers' teaching ability since they will understand how to evaluate a material they are required to use in their future workplaces and how to gain actual practice as novice teachers from curriculum materials used in actual schools. The final aim is to teach language learners to become successful in learning.

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