

Developing Materials for Language Teaching

Developing Materials for Language Teaching

Third Edition

Edited by Brian Tomlinson
Web Supplement

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Introduction

The first chapter is a revised version of a chapter which was published in the 2013 edition of *Developing Materials for Language Teaching* (2nd edn). The supplement consists of an extra two readers' tasks and an extra two suggestions for further reading for the chapters in the book plus three extra chapters, each with readers' tasks and suggestions for further reading. These additional chapters all focus on the use of materials development in teacher development and all three are convinced of the value of materials development as a beneficial contributor to the personal and professional development of both trainee and practising teachers and as means of providing learners with a source of engaging and meaningful materials. The first chapter is a revised versions of a chapter which was published in the 2013 edition of *Developing Materials for Language Teaching* and the other two are new additions to the volume, with Chapter 2 by Maria Heron focusing on short pre-service and in-service courses in the UK and elsewhere in Europe and Chapter 3 by Jayakaran Mukundan focusing on pre-service teacher training in Malaysia.

I hope very much that you are informed and stimulated by the further tasks, further reading and additional chapters.

Brian Tomlinson

3/2/2022

Chapter 1

Materials development courses

Brian Tomlinson

Introduction

Before the 1990s, materials development was given little prominence on teacher training or teacher education courses and there were very few specialist courses training people to develop materials. On initial teacher training courses it was assumed that the trainees did not have enough experience or expertise to write materials for themselves, on in-service courses materials were often a given which teachers were trained to exploit and on teacher education courses materials development was often considered insufficiently theoretical to deserve its own place on what were often linguistics courses left to the participants to apply. For example, neither my PGCE in ESL course at the Institute of Education, University of London, nor my MA in ESL course at the University of Bangor included components on materials development. Materials development was a practical procedure which was left to specialists to pursue or it was conducted by academics with specialist knowledge of linguistics. This is less so today in 2022 but it was certainly the case on the PKG Project in Indonesia in the 1980s when the academics who were supporting the project argued that it was unwise to put so much emphasis on teachers developing materials as they did not have the knowledge or expertise to do so. Nevertheless we went ahead with this emphasis and the teachers gained considerably from having to think about language learning, from having to connect their experience in the classroom with the new knowledge they were acquiring on their courses and from the self-esteem they gained from doing something well which they were not supposed to be able to do. And their students gained too from the engaging materials they were able to develop from working together in collaborative and socially cohesive groups (for a description of the project see Tomlinson, 1990).

On teachers' courses everywhere materials development 'was treated as a sub-section of methodology, in which materials were usually introduced as examples of methods in action rather than as a means to explore the principles and procedures of their development' (Tomlinson, 2001a, p. 66). There were some postgraduate courses which included components called 'Methods and Materials' and some methodology books which included examples of materials in each section or separately at the end of the book (e.g. Dubin and Olshtain, 1986; Richards and Rodgers, 1986; Stevick, 1986, 1989; Nunan, 1988; Richards, 1990). There were also some books and articles which focused on materials evaluation (e.g. Candlin and Breen, 1979; Williams, 1983; Cunningsworth, 1984; Sheldon, 1987, 1988). However, there were very few books or articles published on the principles or the process of materials development and even fewer on its procedures. And without books and articles how could you have courses?

In the 1990s, attitudes began to change. It was realized that not only is materials development an important skill needed by all teachers but also that by engaging in materials development teachers can help themselves both 'to understand and apply theories of language learning' and 'to achieve personal and professional development' (Tomlinson, 2001a, p. 67). In order to cater for the wants and needs of their particular learners, teachers need to be able to evaluate, select, adapt and supplement materials, and to do this effectively they need to be helped to develop the awareness and skills required for successful materials development. In the process of developing awareness and skills, teachers can also develop the ability to theorize their practice (Schon, 1987), to question their procedures, to check their hypotheses and to find answers to their questions about the processes of language learning and teaching. In response to this realization of the value and power of materials development, a number of books and articles began to appear which focused on the principles and procedures of materials development (e.g. McDonough and Shaw, 1993; Hidalgo et al., 1995; Byrd, 1995; Tomlinson, 1998; Richards, 2001), a number of associations began publishing materials development newsletters (e.g. TESOL; JALT) and in 1993 I founded an association (MATSDA) which organizes workshops and international materials development conferences (in 2021 a virtual conference co-hosted by Universiti Sains Malaysia) as well as publishing a journal called *Folio* (see www.matsda.org). At the same time, teacher training, teacher education and teacher development courses began to include materials development components, teacher training institutions began to offer short courses in materials development for teachers and institutions and ministries began to organize materials development workshops for their teachers. For example, in the last thirty years I have developed MA Materials Development modules at the University of Essex, at Temple University, Tokyo, at the National University of Singapore, at Bilkent University in Ankara and at the New School in New York; I have run an MA in L2 Materials Development at the University of Luton; I have developed an MA in Materials Development for Language Teaching at Leeds Metropolitan University (which has been cloned, with permission and support, by the International Graduate School of English in Seoul); and I have developed an EdD module in materials development at Anaheim University in Los Angeles. I have also taught a materials development component on an RSA/UCLES CELTA course at Language Resources in Kobe; I have run materials development workshops for ministries of education and universities in Belgium, Botswana, Luxembourg, Malaysia, Mauritius, Oman, the Seychelles, Turkey and Vietnam; I have run materials development short courses for teachers at NILE (the Norwich Institute for Language Education); and I have developed a materials development course for teachers at Leeds Metropolitan University. Yet before the 1990s I had rarely worked on a materials development course at all.

The objectives of materials development courses

In this section I will give my own views as to what the potential objectives of materials development courses should be. Some of my objectives are global and would be aimed at in any course I was involved in. Others are context dependent and would be selected only when they match the local circumstances of the course. In addition, there are obviously other local objectives not included in my lists which would be context unique (e.g. preparing teachers for a new communicative examination for primary school leavers in Vanuatu).

Theoretical

I have found that materials development courses, providing they are experiential and reflective, can help teachers and teachers in training (even those on pre-service courses) to develop their theoretical awareness of the process of language acquisition and of the optimum ways of facilitating it. They can help:

- to provide a concrete experience as a basis for reflective observation and conceptualization (Tomlinson and Masuhara, 2000);
- to raise, investigate and answer questions related to language use;
- to raise, investigate and answer questions related to language acquisition;
- to raise, investigate and answer questions related to language teaching pedagogy;
- to provide opportunities for action research related to language learning and teaching;
- to help the participants to become more aware of the needs and wants of the users of language learning materials;
- to help the participants to articulate and develop their own tacit theory of language learning and teaching.

These are all important objectives of any applied linguistics course and I have found that they are more effectively achieved on a coherent, hands-on materials development course than on a conventional applied linguistics course with its separate components unconnected to any specific practical goal. Wanting to produce effective materials is a powerful incentive to develop knowledge and awareness of language and learning theories which could help the materials developer to produce quality materials. Since compiling the above list of potential benefits of materials development courses and projects for the participants I have had all of them endorsed by respondents to a questionnaire by both practitioners and researchers who have experienced materials development courses for teachers and trainees (Tomlinson, 2014). I will be reporting this research in some detail later in this chapter and Maria Heron (Chapter 2) and Jayakaran Mukundan (Chapter 3) will be discussing both the theoretical and the practical benefits of materials development courses later in this web supplement.

Ways in which I have helped participants to develop theoretical awareness through materials development include:

- Starting a course with a series of materials development tasks during which the participants write questions they would like to raise about the learning and teaching of languages (e.g. 'Does providing exposure to authentic language in use facilitate language acquisition?').
- Getting participants to articulate their beliefs about what facilitates language acquisition prior to turning their statements into criteria for developing and evaluating materials (e.g. 'Learners can gain from opportunities to interact with proficient speakers of the target language').
- Asking participants to find evidence in the research literature to support or question typical course-book exercises (e.g. repetition drills, sentence transformation, filling in the blanks, dialogue repetition).
- Asking participants to share, and seek solutions to the problems they encounter when developing materials for their learners.

Developmental

My materials development courses (whether of a day or a year in duration) usually aim to help the participants to develop greater:

- awareness of the objectives, principles and procedures of language teaching;
- awareness of the objectives, principles and procedures of materials development;
- awareness of the principled options available to teachers;
- awareness of the principled options available to materials developers;
- skills as evaluators, adapters, editors and producers of language materials;
- sensitivity to the needs and wants of learners and teachers;
- ability as language teachers;
- confidence and independence as materials developers and teachers;
- ability to work in teams and to take initiative;
- self-esteem.

Obviously the degree of development will depend on such variables as motivation, course duration, course intensity, course follow-up and trainer expertise, but I have found that all the objectives above are achievable on both short courses and one-year MAs, and even on one-day workshops. Perhaps the most effective courses in my experience in achieving these objectives were the in–on service courses which were run in all twenty-seven provinces of Indonesia as part of the PKG English Programme (Tomlinson, 1990). These courses introduced communicative methodology to secondary school teachers by helping them to develop materials during the two in-service phases of the courses which were trialled during the two on-service phases of the course. And the trainers were teachers who had developed their own awareness, expertise, confidence and self-esteem at workshops which focused on materials development.

Other shorter courses which the participants report personal and professional development from have included three to five days courses for teachers at universities and schools in Belgium, Ireland, Luxembourg, Oman (see Al-Busaidi and Tindle, 2010), Turkey and Vietnam. These institutions were dissatisfied with the effects achieved by using global coursebooks and wanted their teachers to be able to develop locally relevant institutional materials. Not only did their teachers manage to develop principled and engaging materials, they developed their own awareness, confidence and competence. For further discussion of the personal and professional developmental potential of materials development, see Tomlinson (2003b).

Practical

The following are some of the practical objectives I have aimed at in materials development courses:

- To help the participants to develop principled frameworks which will help them to evaluate, adapt and produce materials outside and after the course.

- To help the participants to develop a set of principled and localized materials which they can use with their classes.
- To help the participants to develop a set of principled and localized materials which can act as models to stimulate and inform subsequent materials development by themselves and their colleagues.
- To produce a coherent collection of principled materials which can be used as the basis of a course in a particular institution or region.

Although these practical objectives are very important, it is vital that they are not viewed as more important than the theoretical and developmental objectives above. It is too easy to say that a course has failed if the quality of the materials produced during a course is not very high. It is possible that the participants have been stimulated and encouraged and that they will go on to produce high-quality materials after the course. It is also possible that, although the quality of the materials produced is not yet very high, the participants have developed knowledge, awareness, skills and confidence which will help them to become better teachers and teacher trainers. This is what happened on a course I ran once in Indonesia which was monitored by academic experts from teacher training institutions. The participants thought that the course had been very successful because they had developed a lot of awareness, skills and confidence in a very short time. The academic experts thought the course had been a failure because not all the materials were of a high enough quality for immediate use in the classroom. Guess what I thought.

The procedures of materials development courses

Study

It is important to read what has been written about materials development, but materials development, either as a practical undertaking or as an academic field, cannot just be read about or lectured on. There is no received store of wisdom about materials development and certainly no magic procedure which you can read about and then immediately apply in order to produce effective materials. In my experience, the real benefits on materials development courses come not from the greater knowledge gained from study but from the greater awareness and skill which comes from monitored experience of the process of developing materials.

However, study does have its place. And that place, in my view, is after experience and reflection and not before it. In that sequence, the study can help to develop the awareness already gained and can contribute to a process of broadening and extending. If the study comes first it can impose an approach which subsequent experience can frustrate and it can determine a process of narrowing and restriction. That is why on my materials development courses I give post-course reading lists but no pre-course reading. Often, though, I also recommend whilst-course reading which might help participants to answer questions they have raised during experiential phases of the course. This was the intention of Tomlinson and Masuhara (2004), a taskbook on materials development written to support inexperienced and unqualified teachers on in-service courses in South East Asia. Unfortunately this book has been translated into Chinese, Korean and Portuguese and I suspect it is often given to teachers as a

manual for them to follow rather than as advice to consider, to evaluate and to apply in their own way. Recently though I have published similar books in English for practising teachers and teachers' courses in Indonesia (Tomlinson, 2019) and in China (Tomlinson, 2021).

Books which I have recommended to recent courses include McGrath (2002, 2013), McDonough, and Shaw. (2003), McDonough et al. (2013), Tomlinson (2003a, 2008, 2011, 2013), Harwood (2010, 2014), Tomlinson and Masuhara (2010), Mishan and Timmis (2015) – a book written to be used as a coursebook on teacher education courses, and Tomlinson and Masuhara (2018, 2021). I would also recommend articles from the MATSDA journal *Folio* and the JALT journal *Between the Keys* (which are both dedicated to materials development) as well as articles on materials development in such journals as *ELT Journal*, *English Teaching Professional*, *JALT Journal*, *Modern English Teacher* and *RELC Journal*.

Demonstration

I have found that the most valuable way to start any materials development course is to demonstrate materials which are innovative, radical, different and potentially engaging in principled ways. The main objective is not to provide models for emulation but to stimulate curiosity, provide the participants with potentially engaging experience as 'learners' and to provide concrete illustrations of novel principles and procedures for the participants to reflect on and discuss. I have found that this is a non-threatening way to begin a course (the 'trainer' is being evaluated rather than the participants) and that it can be a very effective way of opening up discussion of theories of language learning and of principles of language teaching. It only succeeds if the trainer believes in the approaches demonstrated and if he/she is prepared and able to justify them without imposing them on others.

I have found the following to be the most effective way of starting a course with demonstrations:

- 1 Outline and explain the process to the participants.
- 2 Ask the participants to play the role of learners.
- 3 Teach an extensive part of a unit of materials to the 'learners'.
- 4 Ask the 'learners' to become course participants again and to recreate the lesson in their heads.
- 5 Ask the participants in groups to list the main stages of the lesson.
- 6 Ask the groups to specify the objectives of each stage and to talk about the learning principles which they think underlie it.
- 7 Hold a plenary discussion in which the groups share their views of the objectives and principles of each stage.
- 8 Ask each group to profile a group of learners at the language level catered for in the demonstration lesson.
- 9 Ask each group to evaluate the materials by predicting the effectiveness of each stage for their profiled group of learners.
- 10 Hold a plenary discussion in which the groups share their evaluations and the trainer draws attention to any intention or principle which has not been noticed by the groups.

This procedure is repeated with a number of other materials demonstrations (depending on the length of the course) in which the innovative materials demonstrated are different from each other but nevertheless share certain objectives, principles and procedures. The first demonstration usually takes a long time, but subsequent demonstrations usually get shorter as the participants get used to the analysis and evaluation procedures.

Later in the course such demonstrations can be developed and delivered by participants who are confident enough to develop principled materials and to share them with their peers.

Discussion of statements

The informal and, to some extent, ad hoc reflection and discussion involved in the demonstration phase of the course can be formalized by asking the participants in groups to respond to a list of provocative statements organized into categories. For each statement they are asked to say why they agree or disagree with it, and for any statement they disagree with they are asked to rewrite it so that they agree with it. This is done initially as a group activity and then as a plenary discussion, with the main objective not being to reach agreement but to explore the issues. Each participant is then asked to respond individually in writing to each statement and to keep the responses until the end of the course when the participants in groups will discuss any changes of opinion which have occurred.

An example of a statement under the heading 'Teaching Points' would be, 'Learners should never be asked to understand structures which have not yet been taught.' An example of a statement under the heading 'Texts' would be, 'Low-level learners should only be given short texts to read and to listen to.' And an example of a statement under the heading 'Activities' would be, 'Low-level learners should be invited to attempt tasks which are challenging but achievable, and which help them to develop high-level skills.' As can be seen from the examples the statements should be provocative and stated in absolute terms so as to stimulate responses and revisions from the participants.

Here is an example of statements used on a three-day materials course for teachers at private schools in Istanbul:

Issues in materials development for language learning

To what extent do you agree with each of the following statements? If you disagree with a statement rewrite it so that you do agree with it.

- 1 Fluency in an L2 is far more important than accuracy.
- 2 The most important objectives for teaching L2 learners are to help them develop confidence and self-esteem.
- 3 Exposure to language in use is essential but not sufficient.
- 4 Grammar should be taught using a Presentation-Practice-Production (PPP) approach as this frees the learners from distractions and helps them to focus on the teaching point.
- 5 Texts and tasks should always be authentic, in that they represent how the target language is typically used.

- 6 Direct teaching can prevent language acquisition. Responsive teaching is much more effective in facilitating language acquisition.
- 7 Learners should be helped to make discoveries about the language for themselves rather than always being informed by teachers and textbooks.
- 8 It doesn't matter what language young learners acquire as long as they have a positive experience acquiring it.
- 9 Materials should encourage learners to find opportunities to experience and use English outside the classroom.
- 10 We need to take into consideration that most of our learners need English to communicate with other non-native speakers.

Evaluation

I have found it is important to help participants to develop an ability to evaluate other people's published materials in a systematic and principled way before asking them to produce materials of their own. This can not only help them to develop criteria for evaluation which can eventually serve as criteria for developing their own materials, it can also help them to develop confidence as they realize that published materials are not perfect and they become more aware of the qualities required for materials to be effective facilitators of learning.

In this phase of the course, I get the participants to work out the objectives and procedures of pre-, whilst and post-use evaluation and to develop, trial and refine banks of evaluation criteria. These sets then form the basis for the development of context-specific sets of criteria which are used in Problem-Based Learning activities to evaluate materials in relation to user profiles (Wilkerson and Gijsselaers, 1996; Tomlinson and Masuhara, 2000, 2004; McDonough et al., 2013; Chapter 1 in *Developing Materials for Language Teaching* (2023)). In my experience, teachers who are used to making quick, impressionistic judgements about materials, find the rigorous process of developing banks and sets of tight evaluation criteria very demanding. But ultimately they find it very rewarding, in that it helps them to evaluate materials more systematically, it empowers them with a greater awareness of the prerequisites for effective materials and it helps them to develop their theories of language learning.

For a full discussion of the objectives and procedures of evaluation, see Chapter 1 in *Developing Materials for Language Teaching* (2023).

Adaptation

In almost every lesson teachers adapt the materials they are using in order to achieve a closer match with the needs and wants of their learners. Often their adaptations are spontaneous and intuitive and, although they often improve the materials being used, they can create unanticipated problems for the teacher and the learners. On materials development courses I usually spend time helping the participants to develop procedures for systematic adaptation of materials. This initially involves a formal process of:

- profiling a class,
- analysing a set of materials,
- evaluating the materials,
- subtracting sections of the materials which are likely to be unsuitable/ineffective for the target learners,
- reducing sections of the materials which are unlikely to engage the target learners,
- replacing sections of the materials with new materials which are more likely to be suitable/effective,
- expanding those sections of the materials which are likely to be suitable/effective,
- modifying sections of the materials to increase their likelihood of being suitable/effective,
- adding new sections of materials which are likely to increase the effectiveness of the 'unit'.

After following this process rigorously and formally a couple of times, I find the participants are usually able to make use of that experience to carry out fast adaptations informally and intuitively. I also find that it helps them to develop their own skills in producing effective materials as a preparation for phases of the course when they will be asked to produce complete sets of original materials. For a full discussion of the principles and procedures of adaptation, see Tomlinson and Masuhara (2004); McDonough et al. (2013); Masuhara (2022), Chapters 2 and 3 in *Developing Materials for Language Teaching* (2023).

Critical modelling

One of the most common procedures on materials development courses (especially those for pre-service teacher trainees) is modelling of exemplar materials. The participants are provided with a model unit of materials, for example, which they then use as a template for producing a similar unit themselves with a different teaching point. My experience of observing this procedure on courses is that it can provide useful practice in materials writing (especially of some of the basic skills, such as writing instructions and questions) but it often leads to unthinking acceptance of a right way of presenting instructional materials. Later on, when the participants are in their classrooms, the restrictive nature of this approach can become evident to frustrated teachers who now realize the limitations of the model but do not have the confidence to change it. This is particularly true of such conventional approaches as PPP (presentation–practice–production) and of such common techniques as dialogue practice, listen and repeat, matching, substitution drills and role-plays.

Instead of asking participants to imitate a model uncritically, I prefer to present to them a variety of exemplars of material types and frameworks and to help them to evaluate and modify the exemplars before making use of them to develop their own materials. This way the participants develop a critical understanding of the objectives and principles of a variety of approaches and they are able to develop their own flexible models and repertoires before going into (or back to) the classroom. It also means that they become sensitive to the need for variability and can modify their models in response to the requirements of different contexts of learning.

For a full discussion of flexible frameworks for materials development, see Chapter 4 in *Developing Materials for Language Teaching* (2023).

Experience

Ultimately what really counts on a materials development course is the quality of the experience it provides in developing materials. The skills required of an effective materials developer cannot be gained from instruction; they can only be developed gradually as a result of quality, hands-on, monitored experience. In my opinion that means that the skills can only be developed if the experience provided:

- is monitored sensitively and supportively by tutors who have earned credibility as materials developers themselves;
- provides opportunities for reflection and modification;
- is shared with other participants who can pool resources so as to gain from each other;
- encourages experimentation and risk taking while providing safety and security too (see Chapter 26 in this volume for a discussion of how simulations can achieve this effect);
- is staged and sequenced so that awareness and skills gained are immediately made use of to facilitate the gaining of further awareness and skills;
- respects the participants as individuals who bring a lot of relevant knowledge, awareness and skills to the process;
- is stimulating and enjoyable for the participants.

I have found that the most effective way of providing experience in materials development is to move the participants forward gradually through a series of tasks which focus attention and monitoring on discrete skills of materials development while involving them in the production of sections of materials.

An example of such a progression would be:

- 1 Deciding on a voice (i.e. deciding, for example, whether to talk to the learners in a formal, authoritative voice or an informal, chatty voice)
- 2 Writing instructions
- 3 Writing questions
- 4 Giving explanations
- 5 Giving examples
- 6 Selecting texts
- 7 Writing texts
- 8 Exploiting texts
- 9 Using illustrations
- 10 Layout and design
- 11 Writing teachers' notes
- 12 Writing units of materials

Ideally, if time allows, the participants would also be provided with quality experience in producing different types of learning materials, such as:

- integrated skills materials,
- listening skills materials,
- reading skills materials,
- writing skills materials,
- speaking skills materials,
- extensive reading and listening materials,
- grammar materials,
- vocabulary materials,
- pronunciation materials,
- communication materials,
- coursebook materials self-access learning materials,
- video materials,
- computer-assisted learning materials,
- multimedia materials.

I have found that it is very important to encourage the participants to work from sets of principled criteria and to progress through a series of drafts which are self-monitored, peer-monitored and tutor-monitored before a 'final' version is produced. It is equally important that this 'final' version is then valued by being, for example, demonstrated to the other participants, made available to the other participants and kept by the producers and the course leader in a quality production.

Reflection

Reflection is the key to development, and participants on my courses/workshops are encouraged to reflect on their views, theories and materials during all phases of the course, outside the course and after the course. For example, they are asked to think about and to articulate their beliefs about language learning and the role that materials should play in it at the beginning of the course when responding to demonstrations or statements given to them, at various stages of the course when they are evaluating, adapting or producing materials, and at the end of the course when they are evaluating their own and other participants' materials. They are also asked each night to reflect on what they have 'learned' during the day about themselves and about materials development (either informally or through keeping journals or diaries). And at the end of the course they are encouraged to keep the reflection process active and informed through reading, through conference attendance, through establishing informal discussion groups and through continuing the process of daily or weekly reflection on their development and use of materials.

Good materials developers are thinking developers who have confidence in their ability and in their materials but who are prepared to rethink and revise their principles and beliefs in response to further stimulus or information.

Ideally, the course tutors should fit this definition and it should be the main aim of the course to help the participants to become such materials developers themselves.

Presentation

I have found that four types of participant presentation can be extremely useful in helping the participants to reflect critically on their materials, to elicit useful suggestions for further improvement and to develop confidence. The first type is informal presentation to another group during the drafting stage of materials production. This can be very useful if the monitoring group is encouraged to ask the presenting group to justify its procedures by reference to its objectives and principles and if the monitoring group can then come up with suggestions for further development of the materials. This procedure works best if it is reciprocal and both groups know they can learn from each other. Another useful type is the oral presentation to fellow course/workshop participants of the final piece of materials produced on the course/workshop. I now do this on every course/workshop, regardless of its length, and find that it can provide a very positive conclusion as the participants realize how much development has taken place during the course and look forward to making further development after the course (often with the help of informal coffee groups or email groups set up by the participants).

A third type of presentation is conference presentation. This I include on longer courses as part of the programme, but I also encourage and facilitate it for participants on shorter courses. On the MA in L2 Materials Development at Leeds Metropolitan University, for example, the participants were required to do a joint presentation at an internal conference for teachers and post-graduate students, and an individual presentation at a British Universities Research Student Conference which we organized at Leeds Metropolitan University. Hitomi Masuhara and I ran a mini-course in Making Oral Presentations for the participants and we held tutorials to discuss the materials and the participants' plans for presenting them. Many of the participants were apprehensive, but the quality of the materials and the presentations was high, and in the post-course feedback many participants said it was the most useful part of the course. Participants on short courses and workshops I have run throughout the world have also gained expertise and confidence from being encouraged to give presentations at MATSDA (the Materials Development Association) conferences which I organize and at conferences in their local areas.

A fourth type of presentation is article writing. Many of the tasks and assignments on my courses involve writing an article or review for a specific refereed journal. The participants have to find out what the requirements of the journal are and to write their article in such a way that it has a good chance of selection for publication. Detailed feedback is given when the tasks/assignments are returned and participants are encouraged actually to submit revised versions of their articles to the journal. Obviously not every participant does submit and not every submitter is accepted. But those who do submit usually get useful feedback from reviewers, and imagine the boost in self-esteem, which, for example, an Indonesian participant on a course at the National University of Singapore received when he had articles accepted by *ELT Journal* and the *RELC Journal*. And imagine my professional satisfaction when I reflect that seven of the contributors to this book have been students on materials development courses which I have run.

Research

The conventional image of materials development courses is of very practical courses on which the participants are taught to produce materials. In my experience, you cannot develop the ability to

become an effective materials developer without thinking about what you are doing. And you cannot think effectively without finding experience, theories and information to stimulate and inform your thinking. One way of doing this is to do applied and action research projects before, during and after a course. Obviously, on a very short course these projects will be mini-projects with very small samples and very limited objectives. But on a long course, such as a Postgraduate Certificate of Education or an MA, extensive research projects can be undertaken which can be of great value to both the participant and their peers. For example, on the MA in L2 Materials Development at Leeds Metropolitan University, the participants had to conduct three-month research projects which they reported on at a conference, wrote an article on for a journal and applied to their production of a complete course of materials plus a theoretical rationale. And recently I have supervised six materials-related PhDs conducted by people who have been participants on materials development courses I have run.

Possible areas for materials development research projects include:

- the materials needs and wants of learners;
- the materials needs and wants of teachers (Masuhara, 2011);
- the relative effects of different types of author voice (Beck et al., 1995);
- the effects on durable learning of adding affect to coursebook materials;
- the relative effects of different ways of attempting to achieve the same learning objectives;
- ways of producing principled coursebooks which are able to both create a market demand and satisfy the requirements of learners, teachers and administrators;
- ways of catering for different preferred learning styles in the same unit of materials;
- the effects of discovery approaches versus the effects of direct teaching;
- the relative effect of different ways of producing materials (e.g. individual author vs pair of authors vs small group of authors vs large group of authors);
- ways of ensuring systematic and rigorous evaluation of materials;
- finding out what teachers actually do with materials in the classroom and why they do it;
- finding out what the particular value is of different types of materials (print vs audio vs video vs multimedia);
- ways of facilitating teacher development through using a textbook;
- ways of facilitating teacher development through materials development.

Examples of materials development courses

There are many different types of materials development courses, each with its own objectives and constraints. For example, there are:

- short stimulus courses for teachers aiming to develop the awareness, skills and motivation of the participants;

- short courses for institutions aiming to develop the materials development skills of some of their teachers;
- courses for institutions and ministries training teachers to become materials developers for a particular project;
- professional training courses aiming to develop the awareness and skills of curriculum developers;
- pre-service teacher training courses with a component on materials development;
- in-service teacher development courses with a component on materials development;
- teacher education/development courses focused on (or with a component on) materials development.

I have been involved in developing all of the above types of courses all over the world in the last thirty years. What I do for each course is to consider the participant profile, consider the sponsor/participant requirements, consider the constraints (of time, resources, etc.), specify objectives and then apply the appropriate stages of the flexible framework outlined in Table 1.1.

Table 1.1 A flexible framework for materials development courses.

Stage	Substages	Objectives
1. Demonstrations	i. Demonstration of innovative materials ii. Analysis of material stages iii. Analysis of objectives and principles iv. Evaluation of procedures	i. Impact ii. Exposure to novel approaches iii. Stimulus to think about and discuss issues iv. Articulation and development of individual theories of language learning
2. Discussion of Provocative Statements	i. Individual reflection ii. Group discussion iii. Plenary discussion iv. Individual decisions	i. Stimulus to think about and discuss issues ii. Articulation and development of individual theories of language learning iii. Formalization of discussions in 1 and 2
3. Evaluation of Materials	i. Development of evaluation criteria ii. Presentation and monitoring of evaluation criteria iii. Application of criteria to the evaluation of sets of materials iv. Revision of criteria	i. Refinement of individual theories of language learning ii. Develop awareness of the objectives, principles and procedures of materials development iii. Develop banks of criteria for future use and development
4. Adaptation of Materials	i. Profile of target learners ii. Evaluation of materials in relation to learner profile iii. Adaptation of materials to match wants and needs of learners	i. Develop awareness of the objectives, principles and procedures of materials development ii. Develop awareness of the principles and procedures of matching materials to needs and wants iii. Develop materials development skills

Stage	Substages	Objectives
5. Editing of Materials	<ul style="list-style-type: none"> i. Commissioning materials ii. Evaluating commissioned materials iii. Giving written feedback iv. Giving face-to-face feedback 	<ul style="list-style-type: none"> i. Develop awareness and skills of making principled compromise ii. Develop ability to give sensitive and constructive feedback
6. Materials Writing Practice A	<ul style="list-style-type: none"> i. Evaluation of examples of a particular aspect of materials development (e.g. writing instructions) ii. Practice in the particular aspect 	<ul style="list-style-type: none"> i. Develop materials development awareness and skills ii. Develop confidence iii. Develop criteria for use as production criteria
7. Materials Writing Practice B	<ul style="list-style-type: none"> i. Evaluation of examples of a particular type of materials development (e.g. listening materials) ii. Practice in producing the particular type of materials 	<ul style="list-style-type: none"> i. Develop materials development awareness and skills ii. Develop confidence iii. Develop criteria for use as production criteria
8. Materials Production A	<ul style="list-style-type: none"> i. Production of a unit of materials for a specified context of learning ii. Self, peer and tutor-monitoring iii. Revision of materials 	<ul style="list-style-type: none"> i. Develop materials development awareness and skills ii. Develop confidence
9. Reading and Discussion*	<ul style="list-style-type: none"> i. Critical reading of articles and books of relevance to materials development ii. Discussion and evaluation of the reading 	<ul style="list-style-type: none"> i. Develop awareness of the objectives, principles and procedures of materials development ii. Articulation and development of individual theories of language learning iii. Find answers to some of the problems encountered during materials development simulations in 8 above
10. Research**	<ul style="list-style-type: none"> i. Development of a materials development research project ii. Conducting the research iii. Presenting the findings from ii. iv. Applying the findings in iii. 	<ul style="list-style-type: none"> i. Articulation and development of individual theories of language learning ii. Find answers to some of the problems encountered during materials development simulations in 8 above iii. Develop research and presentation skills
11. Presentations	<p>Presentations relating to the materials produced and/or the research conducted:</p> <ul style="list-style-type: none"> i. To other groups of participants ii. To internal conferences iii. To external conferences iv. As articles to journals v. As chapters to publishers vi. As book proposals to publishers 	<ul style="list-style-type: none"> i. Clarify thinking ii. Refine materials iii. Develop presentation skills vi. Develop confidence

Stage	Substages	Objectives
12. Discussion of Statements	<ul style="list-style-type: none"> i. Group discussion of the same statements as in 2 above ii. Group discussion of further provocative statements iii. Individual decisions 	<ul style="list-style-type: none"> i. Stimulus to think about and discuss issues ii. Articulation and development of individual theories of language learning iii. Revision of the course
13. Materials Production B	<ul style="list-style-type: none"> i. Development of a theoretical rationale for the production of a context-specific course of materials ii. Production of a context-specific course of materials 	<ul style="list-style-type: none"> i. Further develop materials development awareness and skills ii. Further develop confidence iii. Provide evidence of the validity of individual theories and beliefs and the ability to apply them to the production of principled learning materials.

*Of course, there will also be reading assignments given at the end of each stage to reinforce and develop theories and beliefs.

**Ideally the research project is ongoing and overlaps with other stages rather than being a separate stage in a linear sequence of stages.

I have used this framework to help me to develop an eight-day workshop for teachers involved in producing new textbooks at Bilkent University in Turkey, a two-week Materials Development Course for Teachers at Leeds Metropolitan University, a two-week MA module in Materials Development at NILE (Norwich Institute for Language Education), an eight-week module on materials development on an EdD course at Anaheim University and a one-year MA in Materials Development for Language Teaching at Leeds Metropolitan University. The workshop included 1, 2, 3, 6, 7, 8 and 11 and concentrated very much on actually producing draft materials for a textbook. The short course for teachers and the MA module included 1, 2, 3, 4, 6, 7, 8 and 11, and focused on providing monitored practice of producing different types of materials. The MA in Materials Development for Language Teaching included all the stages in the framework as well as modules on Language Acquisition, Language Systems and Language Awareness, and Language Teaching Methodology. The MA was designed to be a coherent preparation for production of a complete course of materials (plus a theoretical rationale) which is presented for examination in lieu of a dissertation and which the participants are encouraged to submit to publishers as a publishing proposal. This MA is no longer delivered at Leeds Metropolitan University but a version of it is delivered at IGSE (the International Graduate School of English) in Seoul.

What is happening in materials development for teacher development?

The literature

I have to admit that I am struggling to find post-2013 published articles or chapters discussing the value of materials development in teacher development. There are some articles in *Folio*, the journal of MATSDA (the international Materials Development Association – www.matsda.org), some chapters in published proceedings of MATSDA conferences and the new chapters by Maria Heron and Jayakaran

Mukundan in this web supplement. I am not sure why this is. Is it because it is assumed to be true? Is it because it is assumed not to be true? Is it because I have been looking in the wrong places? Or is it because it is the sort of topic not considered to be valid by reputable journals in their ever-increasing demand for empirical evidence.

In 2013–14 I conducted a study of the attitudes towards materials development of practitioners and researchers who have experienced materials development on courses and/or projects. In the article reporting this study (Tomlinson, 2014) I first of all reviewed the scarce literature on the value to teachers of experiencing materials development and concluded that it was generally very positive. In particular I singled out Emery (2013) and McGrath (2013). I applauded Emery for her account of the value for student teachers of a project in Brunei in which they developed supplementary materials for an English medium science textbook and for her assertion that teacher education should be about both giving knowledge and providing opportunities to gain knowledge from experience. I praised McGrath (2013) for his insistence that materials development should be a central rather than a peripheral component of teacher education courses and for his listing of the product and the process gains of teacher and trainee experience of materials development. I then reviewed my own experience of leading courses, workshops and projects in which teachers or trainees were given experience of evaluating, selecting, adapting, developing and using language learning materials to support my claim that 'I have found that many of the thousands of course, workshop and project participants who have experienced materials development with me have increased their awareness, criticality, creativity and self-esteem as a result of this experience. They have also improved their career prospects too' (Tomlinson, 2014, p. 89).

In the study then reported in Tomlinson (2014) twenty-three practitioners and researchers from around the world responded to a questionnaire asking them to evaluate their experience of materials development both at the time of their experience and in their subsequent careers. Twenty-two of the respondents said that their 'training' in materials development had had a big effect on their ability to select materials, twenty-one said it had a big effect on their ability to develop materials of their own, twenty said it had a big effect on their ability to adapt materials, nineteen said it had a big effect on their ability to 'make principled decisions about classroom methodology' (p. 99) and on their confidence and eighteen said it had a big effect on their ability to 'become more creative as a teacher' (p. 99) and on their self-esteem. However only twelve said it helped them to 'understand how languages are best acquired' (p. 98) and only thirteen said it had a big effect on their career development. When asked to 'write a few sentences on how you think materials development does or does not contribute to teacher growth' (p. 102) only one respondent wrote a negative comment. The positive comments included:

- 'It certainly contributes to teacher's growth: I've become more aware and more creative if the materials work well, the good results have a great impact on my motivation. Teachers' motivation and inner satisfaction is incredibly important because of the affective impact on pupils.' (p. 105)
- 'Materials development contributes to teacher growth by giving them a rewarding creative outlet: you create materials and put them into practice. You see your students grow (learn) as a result of something you created. There are few jobs in which you get to see the fruits of your labour so tangibly.' (p. 105)

- 'In my view, L2 Materials Development provides a link between theoretical research and classroom practice and it can be used as a tool for developing critical awareness of language learning and teaching.' (p. 105)

When asked to write a sentence giving reasons only one respondent gave a negative comment. The positive comments included:

- 'I think my answer to Q8 stems from a belief that professions that promote growth are professions that have scope for both creativity and intellectual stimulation. As long as MD remains in touch with these two aspects, it leads to growth.' (p. 103)
- 'Critical Awareness Development is emphasised especially when learners and teachers have to provide a rationale in order to justify their choices and views'. (p. 104)
- 'I suppose the key points in summary would be ownership and direction.' (p. 104)
- 'Having an interest in materials development stops you from becoming staid. It is the most applied aspect of applied linguistics.' (p. 104)

I concluded my article by reasserting my belief that 'participating in materials development ... can facilitate teacher growth' (p. 104), stressing that this is a potential but not an inevitable benefit and listing some essential criteria for effective materials development experience for teachers and trainees. These criteria included:

- 'the experience of materials development is hands on'; (p. 104)
- 'the teachers receive positive support and stimulus during and after the course or project'; (p. 104)
- 'the deliverers of the course or project offer powerful views but do not insist on agreement with them'; (p. 105)
- 'the course or project links practice to theory and theory to practice in ways which help the participants to select, adapt and develop materials in principled and effective ways'; (p. 105)
- 'the participants are encouraged to self-monitor and self-reflect.' (p. 105)

This is a small study and cannot claim to be representative. It is however indicative of how valuable materials development courses and projects can be in promoting personal and professional development. Similar claims are made by Bouckaert-den Draak (2017) about the value of teachers developing materials to supplement their coursebooks. She found in her PhD case study of four Dutch secondary school teachers of EFL that they gained primarily from applying their 'principles-in-use' rather than espoused principles when developing supplementary materials for their classes. They were pragmatic rather than theoretical in their approach and objectives but when engaged in dialogue with the researcher they did engage in critical reflective practice (CRP) and became more aware of the principles underlying the development of their materials and more constructively critical of the materials they had produced and the ways in which they had produced them. In her conclusion Bouckaert-den Draak recommends teachers to develop supplementary materials and to make sure they create opportunities to discuss them with colleagues. She also recommends the inclusion on teachers' courses of more opportunities for the participants to discuss and develop their 'theories' of language learning, to develop materials and to discuss the materials they

have developed, and she urges 'curriculum and materials developers to allow space for autonomous teaching professionals to make informed, critical decisions based on their own pedagogic principles' (p. 121). I would completely endorse this advice and add that the ideal situation is one which we managed on the PKG English Program in Indonesia (Tomlinson, 1990) when teachers met weekly in somebody's house to develop, discuss and evaluate supplementary materials for their classes.

Interestingly and revealingly, although Bouckaert-den Draak's thesis contains multiple references to the literature on the value of using critical reflection in teacher development, the only references to using materials development in teacher development which I have not included in this chapter were Canniveng and Martinez (2003) (a reflection of their use of materials development on teacher training courses) and Masuhara (2006) (an appreciation of the value of materials development as a teacher development tool).

A more recent study I have found is that by Hadfield (2014). Having acknowledged the value of lists of principles for materials development drawn up by applied linguists such as Rod Ellis, Paul Nation and Brian Tomlinson, she points out that their principles are almost exclusively theoretical and that what we also need are pragmatic principles based on experience of actually observing and reflecting on the process of materials development. She then reports the results of an auto-ethnographic study in which she reflected on her own experience of developing materials in order to draw up recommended principles for materials development. In her Conclusion she says, 'insights from my own auto-ethnographic research may form a useful starting point for Teacher Development activities which encourage teachers and novice writers to develop their own guiding principles which frame, inform and evaluate the materials they write' (p. 83).

Courses and workshops

The International Graduate School of English (IGSE) in Seoul is the only university I know which offers an MA in Materials Development for Language Teaching but many universities and teacher training institutes now offer materials development modules/courses both as part of larger courses such as CELTA, Diploma in TEFL and MA in TESOL and in Applied Linguistics courses and as stand-alone certificate courses for teachers. Since I wrote the version of this chapter in the 2013 edition of this book I have been teaching an online module on materials development for an EdD programme delivered online by the Graduate School of Education of Anaheim University and the feedback has been generally very positive about the impact of the course on the participants' awareness, criticality, creativity, teaching ability and materials development skills. I have also delivered a course on materials development for Beijing Foreign Studies University, worked on a materials development module for Hitomi Masuhara's MA module on materials development at the University of Liverpool, worked with lecturers at the Shanghai International Studies University who were adapting the Shanghai secondary school EFL coursebooks and examined PhDs focusing on materials development at numerous universities, including the University of Auckland, the University of Bedfordshire, Universiti Putra Malaysia and the University of Portsmouth. All these activities have involved engaging practitioners in developing the knowledge, awareness, criticality, creativity and skill they need to become successful materials developers, teachers and researchers and all of them have achieved participant feedback stressing the value of active participation in materials development.

There are also many institutions offering short in-service courses for teachers on materials development. Many of these courses are 'how to' courses telling teachers what to do but some do invite teachers to reflect on the principles of materials development and to work on applying principles to the actual development and use of materials. For example Bridge offers a 20-Hour Certificate in Materials Development for the EFL classroom (<https://bridge.edu/tefl/courses/micro/materials-development-efl>) in which Module 1 is an Overview of Materials Development, Module 2 is Principles for Materials Design and one of the objectives is to 'Examine language acquisition theories related to the materials design process'. And NILE (the Norwich Institute of Language Education) offers an online course in Materials Development for Language Learning (<https://www.nile-elt.com/products/MatDevOnline>) which emphasizes the importance of developing and applying principles and helps participants to 'Develop your critical awareness of language acquisition and pedagogy, and how they are put to use in the design of language learning materials, as well as the criteria for evaluation and adaptation of published materials'. These are just two examples of what I hope are many institutions and associations offering teacher development courses in materials development which help teachers to investigate both the process and the products of materials development in ways which promote both personal and professional development.

There are also a number of blogs discussing the value of materials development in teacher development. For example, the website of the IATEFL Special Interest Group MAWSIG (Materials Writing Special Interest Group) hosts numerous blogs on materials development, including an interview with Jane Spiro about the development of a module on materials development for the MA in TESOL (<https://mawsig.iatefl.org/training-teachers-to-write-materials-on-an-ma-tesol/>) in which she says 'she was keen to bring together the idea of academic rigor with the experience of writing for the real world of ELT publishing'.

Conclusion

After a very busy thirty years conducting materials development courses, I am convinced that focusing on materials development is the most effective way of running a course in applied linguistics, as theory can be made relevant and meaningful by reference to practical procedures which are at the heart of the language teaching and learning process. It is also the most effective way of helping language education professionals to articulate and develop their own theories of language learning and to help them to develop the skills which they need in order to apply these theories to practice. I am also convinced that the most effective way to run a materials development course (regardless of its specific objectives) is to provide the participants with concrete experience as a basis for reflective observation and conceptualization. Such experience can also be provided on materials development projects in which groups of teachers work together to draft, monitor and produce materials for their institutions, regions or nations, thus creating opportunities for critical reflective practice (CRP), personal and professional development, as well as the development of meaningful and effective materials. The more that such experiential and reflective materials development courses and projects are delivered the more likely it is that the teaching and learning of languages will improve and the development of materials will too.

Readers' tasks

- 1 You have decided to introduce the participants on an initial training course to a 'new' methodology (e.g. task-based language teaching, the text-driven approach, problem-solving approaches) and to do so by using materials development.

Develop a plan for the session in which you introduce the 'new' methodology. Try to use an experiential approach in which the participants learn from action and reflection.

- 2 Plan a session on an in-service teacher development course in which you get the participants to develop universal criteria and local criteria for evaluating a coursebook intended for use in a specified learning context. After developing evaluation criteria the participants should use them to evaluate the coursebook and then to decide on adaptations which could be made by teachers to make the book more principled, more locally meaningful and more effective in facilitating language acquisition.

Further reading

Masuhara, H. (2006), 'Materials as a teacher-development tool', in J. Mukundan (ed.), *Readings on ELT Materials II*. Petaling Jaya: Pearson Malaysia, pp. 34–46.

An exemplified discussion of how materials development can be used to promote personal and professional development for participants on teachers' courses.

Tomlinson, B. (2014), 'Teacher growth through materials development', *The European Journal of Applied Linguistics and TEFL*, Special Issue. 3 (2), 89–106.

A report of a mini-research project in which twenty-three practitioners and researchers responded to a questionnaire about the impact on their personal and professional development of their experience as participants on materials development courses.

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Chapter 2

Using materials development on teacher training courses

Maria Heron

Introduction

In this chapter, I will look at the role of materials development on initial training courses, such as CELTA (Certificate of English Language Teaching to Adults), where very few trainees come ready and able to write their own materials but where there is a need for these trainees to be able to evaluate, adapt and supplement materials for their observed teaching practice and also a need to open up ideas for further professional development post-course. I will then contrast this approach to materials development on INSETT (in-service teacher training) courses, where teachers are more receptive and able to embrace aspects of, for example, affective engagement and critical thinking, which are often lacking in coursebooks. In both cases I will be following the basic training principle of starting where the participants are but with the knowledge that materials design raises almost every single possible question about teaching and learning a language: methods, approaches, motivation, affect and cognition, language analysis and awareness and assessment.

The role of materials development on initial training courses

On CELTA (Certificate of English Language Teaching to Adults) courses, materials writing is not a requirement in the CELTA syllabus. In this syllabus (CELTA Syllabus & Assessment Guidelines 5th edition) materials and resources only feature in:

Topic 4: Planning and resources for different teaching contexts.

Reference	Syllabus content	Learning outcomes <i>Successful candidates are able to</i>
4.4	The selection, adaptation and evaluation of materials and resources in planning (including computer and other technology-based resources)	<ol style="list-style-type: none">select and evaluate materials and resources (including use of technology and digital tools, etc.)understand the need for and begin to put into practice, with due regards for the provisions of copyrights, the adaptation of resources and materials to meet the requirements of specific groups of adult learners

Topic 5: Developing teaching skills and professionalism.

Reference	Syllabus content	Learning outcomes
		<i>Successful candidates are able to</i>
5.4	The use of teaching materials and resources	a. make appropriate use of a range of materials and resources, including digital, in relation to specified aims b. understand the implications of teaching with limited resources

CELTA candidates have to complete four written assignments and materials features in one of them.

Assignment 2.3 Language skills-related tasks (from the CELTA syllabus):

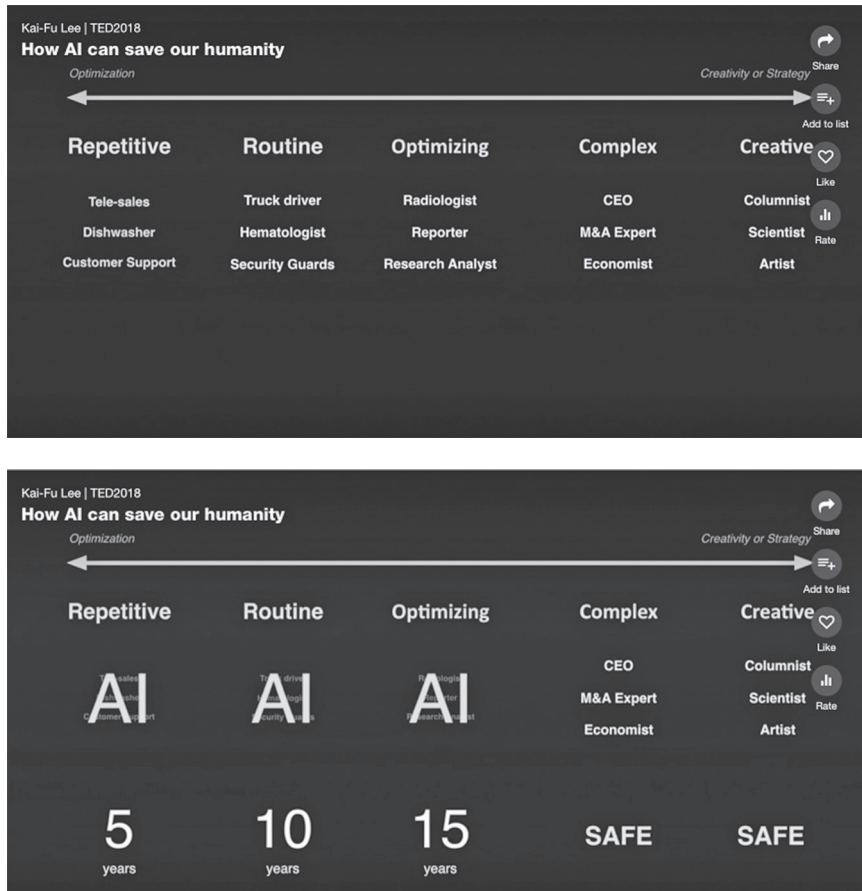
The design of the assignment to include:	Candidates can demonstrate their learning by
Length 750–1,000 words	
<ul style="list-style-type: none"> • evidence of the candidate's background reading in the topic area • identification of the receptive language skills and/or subskills that could be practised and developed using coursebook material or authentic text • identification of the productive language skills that could be practised and developed in relation to that text • task design in relation to the text with a brief rationale 	<ul style="list-style-type: none"> a. correctly using terminology that relates to skills and sub-skills b. relating task design to language skills development c. finding, selecting and referencing information from one or more sources using written language that is clear, accurate and appropriate to the task

To cover the requirements of the syllabus, including the written assignments, centres are likely to have two input sessions, one on Selecting, Adapting and Evaluating Materials and one on The Use of Authentic Materials in the Classroom.

My experience of working on CELTA courses over many years is that the majority of pre-experience teachers are not yet ready to write their own materials so I use a session on the course, Using Authentic Materials and Designing Engaging Tasks, to sow the seeds which might flower later. I have changed this session over the years, based on principles of language acquisition, sadly not covered on CELTA courses. I use different up-to-date texts from newspapers and, as I discover new writers, I also use different literary texts that my adult learners of different ages and backgrounds have enjoyed reading. This is what this session might look like now.

Using authentic materials and designing engaging tasks (input session 1)

I start the session with two diagrams taken from Kai-Fu Lee's Ted 2018: 'How AI can save humanity'. In this Ted talk, Lee explains how repetitive, routine and optimizing jobs will be taken over by artificial intelligence, and therefore disappear within fifteen years, while complex and creative jobs will be safe.



This is the first seed I try to plant:

- **The need for creativity**

Creativity needs to permeate throughout our classrooms in our choice of texts, in the tasks we design and in the tasks we get our learners to do. I try to get trainees to start thinking about the type of teacher they want to aspire to be. The main problem is that these future English teachers do not have a vision of themselves as effective L2 speakers because at school they were not motivated to learn a foreign language. Their main reasons are often lack of enthusiasm and engagement, exam-driven materials and no relevance to their lives. They therefore often lack good models of language teachers.

Then, having agreed on Tomlinson's (2012) definition for authentic materials: 'Materials include anything which can be used to facilitate the learning of a language' (p. 143), and Tomlinson's (2001) '... ordinary texts not produced specifically for language teaching purposes' (p. 68), I ask the trainees to list the advantages and disadvantages of using authentic materials in the classroom. They do not seem to have problems writing up these two lists but, sadly, they often conclude that learners cannot cope with authenticity. It is not easy to convince them that there are no disadvantages to using authentic materials in the classroom, unless they are just used for the sake of authenticity.

I then show them a very short video clip. I use different videos depending on the interest of the group. One I sometimes use is a four-minute video of a company looking for a director of operations for a corporation. <https://www.youtube.com/watch?app=desktop&v=fqMujHAEI3M>.

Before the trainees watch the video, they will have a pre-listening task; for example, half the class (As) are prospective applicants and list the qualities and qualifications they think they will need for the job and half (Bs) are the interviewers, listing the qualities and qualifications they would expect from a prospective applicant. Then an A and a B get together and compare what they thought of and draw their ideas on a Venn diagram.

The trainees then watch the video. Different people are being interviewed and more information about the qualifications and requirements for the job is revealed. I sometimes stop the video just before the end to see if they can guess what the job is (most cannot and are puzzled). At the end of the video, we find out that this is in fact an interview for the world's toughest job (being a mother), as Mother's Day is coming up. The video is quite emotional as most of the people interviewed then burst into tears as they remember their mums and how much they have influenced their lives and done for them. Some of the trainees themselves are often touched by this video and have a similar emotional response.

As the trainees are watching the video, they will be completing a task that focuses on personal responses to questions (as opposed to factual comprehension questions, which they will have been exposed to in the coursebooks they are using for teaching purposes).

The trainees are then asked to think of a follow-up creative task to develop a productive skill (as they will need to do this for the assignment mentioned above) and some do come up with some good ideas. We then try out mine. Students in pairs have to think of an unusual job, or ideally invent one, and write about eight open questions to ask prospective candidates and find the right person for the job. The very short interviews take the form of speed dating, with the candidates not knowing what jobs they are applying for but wanting them because they are all unemployed. When the time is up, the pairs decide who they are offering their job to and reveal this to the whole class giving the reasons for their choices. Before they make this announcement, the class tries to guess what each job was, based on the questions they were asked.

We then do something similar based round an authentic reading text from a quality paper. The trainees will all have the same chosen text and the same pre-reading task but then they will be divided into two groups, A and B. The As will have factual information questions, some not even requiring an understanding of the text but lifting of the answers (something which will have been discussed in a previous session) as the questions are formulated using the same language used in the text. The Bs will have questions that, though they require an understanding of the text, will ask for personal responses to the text and there will be possibilities for different answers, rather than one correct answer. Finally, an A and a B get together, compare their tasks and decide which task is better and why. When we have feedback, I am often very surprised and disappointed as most of the trainees, and often all of them, think that the task with the factual information questions is the better one. They can be convinced why asking questions that do not paraphrase the language in the text is ineffective, but it is much harder for them to accept that factual information questions are not effective and that often learners find them tedious. Mishan (2010a, pp. 163–4) mentions the conventions of language teaching where a text is followed by comprehension questions. The questions are 'based on a confusion of "means" and "ends". Comprehensibility is a means to an end-language acquisition – yet ... achieving "comprehensibility" becomes the end in itself'.

My aim for this session, in terms of CELTA requirements, is for the trainees to be able to:

- outline the advantages and disadvantages of using authentic materials in the classroom
- discuss the experience of working with two authentic texts from the learners' point of view

However, I am also sowing my next lot of seeds:

• **The value of using authentic materials in the classroom**

In the majority of CELTA courses, trainees start off using coursebooks for their teaching practice. In these books the learners are not usually exposed to the grammar of spoken English. Texts in coursebooks are usually short and sanitized in the false belief that learners cannot handle authenticity. There is therefore a danger that CELTA trainees will start their teaching careers with this belief.

A few years ago at an IATEFL conference, I attended a presentation on using authentic materials by two MA tutors from a respected British university. They listed the advantages of using authentic materials in the classroom but I was quite shocked when these advantages were followed by a long list of problems. The academics then concluded that, in order to make the texts accessible to the learners, the teacher would have to omit (e.g. complex language and low-frequency vocabulary), add (e.g. clear examples of the target language) and change (e.g. genre). What chance would their students have of being exposed to authentic texts?

As per the CELTA syllabus, in order to fulfil Written Assignment 3, trainees have to design a receptive and productive skills lesson based round a text. This text can be from a coursebook or authentic.

At our centre, trainees have to choose an authentic text. We hope that the session on Authentic Materials and the principles we discussed with them will help them choose an engaging text for their group of learners. Most of the trainees are able to do this. However, very few, if any, apply the principles of task design we have discussed to the tasks and activities they write. They are clearly not ready for this or are not willing to take risks and just want to play it safe and pass their assignment, so they can concentrate on their teaching and planning.

As a CELTA assessor, I visit other CELTA centres and assess their courses. I am saddened when I see that in some centres, for Written Assignment 3, trainees are not only not given the option to use an authentic text for the lesson they are going to design, but actually given a text from a coursebook. The rationale for this, when I ask, is that it saves them time looking for an appropriate text. Other centres give trainees the option of using an authentic text, but again it is given to the trainees, removing the task, which I feel is pleasurable, and extremely valuable, of finding a text for themselves. All the texts I have seen given to the trainees for this assignment are exclusively newspaper articles, never a poem, a recipe or other text types.

In the not-too-distant past, and for many years, trainees were able to use the text and tasks they had designed for this assignment in one of their lessons. This was a valuable exercise for them as they could then see if their learners were engaged with the text and the tasks and if their learning outcomes were achieved. Sadly, this is no longer the case. According to the CELTA Administration Handbook (2017): 'However, materials prepared for the language related task and the language skills task should not be used as the basis for assessed TP lessons, or vice versa. Submitting the same content for two different

components of assessment generates a repetition in grading: a candidate will either be doubly credited or doubly penalised for the same work' (p. 17).

• The value of using affectively engaging texts

Affectively engaging topics are defined as those which, in Probyn's (2004, p. 29) words, create a 'goose bump effect'. Learners' feelings would come to the surface, they would be engaged and they would be interested in expressing a view. There is often a moral dilemma attached to these topics. Ahmed (2004) puts forward the notion of 'stickiness': learners' emotional responses to certain objects, which can initiate strong feelings in the classroom. Therefore, affectively engaging topics would also be defined as 'sticky'.

I believe that learner motivation is one of the main factors that determine success in the L2 classroom. This belief is backed up by research conducted by Andres (2002–3), Arnold (2005), Dörnyei (2012) and Tomlinson (2011a), amongst others. If the learners are not affectively engaged with the texts because the content is trivial or they cannot relate to it, they will disconnect and learning will not take place. If they are affectively engaged they are more likely to take an active and willing part in the learning process. McGrath (2006) says that good texts tell us new things, have engaging context and provoke reactions. Tomlinson (2011b, p. 110) states that texts that have the potential for engagement 'can help reader/listener to achieve a personal multidimensional representation in which inner speech, sensory images and affective stimuli combine to make the text meaningful'.

• The value of designing affectively engaging tasks and activities

After forty years of teaching, I have become disillusioned with coursebooks and my learners' reactions to them have varied from partial engagement to total disengagement, with both the topics and the materials surrounding them. However, in the majority of CELTA courses, trainees start using coursebooks for their teaching practice. In most coursebooks comprehension of listening and reading texts is checked through comprehension questions of one type or another (e.g. true/false; multiple choice). I want to expose my trainees to different ways of checking understanding. Mishan (2010b) talks about the importance of substituting the typical wh-content questions with those that develop critical thinking and enable learners to use cognitive skills.

I usually find that trainees are receptive to these different ways of checking understanding (e.g. giving personal responses to a text; designing a poster; turning a text into a rap) but are reluctant (because they are either unable or unwilling) to try them out themselves, either in their teaching practices or even in their written assignments.

• The value of giving learners choices in the classroom

When we look at possible post-text tasks in this session on Using Authentic Materials and Designing Engaging Tasks, we discuss the idea of giving learners choices in the classroom by having tasks they can choose from depending on their interests, their needs or their learning preferences.

I believe autonomy plays a vital role in shifting the focus from teaching to learning. If learners are given choices in the classroom, this will increase their ability to evaluate the learning process. Ushioda (2012, p. 82) states that making decisions and exercising choice are vital to 'promoting self-regulation of motivation rather than teacher-regulated motivation'.

Some trainees are open to the idea of helping their learners to become autonomous learners but others, based on their own experiences as language learners, find this concept more alien.

Selecting, adapting and evaluating materials (input session 2)

This is the second session on CELTA courses where the use of materials features. I prefer to do this session after the Authentic Materials session, where we have touched upon and discussed the need for engaging tasks and the basic principles for effective task design.

In this session I start by getting the trainees to associate their coursebook with an image (e.g. a crutch, a compass, the Holy Bible, something to be thrown away, their best friend, etc.). They all choose different images, but I have never had a trainee opting for something to be binned. At this very early stage of their teaching lives, they see coursebooks as valuable instruments in their teaching and in their classrooms, giving them a structure to base their lessons round and something to be valued and respected because they have been written by experts with many years teaching experience. It is very difficult to persuade them otherwise. They will have seen their trainers deliver a lesson to the teaching practice students using either authentic materials or their own, rather than the coursebook. However, most trainees see this as an unachievable aim at this stage of their teaching. But another seed has been planted.

Having discussed the advantages and disadvantages of using coursebooks in the classroom, the session then consists of evaluating a page from a popular coursebook based on a set of criteria, and having done this, trying to supplement or adapt one section that was evaluated as weak. The trainees do this in small groups and, if the groups are chosen carefully, they can do this with some degree of success.

The set of criteria is given to the trainees as there is no time in this one session for them to develop their own and then apply it to the page from the coursebook. They do, however, get a few minutes to try and brainstorm the criteria they might use. They do come up with some good ideas and can always add to the ones we provide. Below is an example of what they might be given.

A unit of a coursebook

	Yes/No	Comments
Content		
1. Is the topic appropriate to the age and interests of the learners?		
2. Is there a good lead-in?		
Language		
3. Are instruction rubrics clear?		
4. Is the language in the text authentic?		

	Yes/No	Comments
5. Is the language up-to-date?		
6. Is the new language presented in an engaging and memorable way?		
7. Is there a chance to practise the new language?		
Skills work		
8. Do you think the text is engaging?		
9. Do the comprehension questions allow for the development of higher-order thinking skills and personal responses to the texts?		
Learner practice opportunities		
10. What do you think of the speaking task?		
Any other comments		

I myself embarked on a CELTA course straight after university and I was lucky to have an inspiring trainer. This course gave me the foundations to start off on a teaching career and perhaps also the motivation never to stop learning and always question what I do and how I do it. I feel my job is to inspire and motivate these trainee teachers, to show them examples of good materials and tasks and to show them there is a different world beyond the coursebook when they are ready to learn more about it and embrace it. The seeds have been planted.

The role of materials development on face-to-face INSETT courses

There are a number of face-to-face courses for experienced teachers at NILE (Norwich Institute for Language Education). In some of these open enrolment courses, e.g. ALMM (Advanced Language Materials and Methodology), materials development features prominently. Other courses where materials development has a prominent role are closed groups of teachers that come to us to improve their language and methodology (e.g. closed groups of Chilean Secondary and Primary teachers from all over their country; university lecturers from Uzbekistan or Austrian vocational teachers). Most of these courses last two weeks.

When I cover materials development on these courses, I still follow the basic training principle of starting where the participants are. I have found that this can vary considerably depending on the teachers' backgrounds, the institutions where they have worked, their opportunities, or lack of, for professional development and their own principles and ideas developed over their careers. I am very aware that in the sessions I have with them I may well be shaking beliefs, and this is something powerful that I need to help them deal with.

In some ways, my approach to materials development on these courses is similar to that on pre-service courses. We discuss the role of coursebooks in their classes, their use of authentic texts and text types and accompanying tasks.

One problem I have sometimes encountered is reluctance to deviate from the coursebook because of pressure from their institutions. A few years ago, I had a group of experienced teachers doing a CELTA

course in Almaty, Kazakhstan. We were asked to run this course with a group of experienced teachers because on a pre-inspection, their institution had been told that these teachers were too coursebook bound. We had what seemed like a very successful course with them, getting these teachers to use authentic materials in their teaching practice and writing engaging tasks. But when we were reflecting on the last day of the course, they told us that when they went back to their classrooms they would have to continue to use their coursebooks from cover to cover because if they did not, their students, who were obliged to buy a very expensive coursebook as part of their course, would complain if anything was missed out. This is something that it is quite difficult to help them with, especially when these teachers come to the UK and then have to fight these battles back home on their own.

When I look at materials development with experienced teachers, I go beyond what we cover on pre-service courses. These are some of the areas that we look at and discuss:

Aspects of affective engagement and attention to emotion

Some of the teachers on INSETT courses come from cultures where it is believed students should not be exposed to materials and topics that could lead to them experiencing negative emotions in the classroom. They believe this would have a detrimental effect on their learning. As a result of this, in their English classrooms a number of topics are avoided (e.g. death or illness) though some of these topics might be dealt with in other areas of the school curriculum.

Krashen (1982) mentions that a competent language teacher is one who can provide input in a classroom where students' anxiety is low and Arnold and Brown (2005, p. 1) state that emotion is no longer seen as 'the Cinderella of mental functions' as it was traditionally considered by psychologists. They add that if there is 'meaningful interaction' in the language classroom, there is 'room for dealing with affect' (p. 3).

Like Benesch (2012), I have always been aware that my emotions, and those of my learners, play an important role in teaching and learning. Like her, I want my learners to experience 'those classroom moments when, even briefly, teachers and students abandon their proscribed identities and roles when experiencing and expressing fresh ideas and insights' (2012, p. 5).

Andres (2002–3) concludes her paper on the influences of affective variables on learning by saying that 'if we want our students to develop their potential to learn, the affective variables such as anxiety, motivation, self-esteem and inhibition can no longer be denied, the inner needs of the learner can no longer be neglected'. Ortega (2009) discusses how learning a second language can make learners vulnerable as their egos are threatened. She states that learners may vary in their ability to manage affective reactions during their learning of L2. This SLA specialist is acknowledging the power of affect when learning a foreign language. This area has often been neglected by these specialists.

Méndez López and Peña Aguilar (2013) have written a paper presenting the impact of emotions on the motivation of eighteen University language learners in Mexico. Their results suggest that **both** negative and positive emotions shape motivation and 'although negative emotions may be considered detrimental to foreign language learning ... negative emotions serve as learning enhancers' (p. 109). The negative emotions experienced by these students were mainly fear, worry and sadness but they were embraced by the learners as learning opportunities and these learners felt that these negative emotions

did not decrease their overall motivation. This is because the follow-up reflection enabled them to overcome the initial negative impact and to invigorate themselves in order to continue their learning process. Méndez López and Peña Aguilar conclude that the process of learning a language is full of negative and positive emotions and it is the role of the teacher to 'help their students make their emotions work for them and not against them' (p. 121). This will make sure their learners' motivation stays alive.

Tomlinson (2011a) states that materials need to 'engage the emotions of learners' (p. 18) and that feeling emotions can promote learning as feeling such emotions is better than feeling nothing: 'neutrality, numbness and nullity cannot' (p. 18) promote learning.

I agree with Benesch (2012, p. 133) who believes that emotions are not static but dynamic, moving, shifting and changing. Therefore, she says, classifying them into negative and positive categories, assuming that some are good and some are bad for language learning, 'is a reductive way of considering them in English language teaching'. I want my learners to engage affectively and feel emotions because as Tomlinson (2010, p. 89) says, if they 'do not feel emotion while exposed to language in use, they are unlikely to acquire anything from their experience'.

Some teachers on these courses will go back ready to try out emotionally engaging topics and tasks with their learners in the knowledge that if emotions flourish in the classroom as a result of the topics covered and they are dealt with well, rather than suppressed, these emotions can have a positive impact on their students' learning. Others, sadly, will go back unconvinced or unwilling to take the potential risks they perceive.

Critical thinking vs critical pedagogy

I usually start this session by getting the teachers to look at the following proverb and think what it means for them as teachers:

If I hear it, I forget it.

If I see it, I remember it.

If I do it, I know it.

We then look at various definitions of critical thinking and come up with our own.

Most teachers on these courses are already familiar with Blooms' Taxonomy of Thinking Skills (1956) but not always with Lorin Anderson's (2001). We therefore discuss why as we came to the new millennium, there was a need to add a new category: 'create' and why critical thinking skills are important for our learners.

We then look at the need to incorporate higher-order thinking skills when designing tasks and activities and we explore how we can develop these skills through questioning.

Although most teachers have heard about critical thinking and some incorporate these thinking skills when designing materials, few seem to have heard of critical pedagogy. The former is to do with logical reasoning. It involves a wide variety of skills and knowledge to question issues from different perspectives, but it stops there. However, critical pedagogy according to McLaren (1999, p. 454) 'is a way of thinking about, negotiating, and transforming the relationship among classroom teaching, the

production of knowledge, the institutional structure of the school, and the social and material relations of the wider community, society and nation state'. It is an attitude to teaching that involves change and therefore offers hope.

I believe teachers should adopt a more critical approach to the materials they select or write as these materials must reflect the real-life concerns of their learners and raise awareness of the issues that concern them based on their contexts and their needs. We as teachers need to be instruments for change.

This distinction, the subsequent discussion about it and the implications for materials writing lead to a lot of debate and shaking of these teachers' beliefs.

Micro teaching

Most of these two-week INSETT courses include micro teaching, where these teachers design a number of tasks and activities round a current authentic text. Depending on the strength of the course participants and the learners that they teach, they might do this on their own or in pairs.

They are asked to choose a text (spoken or written) that is relevant to their students' needs and interests, is affectively engaging and provides challenge in terms of both language and content and to design a number of tasks and activities for this text.

The materials should include:

- what Tomlinson (2011b, p. 113) calls 'readiness activities', which as the name suggests, get the learners ready for the listening or reading experience
- activities supporting understanding of content, both main points and details (e.g. questions that ask for personal responses to the text but not factual comprehension questions)
- a task focusing on language (grammar or lexis)
- a choice of post text tasks that allow learners to respond to the text and develop their creativity and/or critical thinking skills

Teachers are also asked to write a brief lesson plan with clear learning outcomes.

Owing to time constraints, during the micro teaching sessions teachers will share their learning outcomes but only try out one or two of their tasks with the other course participants. They will receive written feedback from both their trainer and their peers (based on a set of criteria previously agreed on). This should allow them the opportunity to revise the material in the light of the feedback given and before they try them out with their own learners back home.

Conclusion

In this chapter I have described the way materials development is approached both on initial training courses I have worked on, such as CELTA, and on INSETT courses and I have given examples of what a session on materials writing in each context might look like. In both cases I always follow the basic training principle of tailoring the session to the participants' needs and starting where they are.

On pre-service courses, where trainees are not usually ready to write their own materials, the ultimate aim is to sow seeds. If trainees are then fortunate enough to work for institutions that nurture newly qualified teachers and value professional development, these seeds will have the potential to flower and grow in different directions throughout a teacher's career.

On INSETT courses, where teachers come with different experiences, knowledge, ideas and years of service, the aim is to question and perhaps shake beliefs as we remind ourselves why we have joined this profession. In my case it was, and is still is, to be an instrument for change and I believe this needs to be reflected in our attitude to materials selection and materials writing.

Popovici and Bolitho (2011) describe a textbook writing project in Romania that started in 1991 and lasted for eight years. It involved a team of Romanian teachers writing a series of eight secondary-level textbooks as the existing ones were out of date. This successful project had a positive impact on the teachers involved and Popovici and Bolitho (2011, p. 514) use the word 'development' to describe this impact: '... development of materials, writers' professional and personal growth, teacher development, change of teaching procedures, change of teaching beliefs, change of roles of teachers and learners, development of learners' independence ...'

Although this project took place in the fast-changing world of the 1990s, the main roles and benefits of materials development in teacher development are just as true today, also in the fast-changing world of the second decade of the twenty-first century. Materials development, even at a much lower scale than textbook writing, plays a crucial role in teacher development. It enables teachers to develop as they carefully select authentic materials or write their own, as they write meaningful and engaging tasks and as they learn by reflecting on feedback from their trainers, colleagues and most importantly from their learners. As Popovici and Bolitho (p. 515) conclude: '... involvement in materials writing projects is a route to personal and professional development'. For me, it has clearly been a route to my professional development throughout the years – a route with winding roads, some faster, some slower, with many opportunities for change and reflection which has led me to grow professionally both as a teacher and as trainer.

Reader's tasks

- 1 Find an authentic text (written or oral) or write one that reflects a current issue/concern/success story in your institution, hometown or area. Design a number of affectively engaging tasks or activities (pre- and post-text) that you can use with learners in class and a post-text activity or project that the learners can work on **and** that can potentially lead to change in your institution or in your community.
- 2 Choose a poem that has ideas and concepts that can be looked at from different perspectives and that can lead to discussion and debate. After the learners have read the poem use 'The 4 C's' thinking routine (Ritchhart et al., 2011).
 - *Connections*: what *connections* do you draw between the text and your own life or your other learning?
 - *Challenge*: what ideas, positions or assumptions do you want to *challenge* or argue within the text?

- *Concepts*: what key *concepts* or ideas do you think are important and worth holding on to from the text?
- *Changes*: what *changes* in attitudes, thinking or action are suggested by the text, either for you or for others?

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Webpages

<https://www.youtube.com/watch?app=desktop&v=fqMujHAEI3M>

Chapter 3

Learner production of videos and short films in out-of-class English language programmes

Jayakaran Mukundan

Introduction

The ELT Materials course on the Bachelor in Education (TESL) programme at Universiti Putra Malaysia (UPM), Malaysia, is unique as it involves undergraduates in service-learning and student attachments (a voluntary programme). LHE 3203 – ELT Materials was a three-credit course without any additional tutorial hours. Everything from lectures to demonstrations, micro-teaching, etc. had to be done within the three-hour allocation. The course instructor could also organize extra workshops whenever they were necessary. Because of the limited time undergraduates spent during the course, service-learning and school attachments were added to the overall course requirements by the course instructor. Service-Learning is a pedagogic approach that connects what is learnt at lectures during the course to the service context with a lot of reflection and discussion (Eyler and Giles, 1999). It is also widely considered as having a lot more benefits like civic engagement and community awareness (Yeh, 2010). The service-learning episodes for the LHE 3203 course lasted from three days to a week, usually during the one-week mid-semester break. School attachments were longer and were scheduled during the summer break. Students spent a month during their three-month long summer vacation in a school near their homes. This was on voluntary basis and although there was no coercion all the twenty-four undergraduates (on average) in the ELT Materials course volunteered. They did this one-month attachment immediately after their materials class and the service-learning episode. The focus of discussion in this chapter will only be on what went on in lecture halls and the service-learning episodes. The one-month school attachment will not be discussed.

It is not easy finding partners for service-learning and school attachment programmes (schools are not comfortable accommodating trainees) and as such the MARA Junior Science Colleges (MRSM), the Headquarters of which was in Kuala Lumpur, was approached as they had fully residential schools and were more receptive to new ideas. They had more than thirty fully residential schools throughout the country, at least two in each of the fourteen states. This was important as for the one-month school attachment, the undergraduates were placed in an MRSM in their home state.

Students in schools worked on projects (Project-based Learning or PBL), defined in the literature as an aspect of materials (Tomlinson and Masuhara, 2018). It was deemed the best approach, as it was more focused, goal-oriented and conducted over a longer period of time, which meant that the exposure to the target language had more intensity (Mukundan and Hon, 2015). As these projects within PBL were not feasible to be conducted during class hours, they were instead conducted during prep hours (which are abundant, at least five hours per day in fully residential schools like the MARA Junior Science Colleges). As this was outside classroom hours (which was then considered time allocated for co-curricular activities), it was then regarded as within the domain of what is widely known in the literature as Out-Of-Class (OOC) English. The main objective of the service-learning projects was to determine if teacher trainees can successfully implement in schools what knowledge they have acquired in lecture halls in the university. The second objective was to determine if PBL can successfully contribute as OOC activity in secondary schools.

Past literature on the benefits of Out-Of-Class (OOC) English

When discussing the importance of co-curricular English, it would be useful to review the literature on OOC English activity, especially in NNS (non-native speaker) contexts, which has far-reaching consequences on the language development of SL and FL learners (Mukundan, 2016). Hyland (2004) looked at the OOC English language learning activities of student teachers in Hong Kong and found that most of it involved the receptive skills such as listening and reading rather than speaking. The activities were also private in nature as opposed to public (which would have involved face-to-face contact), something not seen as productive in NNS environments. The reasons for avoiding the use of English were mainly due to the fear of negative judgement. Cantonese was considered the language of community ties and solidarity (Cheung, 1985), and the use of English, referred to as an imposed colonial language and one reflecting superiority (Pennycook, 1997), can be also viewed as a marker of social distance and power (Lin, 1996).

There have been attempts to bring into focus the speaking skill in OOC English. Gao (2008) describes the English corners and English Clubs that have been set-up throughout China as a way to foster the use of English outside classrooms. His study found that English corners resembled social communities where learners of English were provided support from peers in the practice of the English language. Gao emphasizes, however, that this type of OOC English activity is not new and that he recalls a conversation with a colleague who he says had a teacher who organized English conversation activities in a pub in the Basque country.

English Language learning in China is characterized by focus on language forms (Lai, Zhu and Gong, 2015). Various other studies, including the one by Butler (2011), report that English language teaching, especially in Chinese secondary schools, is heavily focused on grammar and is exam-oriented. But there seems to be some positive signs within the China context as OOC learning seems to be gaining momentum. Lai, Zhu and Gong (2015) found that OOC learning complemented in-class learning, which led the subjects of their study to eventually have good grades in English. Focus on form, which was strongly associated with in-class learning, was complemented with OOC learning with a more distinct

slant towards focus on meaning. However, like most other studies, they reported that most of the OOC activities were receptive in nature involving audio-visual and written input.

Other researchers have also shown that OOC exposure to English resulted in language gains (Richards, 2009; Sundqvist, 2011; Larsson, 2012), and have also found that a major characteristic of successful learners is in their capability to explore and use various OOC avenues and opportunities (Borrero and Yeh, 2010). Wong and Nunan's study (2011) on learning strategies of Hong Kong university students concludes that high-performing students were classified as active and communicative and constantly seeking informal OOC sources of practice which included newspapers, television and chat with native speakers.

Receptive skills seem to be dominant in OOC learning as research from Hyland (2004) and Al-Otaibi (2004) reveals. The Pickard (1996) study shows that the OOC English of twenty advanced German learners shows similar characteristics – there was a heavy slant towards receptive skills (listening to radio and reading newspapers as being the most popular). Pearson's (2004) study, on 106 Chinese students studying English in New Zealand, reveals similar results – OOC English was predominantly in the receptive skills – listening to the radio, independent study in the library, reading books, watching television and listening to music.

This chapter will bring a new research dimension into OOC English. Past studies have shown that most of OOC activities in places like China show dominance in the area of receptive skills of learners (Pickard, 1996; Hyland, 2004; Pearson, 2004). The OOC programmes which were carried out in the rural residential schools in Malaysia, and reported here, showed a lot of promise as both the receptive and productive skills of learners in schools were optimally engaged (Mukundan, 2016). The introduction of PBL activity that encouraged the use of the productive skills, in mainly listening and speaking activities, seemed to be one way to address the lack of emphasis on listening-speaking activities in classrooms (Mukundan, 2016).

This chapter connects the lecture halls of teacher training to the end-user (the schools). It will start with what was taught in the LHE 3203, English Language Teaching (ELT) Materials course, a three-credit course, and then move on to illustrate how lectures at university led to service-learning episodes in schools.

The movement from lecture rooms to service learning in schools

Phase 1: Work in the Lecture Rooms

The LHE 3203 ELT Materials course has service-learning as one of its components. As this course is a three-credit (three contact-hour) lecture, most of the three hours were spent on content delivery, interspersed with pauses where there was Q&A, or sometimes problem-solving episodes.

The sixth to seventh week of lectures (before the mid-semester break, which came after Week 7) focused on an important topic – the Textbook, the range of sub-topics were diverse, from the study of the history of textbook use in ELT to anatomy of the artefact, to its varied uses, criticisms of it, and right through to adaptation, and evaluation (both predictive and retrospective). Week 6 was mostly dedicated to the problems of textbook use and for this purpose the Form 1 textbook (developed by the Ministry

of Education Malaysia) was analysed and evaluated. This topic was closest to the context of schools and service learning, and undergraduates can, after learning about adaptation procedures, work on putting knowledge into practice in classrooms. The undergraduates kept journals while working on the Textbook in Weeks 6 and 7.

The unit of textbook for analyses

The Unit of the Form 1 Textbook used for analysis was Unit 1: Family. The analysis of Unit 1: Family had its focus on Situational Realism (Madsen and Bowen, 1978) which would be of interest to language teachers, especially those in developing countries. It had been reported in the past that textbooks had become the tools of the state to promote their nation-building agendas (Mukundan, 2003). Studies like this, on Malaysian textbooks, have revealed that these free textbooks (textbooks are state-owned and given free) come with a cost as the pedagogic concerns associated with textbooks (like, Are the themes interesting? or Are they relevant?) are almost totally ignored. There are serious concerns about this as the Form 1 book under analysis in this lecture was meant for young adolescents who are known to be restless with perhaps reduced attention spans. The undergraduates did a preliminary survey of Unit 1 of the textbook, prior to Week 6 lectures using the fifteen-criterion instrument developed by Tomlinson and Masuhara (2013) and found that the unit failed on all fifteen criteria.

The Week 6 lecture: Textbook analysis

Problem-based learning (Mukundan and Hon, 2015) was used as approach towards task building in the Week 6 lecture. The background reading for Week 6 was on textbook analyses (LittleJohn, 2011). The undergraduates were asked to analyse Unit 1 of the Form 1 textbook in terms of situational realism (Madsen and Bowen, 1978; Mukundan, 2003). They would then respond to the following task:

Task 1: Based on what we know about Situational Realism (Madsen and Bowen, 1978) evaluate Unit 1: Family, of the Form 1 textbook. Would this material in Unit 1 (Family) appeal to young adolescents?

Representatives of the groups presented their findings. The discussions confirmed the lack of situational realism in Unit 1 of the textbook. There seemed, according to the undergraduates, a lack of understanding of how young adults go about living at home. Situations in the textbook depict total harmony, something the undergraduates believe is unreal in a household with young adults. The portrayal of young adults helping their parents cook in the kitchen, the whole family later having lunch together, then playing in the park together and watching television together was to these students extreme ambition to promote harmony, when in fact adolescents have been known to be rebellious, wanting their own personal space and preferring to be with their peers rather than with family for long periods of time. The conclusion is that this Unit which starts with portrayals of family life which are unreal and lack in situational realism (Madsen and Bowen, 1978; Mukundan, 2003) will have far-reaching consequences on success in classrooms, as the principles of language acquisition

and learning and the principles of materials development seems to have been given scant attention (Tomlinson, 2011). The contorted situations encouraged by the textbook writers to fulfil the agendas of the National Education Policy will lead to learning being compromised as the material cannot be considered interesting (Krashen, 1985; Tomlinson, 2011).

After these discussions, the next task was given to the students:

Task 2: Given the many criticisms of this Unit of teaching, where families are introduced, and the activities they do at home are described (which reveal a lack of situational realism), what would you suggest as an alternative?

Summary of discussion

The class unanimously agreed that the entire unit on Family had to be omitted from the teaching plan. They all suggested that learner resources would play an important role in the lessons for this unit. They recommended that learners bring photographs from home to discuss their families. Materials like this, they claimed, will be authentic, personal and at the core representing the immense value that comes from learner investment in learning.

The undergraduates were then provided this task by the course instructor:

Bring ten family photographs that tell a story. You will be asked to tell that story, in class, in three minutes or less.

The reaction from the undergraduates was expected. 'Why only ten photographs?' seemed to be the biggest complaint. We discussed it at length and looked at this from the context of actual classrooms with thirteen-year-old students and came up with the following discussion points:

- 1 The task needs to be confined. The outcome/product would have to be a story, otherwise students will, in uninteresting ways, describe people in the photographs by using repetitive sentences: 'This is my mother, she is 60. This is my father, and he is 62 ...', and so on.
- 2 As to why only ten photographs, my undergraduate students themselves came up with possible reasons for this, which of course was in agreement with my reason – decision-making and selection have to be the key to this task. They need to think of a story about their family and tell it with only ten photographs – they had to decide on the best ten photographs that would tell the story. This task made students intensify the focus of the story.

The next day: A workshop

What happened the next day in class? (This was a special ninety-minute workshop, outside lecture hours.)

The instructor initiated the activity. He told them that he was going to present first on his family, so he uploaded his file of ten photos on his family and started the Show and Tell (of course, he'd ask his undergraduate students why he was doing this, and they would say 'The teacher had to be the model,

perhaps also modeling the type of typical language used in storytelling, the language of descriptions, sequence connectors, etc.’). The importance of scaffolding procedures was reinforced to these teacher trainees. These teacher trainees were also told that scaffolding procedures were for the basic learners and that they should encourage freedom in presentations when working with competent users of the language.

The presentation was done in three minutes, also stressing the importance of time. After which the instructor told the undergraduates to sit in their groups of five and tell each other their story in three minutes or less. The entire group work activity took roughly fifteen minutes. The groups were advised to pick the best story to be told in front of the class. The instructor was facilitator (again revisiting some things about groupwork dynamics and the role of teachers/learners).

What groupwork revealed

The instructor facilitated, went to each group and listened to individuals telling their group their family stories. The undergraduates were telling unique stories, their own personal stories. Some had old pictures from family albums but many of them had their photographs in their digital devices. There was laughter and there were tears, students were animated and enthusiastic and this convinced me even more of the value of learner personal resources in classrooms.

After the fifteen-minute group work session, the best stories of all the groups were told to the whole class. These undergraduates were engaged throughout. The main reason for this, as found from their journals, was that the stories were real, unlike that of the textbook. Also, these were the stories of their friends and it meant a lot to their classmates – they probably know some things they had never known prior to this moment.

What the student journals revealed

The undergraduates wrote about the experiences working on the task and reflecting on what took place and the implications of this on them as future teachers. Some of their reflections are summarized below:

- i) The undergraduates made a lot of comparisons between the time they spent in class working on this unit when they were thirteen-year-old adolescents to the present time. Their teachers used the textbook to teach the unit. Ironically, some of the undergraduates had used the same textbook while they were in secondary school (this is not surprising as state-developed textbooks have extremely long shelf lives as they cost billions to develop). None of the undergraduates reported the use of photographs in the past. They felt a sense of personal ownership of materials (their photographs) while doing this task and that everyone’s photos were unique and as a result interesting and engaging.
- ii) They reported that there was a lot of investment of time put into the task, and unlike some tasks which demanded a lot of writing, this particular one demanded a lot of thinking. They said the challenge was in picking something interesting or important, a critical incident which affected the

family or its members, a funny incident, a tragedy, etc. Some undergraduates reported having to call parents and other family members (including grandparents and uncles and aunts) to ask for story elaborations or to ask for additional photographs. They also had to make important decisions with regard to photographs. They reported that the search and selection of the photographs took time, and because of the limit placed on the number used (ten), a lot more important decisions had to be made – which photos would make the most impact, etc.

- iii) Stories were real and unlike the 'engineered families' (this term was repeatedly mentioned in the journals) of textbooks, where there was total harmony, no death and no bad things happening in families (like disease and breakups), these individual stories, backed with photographs, had most things one would expect in life. Many undergraduates believed that some stories, which were untold prior to this, enlightened them a lot more about their friends. They realized for the first time that a lot of their friends came from single-parent families (who had sad stories to tell). Those who told the sad stories (like how their parents broke up and when someone died from disease) reported that they felt a lot better after revealing this to their classmates.
- iv) In their journals, all the undergraduates reported that Unit 1 of the textbook will never be used again – that the best resources to use are the learners' own. They also believed that while most group work activity will have somethings that don't quite go right (some students don't get involved or are less engaged) this particular task was engaging and full participation from all group members was evident.

Completion of Unit: Week 7

The writing task was the last activity for the unit which completes the lecture agenda for Week 7. Unlike writing in schools where teachers gave a topic, like *My Family*, and told their learners to write an essay, the instructor decided that any writing done by the undergraduates would be part of the requirements of a project, a short one-minute video on family. Undergraduates had already been exposed to creating movies – they were aware of the sequence of stages from story brainstorming/idea generation to storyboarding, filming, reviewing and editing and finalizing for release. The task for writing/production was set for students:

Create a one-minute movie on an incident that shook the family

The instructions to undergraduates: The movie is an individual task and must be completed over the weekend. It cannot be produced using studio facilities (wealthy undergraduates have in the past hired professionals to work on their projects!). Only phone cameras and free editing software (like Windows Live Movie Maker) can be used.

The undergraduates were to reflect/discuss on their progress on the assignment in their journals.

When the undergraduates returned after the weekend, the instructor arranged for a movie review evening with tea and sandwiches. They were to show their products at the event. All the videos, absolutely all one-minute in length, were so creatively produced (some of these videos have also been used

in the instructor's presentations all over the world!). They brought laughter and tears throughout the event. All the videos were published – they were posted on YouTube.

What the undergraduates' journals revealed about this activity:

- i) They enjoyed developing the videos. They all claimed it was tough but one of the most rewarding projects that they had ever embarked on (Khojasteh, Mukundan, and Shokrpour, 2013).
- ii) An interesting aspect of the project was that the undergraduates spent a lot more time in idea generation and story boarding. They claimed that they spent more than three-quarters of the time on this part of the project as opposed to only a quarter of the time which was spent on the technological aspects of which editing was the most demanding (as time constraints – the videos had to be only one minute in length, played on their minds).
- iii) Creative expression seemed to be a major goal of these undergraduates. Selection of accompanying music and text inclusion seemed to be also important. A lot of trial and error was evident before they finally decided on their selection. They seemed to be aware of 'cinematic effects from their experiences watching good movies' – some depicted happy moments (in colour) and then changed to monochrome (when there was sadness).
- iv) Out of the twenty-four videos, eighteen had terribly sad endings (all true stories, mostly on death through disease and the divorce of parents) and the undergraduates revealed in the reflective journals that this proved how horribly wrong textbooks have been in promoting only the positives in life. Those affected claimed that developing their sad videos provided them some relief in the end. Some claimed that they never 'talked about their mother being a single parent' and developing that movie gave them the opportunity to 'talk about it'. Those who did stories on death in the family (especially death of a sibling) claimed that they felt like they were 'remembering with fondness' their dead family members. When the instructor was reading the journal entries, he had the feeling that catharsis (a term he was exposed to while studying Shakespeare in school) seemed to be evident when these students talked about 'relief' from revisiting sad things that happened to them and putting them in the present perspective which they think is positive.

Phase 2 – Service-Learning at the MARA Junior Science College in Kuala Krai, Kelantan

The MARA Junior Science College, where service-learning was carried out, is in rural Kelantan. The advantage that this fully residential school had over normal day schools is that the undergraduate students could use the Prep Hours (afternoons and nights) and work on project-based tasks with the students.

The main strategy of service learning was to figure out if learners in school could be exposed to projects which used technology, especially the ones that are part of their lives, like mobile phones, which are available even in very low resource contexts (Hockly, 2014). The undergraduates tried replicating the teaching plan (which was used for the ELT Materials course) for development of the one-minute short video on family first. This was done with the four Form 1 classes, over half a day (the background

work – selection of photos by the Form 1 students and storyboarding was done before the undergraduates arrived at this school). The next challenge was to get the Form 4 students working on a short film project (movies of not more than three minutes in length). This was done over two days.

Part 1: Undergraduates working with Form 1 (thirteen-year-old) students on the Family Video Project

The undergraduates kept regular blogs/reflective journals which were analysed by the course instructor. The Form 1 students were interviewed. The main points gathered are summarized below:

- i) The undergraduates mainly reported that the Form 1 students were 'extremely creative' on the project. The undergraduates started by showing some of their own work (which they had completed for the ELT Materials course). The students had already searched for photographs and worked on stories. The course instructor had relayed task details to the school authorities a week prior to the visit. During the night prep hours, the students started working on their videos, assisted by the undergraduate facilitators.
- ii) Many of these Form 1 students were already familiar with the use of editing software (they claimed they had done projects for geography using such software).
- iii) The experiences of the Form 1 students were like those of the undergraduates – they claimed that they spent more time working on idea generation, selection of photographs and storyboarding as opposed to time spent on technology-related matters, like use of Windows Live Movie Maker for editing.
- iv) The undergraduates reported that they provided input as the early development of the video seemed to be towards the introduction of family members starting with parents and proceeding with siblings. They had to reinforce the idea of developing a story. As a result of this the students spent more time working on things that happened in their families that could be interesting stories to tell.

Part 2: Undergraduates working with Form 4 (sixteen-year-old) students on the short film project

The Form 4 students did the short film as a whole class project. As there were four classes, there would be four films which would be the end products of this project. On the final and third day at the school, the facilitators and students worked together on Academy Awards Night, where awards were given away to Best Film, Best Actor, Best Supporting Actor, Best Camera Work and Best Sound and Special Effects. The event was held in the night in the school hall.

Work started early on Day 1. The students were provided with a theme to work on. And since this was a school entirely populated by Malay-Muslim students, the undergraduates and the instructor began thinking of a challenging theme. They decided that the theme would be on *Conflict in Multi-cultural settings* which would be considerably alien from the perspective of students in this present situation (who were surrounded by only Malay-Muslims) but which could be otherwise when they move to the big cities where they would expect to find people of other ethnic and religious backgrounds. This was

very much in line with some of the newer developments in learning like the *culturalist* approach that celebrates difference and diversity (Bori, 2018).

Two main sub-themes emerged: conflict because of love and conflict as a result of mistrust.

Again, as it was the case in all other projects, the undergraduates kept regular blogs/reflective journals and the main points gathered from their jottings are summarized below. Some of the Form 4 students were interviewed:

- i) The interviews of Form 4 students revealed a lot about their knowledge about people of other races. While they were aware that other races lived in Malaysia (and in large numbers in the West Coast states and in the big towns), they hardly ever met such people in their villages or where their school was located. Even the teaching staff comprised only Malays. But these students claimed that they were fortunate that among the visiting group of people from the university, there were Chinese and Indian Malaysians, and this was an advantage when approaching such themes.
- ii) The students reported that time restrictions (the short film could not exceed three minutes) made them anxious. But they were convinced that this was possible as a lot of advertisements in the media were within their one-minute limit and had highly entertaining stories to tell. The facilitators showed them advertisement clips from YouTube which had good story lines, one of which was the McDonald's advertisement. https://www.youtube.com/watch?v=oMAX_JNMR_w.
- iii) The theme was challenging, and as such the students spent a lot of time with their undergraduate facilitators working on plots. They needed to find out what conflict-types existed and if there were specific cases which were written about. They had no problems with regard to this as they found so much to read on the internet. Their facilitators also had numerous stories to tell. Short film plot development needed a lot of good craftsmanship and the students worked intensively on this (this was evident in the blogs of the facilitators). The students spent most of their time (about three-quarters on average) working on ideas and on plots and storyboarding.
- iv) The undergraduate journals revealed that the classes appointed their own directors, producers, camera crew, sound crew, editors, etc. Working with editing software was not a problem as these students had been 'using it for other class projects in subject areas like Geography'. The production crew briefed the class on work schedules, etc.
- v) Casting seemed to be one of the most interesting activities the students and facilitators experienced. They reported hilarious moments searching for the ideal candidate to play Chinese or Indian roles. They also had practice sessions with little dialogues to see if their voices (especially the accents) were close to what they directors and facilitators were seeking. The students reported that once their actors had been confirmed, those playing Chinese and Indian roles spent a lot of time getting their accents sorted out. They reported that they had a lot of practice sessions under the guidance of the facilitators, the undergraduates (some of whom were of Indian and Chinese ethnicity). The facilitators reported that working with students at this stage seemed to enhance student-facilitator rapport.
- vi) The undergraduate facilitators reported that 60 per cent of the time was spent brainstorming for ideas on plot and storyboarding; 20 per cent on casting and script development and practice; and 20 per cent on shooting, editing and revision. This was confirmed by the students during interviews.

- vii) The enthusiasm, as reported in all the undergraduates' journals, seemed to be 'uncontainable' and the students even produced posters and trailers for their movies (the trailers were around 30–50 seconds long).
- viii) The undergraduates had a lot to say about the Academy Awards Night. They shared photographs of students (dressed like celebrities) in their journal entries and talked about students' feelings – especially the anxiety while waiting for the Master of Ceremony to announce the winners. In the interviews, students stated that they felt like they were 'not in school' – the lights in the school hall resembled a Hollywood setting (thanks to the ingenuity of their undergraduate facilitators!) and reported on the excitement experienced while waiting for the announcement of the grand finale of the night – the award for Best Film. Teasers of all four films were shown (like in the actual Academy Awards!) and the announcement of the winner was accompanied by the detonation of confetti canons! This was specifically mentioned by the students with expressions such as a 'night I will never forget', a 'memorable night' and 'an unbelievable experience'.
- ix) The undergraduate facilitators considered the short film as a means to improve not only listening and speaking activity (as there were lots of discussion from brainstorming) but in writing as well. Students were not forced into writing 'timed compositions' (normal practice in classroom teaching), but instead wrote their storyboards which were connected to their film. One undergraduate wrote that 'there was no compulsion to write full sentences, so students wrote just so that meaning was conveyed'. Idea generation was stressed and this, the undergraduates believed, was learning about composing and writing.
- x) The students and undergraduates felt that there was a strong sense of 'ownership' and 'permanence' on the short films they produced, especially since they were all posted on YouTube. There have been more than 100 videos produced for various projects. One group's projects have been posted here:

<https://www.youtube.com/user/MRSMKualaKrai2012/videos>

This is also much in line with developments in writing instruction especially that in Portfolio-based assessment where writing is viewed in process and which results in publication – the main reason for this was to emphasize that people usually wrote for an audience (Mukundan, 2014). The students claimed that all the other MARA Junior Science Colleges found out about these 'very special films' and this rural school of theirs had suddenly become famous. They indeed found a very large audience that appreciated their work!

What the video clip (on family) and short film development (multi-cultural issue theme) would mean to trainee teachers (at university) and students in school

This chapter is structured in such a way that the reader is led from what went on in lectures to what took place at service-learning. It is important to note that technology use as suggested in this chapter is within a larger story – an entire teaching sequence, which all started with analysis of one unit of the

textbook (Family). It is unique from the Malaysian perspective as there are no other accounts of ventures such as this reported on. By reporting on projects such as this, there is a possibility that in future, more people may have the confidence to replicate this within their own teaching situations.

The undergraduates believed that service-learning brought a significant new dimension into their university education. They claimed that a major plus point of the lectures and service-learning is that they complemented each other, thereby making learning-teaching meaningful. Undergraduates usually get their first chance to teach in actual classrooms when they leave for teaching practice (which is usually between ten and twelve weeks), and which takes place after their final semester at the university (after four years), where they will be assessed. While on campus, they only depend on micro-teaching sessions for practice, which are an integral part of some courses. Micro-teaching sessions are useful, as they provide some avenue for practice, despite the unnaturalness of it. Micro-teaching, however, is often regarded as contrived and unnatural – as practising in front of a make-belief class (comprising fellow students), and for only fifteen minutes, is never the same as teaching in classrooms.

The undergraduate reflections on learner-investment in learning revealed how much teacher common-sense mattered in decision-making when in classrooms. These undergraduates, in their own words, 'never realized how close they were to discovering the strengths in learners' own resources' until they discussed the relevance of the textbook unit on Family and brainstormed on alternatives. They all revealed in their journals that they never realized that the entire unit could be totally left out of the teaching plan. The alternative (using photographs from the home) was an instant success. The instructor did emphasize at lectures that in some situations, use of the textbook would be mandatory and as such the undergraduates did discuss in their journals how the unit on Family could be salvaged, indicating in detail, how adaptation and improvements can be carried out.

The service-learning stint in school was reported by facilitators (the undergraduates) as 'useful', 'worth the long journey, and expanded use of time and energy' and 'bringing a new dimension of school' into their lives. The undergraduates' journals revealed that they saw 'a direct link between what went on in lectures and what they had to do in classrooms' and this they claimed was more meaningful than micro-teaching sessions. Many of the undergraduates believed that their confidence dealing with students increased because of the support that students sought from them. They said that 'they felt wanted' and this brought about a 'sense of responsibility towards learners', which was something they had never experienced before.

The short film on Family was an even bigger success in schools. The undergraduates found out that instead of giving students a topic to write (free composition, based on a theme), it would be more meaningful to start believing, as future teachers, that writing can be taught. All the undergraduates believed that writing in schools was looked at as a means to assess capability (most writing was product-oriented timed writing) and as such there was need to put in place projects such as the short film which can help with the teachable aspects of composition (Mukundan, 2014). The biggest gain in the short film activity was in the amount of time spent on idea-generation (provision of input, brainstorming, storyboarding), which are considered important aspects of writing instruction. Studies conducted on students after their immersion into intensive English programmes which featured OOC showed that gains in terms of writing competencies were significant (Mukundan et al., 2013).

Peer collaboration in short film production was found to be efficient. Group and collaborative work for the projects discussed here (as evidenced by data from journals/blogs and interviews) showed that learners were engaged throughout. The short film (done with the Form 4 classes) revealed how collaborative work can be efficient – roles were first offered to those who wanted them, especially those related to camera and sound crew and even jobs related to publicity, event organization, etc. Students selected roles which they preferred. Acting roles however were decided after casting procedures and there was stiff competition for these roles. The facilitators claimed that 'even those who generally did not have high fluency in English tried really hard to land the roles they liked'. Those who were not successful in landing acting roles then went on to work in other areas, like being on the sound crew team or the camera crew team.

From the viewpoint of OOC English, these projects proved that the volume of English used was obviously more than that used in regular classrooms. The journal entries of the undergraduate facilitators and the data from interviews conducted on the students revealed that students spoke a lot of English while working on the projects. Many of the students revealed that they were 'more comfortable speaking while on project work' as there was 'more tolerance towards use of the native language'. The reflective journals of the undergraduates mentioned that 'conversations in English were more frequent' and they believed it was because of the 'non-threatening out-of-class environments' that led to learners experiencing less anxiety and apprehension. They claimed that code-switching was tolerated and 'this led to fluency'. They also stated in their journals that the constraints of time in normal classroom settings were an inhibitive factor. Students working on projects during prep time had deadlines but which were a lot more reasonable.

These projects also revealed that learners can be led to become more creative and innovative. The creativity and innovation aspects were clear throughout the processes in the short film. The secondary school students took their roles seriously, almost believing, as evidence from interviews reveal, that they 'felt like professional movie makers'. While the development of posters and trailers for their movies were never in the agenda for this service-learning trip (the undergraduate facilitators thought it would be time-consuming), the students astounded the facilitators by including these into the project. Many of the undergraduates believed that they finally understood what it meant when technology was used as part of a process (Mukundan and Hon, 2015). They realized that the cell phones of students and their laptops (from which they could access the sites for free editing software and develop the films) meant there was little in the way of training learners into becoming producers of their own films.

Technology use was not extremely challenging to the learners (Mukundan and Hon, 2015). They used Windows Live Movie Maker. It was free software available on all computers that was installed with the Windows operating system. This software has the most basic video editing tools such as trimming, speed change, simple transitions and effects and also the option to add texts and music. During the process of video editing, one of the challenges was that of ensuring the quality of the raw material being uploaded. The bigger the size of the raw material, the longer it takes to upload. Learners found out that when the file was too heavy to process the video lagged and crashed. In some groups, the occasional unexpected crash made them start the editing processes all over again. Learners also found out that if their hands shook a lot while filming they needed stabilizers. Also, without condenser microphones, they

needed to say their lines louder and ensure that the surroundings were quiet. While all the learners did admit that technology (especially mastering aspects of videography) took time, the overall time spent on technology-related matters was only one-quarter of the whole. Three-quarters of their time was spent in idea-generation activity, which included story-boarding, casting, rehearsals, practice and filming.

OOC English will be looked at differently by many of these undergraduates when they graduate and head towards their school postings. Many wrote in their journals that they intend to start their own Film Clubs in school. They claimed that co-curricular activities that promoted the use of English language were too few. In many schools, there was only the English Language Club, which met once a week for ninety minutes and where the members (usually around 40–50 members) did speeches and had speech competitions, or took part in quizzes, or planned for an excursion where they visited places like museums. The undergraduates felt that there was a need for more clubs to promote English and the Film Club would be a good idea.

The undergraduates overwhelmingly stated that the ELT Materials course made them realize how important it was for materials to be in sync with learners and their needs. This they say came about as the ‘focus on ELT Materials in the course was rather intense’. They believe that B.ED. TESL programmes must acknowledge ELT Materials as a standalone entity (not a small feature of general courses like ELT Methodology, which is the case in some other teacher training programmes in Malaysia). The time invested in lecture halls and then in classrooms also made these undergraduates ‘feel a little more confident in materials use’ and as a result ‘better prepared for teaching’.

Conclusion

Eventually, Teacher Professional Development (TPD) initiatives may help change teacher perceptions in the teaching of writing which at present seem to be counter-productive. Teachers can be coerced into the realization that short-cuts in education, while they may benefit them in the short-term (like teaching writing as product-based rather than process-based activity, hence reducing the energy spent in and out of classrooms), will never ever be considered pedagogically sound and their continued resistance towards change may in fact reflect the lack of professionalism. What teacher trainers in both pre-service and in-service training should do is to provide, what I would consider, ‘a map of possibilities’ for teachers to consider for their writing classes. Teachers will find non-prescriptive solutions like this ‘map of possibilities’ more acceptable. Hence, this chapter may convince teachers in fully residential schools (where there is an abundance of non-regular class hours), of the many positives in organizing out-of-class project-based learning activity like the Video Project reported here. Day school teachers on the other hand will perhaps be provided manuals on how they can implement a video project over a week where some hours in the afternoons and weekends may be potentially used for this.

Teachers in SL and FL contexts generally seem to be aware that the education system is solely focused on teaching learners to write for examinations. This, while it is important, comes with several shortcomings, two of the main ones being: (i) students especially in SL contexts like in Malaysia who are usually exposed to model compositions tend to rote-learn and this may not lead to any long-term gain which include learning and acquisition; (ii) there are more important aspects like pre-writing in the

teaching of compositions which are generally not considered in composition classrooms. Teachers cite a shortage of time as the excuse for exclusion. These teachers must be informed that aspects of pre-writing like idea-generation not only expand the learner-writers' repertoire of strategies for invention; they in fact help develop creativity.

Readers' tasks

- 1 Select a unit from a global textbook which features the theme Family and discuss the differences between this textbook and the one that is analysed in this chapter (which is free, developed by the state and from the Developing World).
- 2 The approach towards technology seems to be towards finished products (CDs/Courseware, etc.). How will teachers benefit from the focus on 'technology as process' as discussed in this chapter?

Further reading

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Readers' tasks and further reading

Part 1 Evaluation and adaptation of materials

1 Materials evaluation *Brian Tomlinson*

Readers' tasks

1 Which of the following do you think can be determined during a whilst-use evaluation? For each one you choose, say how you would determine it.

- 1 The learners' ability to follow the instructions.
- 2 The learners' intrinsic motivation.
- 3 The learners' ability to do the activities.
- 4 What the learners have learnt.
- 5 The cognitive engagement of the learners.
- 6 The match with the learners' linguistic level.
- 7 The relevance of the topic content.
- 8 The affective engagement of the learners.
- 9 The active participation of the learners.
- 10 The learners' appreciation of the materials.

2 Design a whilst-use evaluation of a specific unit of material being used with a specific group of learners. Design the evaluation for colleagues as observers and provide specific instructions telling them what to do and what they are looking for, as well as an evaluation sheet for them to use to record their observations.

If possible, get colleagues to carry out the observation and then discuss with them:

- 1 What they have observed
- 2 How useful your instructions and evaluation sheet were
- 3 How your instructions and evaluation sheet could be improved.

Further reading

Nimechisalem, V. and Mukundan, J. (2014), 'Refinement of the English language teaching textbook evaluation checklist', *Pertanika Journal of Social Sciences and Humanities*, 23 (4), 761–80.

This is an article which evaluates the literature on materials evaluation, is critical of many published evaluation checklists for lacking validity, reliability, economy or practicality and proposes a checklist which has been evaluated and revised.

Tomlinson, B. (ed.) (2016), *SLA Research and Materials Development for Language Learning*. Part 111 – 'Evaluations of materials in relation to SLA theory'. New York: Routledge, pp. 121–97.

This section of a book on SLA research and materials development contains five chapters dealing with the relationship between SLA theory and materials development in relation to vocabulary exercises, textbook exercises on collocations, grammar activities in workbooks, comprehensibility and challenge in language learning materials and creativity enhancement in ELT textbooks.

2 Adapting courses: A personal view *Claudia Saraceni*

Readers' tasks

1 Consider and take notes on your views on the following statement

- *Materials should be adapted to provide language explanations and language model examples for learners to follow so that they can practise and increase their language knowledge.*

Consider the above statement again and discuss your thoughts with your class or with your colleagues in relation to its potential advantages and limitations. Try to justify and support your line of argument using your notes and also referring to some of the main characteristics, needs and constraints of your teaching and learning context. You may also want to use the following suggested further reading on approaches to teacher development and critical awareness development as well as those on materials development, to inform your notes and support your points.

2 Consider the following contrasting statements and use them to provide an opportunity to evaluate and discuss their potential validity in your teaching and learning context as part of a focus group meeting discussion with your class or colleagues.

- *Materials should be adapted to follow learners' preferences and purposes to enable them to get good grades and pass exams;*
- *Materials should be adapted to enable learners to discover language structures for themselves, develop their critical awareness and ultimately become able to use their own voice in the target language.*

Further reading

For more specific reading on reader response and its possible applications to language teaching and learning:

Hirvela, A. (1996), 'Reader-response theory and ELT', *ELT Journal*, 50 (2), 127–34.

Rosenblatt, L. ([1938] 1995), *Literature as Exploration*. New York: Appleton-Century.

Rosenblatt, L. ([1978] 1994), *The Reader, the Text, the Poem: The Transactional Theory of the Literary Work*. Carbondale, IL: Southern Illinois Press.

For more specific reading on learner and teacher voice

Batchelor, D. (2008), 'Have students got a voice?', in R. Barnett and R. Di Napoli (eds), *Changing Identities in Higher Education: Voicing Perspectives*. London: Routledge, pp. 40–54.

Bouckaert, M. (2015), 'Perspectives on ELT materials development: Student teachers' voices', *Folio*, 16 (2), 9–15.

3 How are materials actually used? *Claudia Fernandez*

Reader's tasks

- 1 Adapt Task 5 in Chapter 3 in the book to the language that you teach and think about how you would teach it. Then write down the instructions to help instructors enact the task in class, as if you were writing it for the Teachers' Guide. Provide one supplemental activity and the rationale behind your instructions.
- 2 Identify a task that you have worked with before or select one in your materials that posits a difficult linguistic aspect for students to learn. What possible issues would teachers face as they enact the task? Write instructions for teachers as to help them better deal with these difficult linguistic aspects.

Further reading

Harwood, N. (2021), 'Coda: An expanding research agenda for the use of instructional materials', *The Modern Language Journal*, 104 (S1), 175–84.

In this conclusion chapter of a special issue on materials use published by the *Modern Language Journal*, the author compares and contrasts the concepts of materials use and identifies key emerging themes in the growing field of materials use.

Tomlinson, B. and Masuhara, H. (2018), *The Complete Guide to the Theory and Practice of Materials Development for Language Learning*. Hoboken: John Wiley & Sons. (Chapter 4)

In Chapter 4, the authors provide a summary of key studies which investigate how materials are used in classrooms and analyse the different factors that are in play for instructors to use the materials the way they do. They also provide principles and procedures for materials adaptation.

Part 2 Principles and procedures of materials development

4 Using text-driven and other principled frameworks for developing materials for language learning *Brian Tomlinson*

Readers' tasks

- 1 Decide on a pedagogical approach which you think has the potential to facilitate language acquisition and the development of communicative ability. Then develop a framework to help materials developers to utilize this approach in their development of materials.

- 2 Develop a framework for materials developers and teachers who have to use a PPP approach when developing their materials. Make sure that though the approach has face validity as a PPP approach it provides learners with exposure to language in communicative use as well as opportunities to use language for communication.

Further reading

Long, M. (2015), *Second Language Acquisition and Task-Based Language Teaching*. Chichester: Wiley-Blackwell.

An informative and stimulating appraisal of the value of task-based approaches to teaching and materials development with many illustrations of task-based pedagogy in action.

Mishan, F. (2013), 'Studies of pedagogy', in B. Tomlinson (ed.), *Applied Linguistics and Materials Development*. London: Bloomsbury, pp. 269–86.

A chapter which provides a critical survey of the pedagogical approaches available to materials developers.

5 Humanizing the coursebook *Brian Tomlinson*

Reader's tasks

- 1 Think of ways of using blended learning (see Chapter 10 in this volume) to humanize a coursebook. Take any unit from a coursebook and design a plan for humanizing it by using a blended learning approach in which some activities are done in class, some activities are done remotely, some un-humanistic activities are deleted and some humanistic activities are added.
- 2 Imagine that you have written a humanistic coursebook for a particular type and level of learner and write the blurb to go on the back cover of the coursebook. The blurb should emphasize that the coursebook takes a humanistic approach, should highlight its humanistic features and should attract teachers and learners to want to use the book.

Further reading

Madalinska-Michalak, J. and Bavli, B. (2018), 'Developing emotional competence for L2 teaching in second language education: Opportunities and challenges for teacher education in Poland and Turkey', in J. Martínez Agudo (ed.), *Emotions in Second Language Teaching*. Cham, Switzerland: Springer, pp. 403–24.

This chapter stresses how teachers need emotional competence in addition to linguistic and pedagogic competence. It provides theoretical and research justification for this position, lists emotional competencies which teachers need and suggests ways in which teachers can make use of emotional competence to facilitate learner acquisition of language.

Tomlinson, B. (2018), 'Making typical coursebook activities more beneficial for the learner', in D. Bao (ed.), *Creativity and Innovations in ELT Materials Development: Looking beyond the Current Design*. Bristol: Multilingual Matters, pp. 21–34.

This chapter discusses and exemplifies ways in which the teacher can use coursebook activities in ways which personalize, open and humanize the activities.

6 Reading software is as it is because of what it has to do – A systemic functional approach to developing and evaluating digital materials

Duriya Aziz Singapore Wala

Readers' tasks

- 1 Choose a language learning software and create a trial account. Identify the schematic structure of the software.
- 2 Make a list of opportunities for interaction by a user in a learning software. How do each of these interactions create/maintain power relationship between the user and the software?

Further reading

Halliday, M. A. K. and Matthiessen, C. M. I. M. (2004), *An Introduction to Functional Grammar*. London: Arnold.
 Kress, G. (2010), *Multimodality: A Social Semiotic Approach to Contemporary Communication*. London and New York: Routledge.

7 The visual elements in EFL coursebooks *Nicolas Hurst and David A. Hill*

Readers' tasks and further reading

Task one

Many EFL coursebooks claim that they have adopted 'The Communicative Approach'. However, some aspects of the coursebooks may lead us to doubt these claims, for example, if we evaluate the way they deal with the teaching of discreet grammatical structures. Examining the use of the visuals may also provide an insight into the veracity of the attested to communicative approach.

Go to Unit 3 (or any random unit) of your chosen coursebook; make a chart/table of what each of the illustrations is achieving in terms of 'communication'. Here we can take Richards and Rogers' (2014) definition as our framework. Namely, that the (picture-based) activities involve the use of authentic language which is meaningful for the learners and which is used for real communication. Note down all the instances where these criteria are met.

What are your conclusions? Is there a high frequency of true communication being promoted by the use of visuals? Could the use of the pictures, when it happens, be said to be more connected to the development of the learners' 'linguistic competence'? From the perspective of use of visuals is the coursebook really 'communicative'? Were some obvious opportunities left under or unexploited?

Further reading

Skorge, P. (2008), 'Visual representations as effective instructional media in foreign language teaching', *Poznan Studies in Contemporary Linguistics*, 44 (2), 265–81.
 Tórez, N. M. (2021), 'Picture perfect: ELT textbook images and communicative competence development', *IARTEM E-Journal*, 12 (2), 1–20.

Task Two

In their key book *Reading Images* (2nd edition, 2006), Kress and van Leeuwen discuss, in great depth, elements of what they refer to as a 'the grammar of visual design'; their emphasis is on 'visual semiotics', the way in which meaning is created by combining representations of people, places and things in culturally constricted, complex, non-arbitrary ways.

Go to Unit 3 (or any random unit) of your chosen coursebook; choose an image which depicts a 'dynamic' social context, an image which is not being used by the coursebook for any language work. Note down who is in the pictures (the people), what they are doing (the practices) and what attitudes they are displaying (the perspectives).

What kind of narrative can you construct for this image? How would your understanding change if you removed one of the people from the picture? How would your understanding change if the people were located elsewhere? How would your understanding change if one of the people was obviously angry? What do the proposed changes tell you about the way meaning is construed in pictures/photos? What other factors might change the attribution of meaning to pictures/photos?

Further reading

Goldstein, B. (2016), *Visual Literacy in English Language Teaching. Cambridge Papers in ELT Series*. (pdf) Cambridge: Cambridge University Press.

Stec, M. (2017), 'Multimodality of cultural content in ELT materials for young learners', *Theory and Practice of Second Language Acquisition*, 3 (1), 101–24.

8 Creative approaches to writing materials *Alan Maley*

Readers' tasks

- 1 Download a free copy of Maley, A. and Peachey, N. (eds) (2015), *Creativity in the English Language Classroom*. London: British Council from the British Council's website. www.teachingenglish.org.uk/publications

Read through the units carefully and choose one which you might want to use with a class you teach. How could you adapt this unit by adding or changing the inputs or the processes to make it more suitable for the class you intend to use it with? Are there ways of offering learners more choice? Can the inputs and processes be presented at different levels of difficulty to cater for differential levels of competence?

- 2 Download a free copy of Maley, A. and Peachey, N (eds) (2017), *Integrating Global Issues in the Creative English Language Classroom: With Reference to the United Nations Sustainable Development Goals*. www.teachingenglish.org.uk/publications

Read through the units carefully and choose one to work with. Design two additional activities on the theme of the unit. Consider the educational and psycho-social outcomes from using a global issues theme of this kind. How important should such outcomes be when planning units of this kind?

Further reading

Almond, M. (2009), *Putting the Human Centre Stage*. London: Pavilion Publishing. Chapters 2 and 3. pp. 13–69.

This book advocates the use of drama as a creative resource. Chapter 2 reviews the insights from other fields and relates it to drama in ELT. Chapter 3 describes research into teacher qualities.

Maley, A. and Kiss, T. (2018), *Creativity and English Language Teaching: From Inspiration to Implementation*. London: Palgrave Macmillan. Chapters 5 and 6. pp. 93–135. Chapter 5 examines in more detail issues of materials design, including discussion of methodology, technology and testing. Chapter 6 looks at creativity in materials and resources.

9 Developing digital language learning materials *Thom Kiddle and Chris Farrell*

Readers' tasks

- 1 Consider the SAMR model (a taxonomy which looks at how the technology you are using in your lesson Substitutes, Augments, Modifies or Redefines the process of education) in relation to a digital tool you use with your learners or to create and deliver your materials. Which of these SAMR categories best defines how the tool or platform changes the way you would have approached this content without the digital technology?
- 2 Think about your initial teacher education course or training programme. To what extent was there a focus on using digital technologies to develop language learning materials? What additional areas would you include if you were to redesign that training syllabus?

Further reading

Godwin-Jones, R. (2021), 'Big data and language learning: Opportunities and challenges', *Language Learning & Technology*, 25 (1), 4–19.

Peachey, N. (2017), *Digital Tools for Teachers*. Peachey Publications. Available at <https://peacheypublications.com/books/digital-tools-for-teachers>

10 Materials for blended learning *Pete Sharma*

Reader's task

Consider an LMS you are familiar with or wish to investigate. Evaluate the platform in terms of its suitability for language teaching. You can comment on the content, key features (e.g. communication tools) and technical aspects.

Further reading

Anderson, H. M. (2018), *Blended Basic Language Courses: Design, Pedagogy and Implementation*. Oxford: Routledge.

11 Mobile-assisted language learning (MALL) *Nicky Hockly*

Readers' tasks

- 1 Review the three frameworks presented in Chapter 13 in the book. Choose the criteria from each framework that seem most relevant to your own teaching/materials design context and collate them into a single personalized framework. Use this personalized framework to design a mobile-based task for your own learners (or for a specific teaching context if you are not currently teaching).
- 2 Refer to the four types of MALL suggested by Pegrum (2014) and described in the chapter. Think of one or two tasks for each type of MALL: content, tutorial, creation and communication.

Further reading

Kukulka-Hulme, A., Norris, L. and Donohue, J. (2015), 'Mobile pedagogy for English language teaching: A guide for teachers', *ELT Research Papers* 14.07, British Council. Available online: https://www.teachingenglish.org.uk/sites/teacheng/files/pub_E485%20Mobile%20pedagogy%20for%20ELT_FINAL_v2.pdf [accessed 30/7/2021].

Wilden, S. (2017), *Mobile Learning*. Oxford: Oxford University Press.

Part 3 Developing materials for target groups

12 Language teaching materials for young and very young learners: Developmental framework *Irma-Kaarina Ghosn*

Readers' tasks

- 1 Prepare a checklist for developing materials for very young learners aged six and below.
- 2 Prepare a checklist for developing materials for young learners aged seven to ten.
- 3 Using the checklists you developed, evaluate some coursebooks widely used in your area schools. What do you conclude?

Further reading

Given, B. (2002), *Teaching to the Brains Natural Learning Systems*. Alexandria, VA: Association for Supervision and Curriculum Development.

Jensen, E. (1998), *Teaching with the Brain in Mind*. Alexandria, VA: Association for Supervision and Curriculum Development.

Kostelink, M., Soderman, A. K., Whiren, A. and Rupiper, M. (2014), *Developmentally Appropriate Curriculum. Best Practice in Early Childhood Education* (6th edn). London: Pearson.

13 Helping young learners to read in an L2 *Shelagh Rixon*

Readers tasks

- 1 Use the suggestions below to prepare for a discussion with colleagues. This could be oral or through written communication. Compare your experiences and ideas.

Think back over your own first steps in reading in your native language. If your first language is English, were you taught through phonics or whole word approaches, a mixture or none of the above? If you are a native user of a different language, how did your first steps in learning to read in that language compare with your experiences when learning to read in English?

What do you remember as being challenging or difficult?

Do you agree that as a teacher you are influenced by your own memories of learning to read? If so, in what ways?

- 2 Teachers or course designers sometimes need to explain or justify their approaches to the general public. Think about your own approach to teaching children their first steps in reading English. What five main points would you make? Try to express them in non-technical language that a parent or other interested non-specialist would find accessible.

Further reading

Hall, K. (2003), *Listening to Stephen Read: Multiple Perspectives on Literacy*. Buckingham: Open University Press McGraw-Hill Education.

Different reading experts give their perspectives on the same data, a transcript of a young boy reading aloud from a book.

Koda, K. and Zehler, A. M. (eds) (2008), *Learning to Read across Languages: Cross-Linguistic Relationships in First- and Second-Language Literacy Development*. London: Routledge.

A technical read but very informative and worthwhile.

14 Materials for Adults: 'I am No Good at Languages!' – Inspiring and Motivating L2 Adult Learners of Beginner's Spanish *Rosa-Maria Cives-Enriquez*

Readers' tasks

1 Wellbeing check-in – Ten ways to support individuals' wellbeing in an organization

Take a moment to answer the following questions and reflect how changes can be made

- 1 Is there a mental health lead or champion who is responsible for coordinating your institution's approach to mental wellbeing, and ensuring it remains on the agenda?
- 2 Is there a mental health policy that addresses the needs of the individual? Is it regularly reviewed? How is the policy embedded and communicated so that all individuals are aware of it?
- 3 How does the ethos of the institution promote openness about mental wellbeing, and encourage individuals to feel comfortable sharing concerns?
- 4 Are there opportunities for supervision/reflection to help individuals feel confident they are taking the right decisions when supporting another experiencing complex issues (including safeguarding and mental health, for instance)?
- 5 Could other confidential supervision/reflective spaces/forums/online signposting be offered as an additional route for those who have concerns about their mental wellbeing? Do individuals know how to access external sources of support?

- 6 Could measures to reduce workloads/make reasonable adjustments be trialled? Do organization leaders lead by example when it comes to limiting emailing at evenings and weekends?
- 7 Is there a comfortable, dedicated physical space within your institution where individuals can take time out if needed?
- 8 Are there opportunities for individuals to participate in activities with others that are not linked to their work/study (e.g. social events, exercise classes or creative groups)?
- 9 Is it feasible to introduce a wellbeing survey for a particular group of individuals, to help understand the key issues in your establishment, and the impact of any measures that are being taking to support the wellbeing of your given group?
- 10 Is the mental wellbeing of your designated group an agenda item at meetings?

Source: Adapted from Anna Freud National Centre for Children and Families

2 Daily self-care journal

- 1 Hydrate: 0 1 2 3 4 5 6 7 8 9 10 (0 = not at all; 10 = very hydrated)
- 2 Sleep: 0 1 2 3 4 5 6 7 8 9 10 (0 = didn't sleep at all; 10 = slept like a dream)
- 3 Mood: 0 1 2 3 4 5 6 7 8 9 10 (0 = not at all happy (sad); 10 = very happy)

Mood: (keep a track of your mood by writing it here or drawing an emoji)

- 4 Today's self-care: what did you do? Breathe/mindfulness exercise/go for a walk at lunch-time/jog/listen to music?
- 5 A moment of bravery: Did you ask that dreaded question in a meeting/got creative on Zoom/led a discussion?
- 6 Grateful for: what are grateful for today ? Family, friends, supportive colleagues, great class, getting through today?

Further reading

Aliaga, L. and Ager, E. (2020), *Creating Quiet Reflective Spaces*. IATEFL.

Teacher research has been gaining legitimacy as a form of language teacher professional development for its power to improve the robustness of teacher reasoning via fostering deep and meaningful reflection. In this volume, they present twenty-six stories of teacher research by teachers working in various parts of the globe: the Americas, Europe, Africa, Asia and Oceania. Written in multiple distinctive styles, these accounts speak of the different, yet, in many ways similar journeys of teachers developing alongside their learners through the medium of teacher research.

Looking after ourselves: <https://www.annafreud.org/schools-and-colleges/resources/looking-after-each-other-and-ourselves/>

This is a guide to supporting the mental health and wellbeing of staff in schools and colleges during periods of disruption but can be used as a generic tool and be applied to any individual or situation.

15 Mining the L2 environment: ESOL learners and strategies outside the classroom *Naeema Haan*

Readers' tasks

- 1 Think back to when you were learning a new skill, for example, riding a bicycle. What knowledge did you need? How did you plan to learn? What did you do to learn efficiently and deeply? How did you know your learning was going well?
- 2 Think of three learners or trainees you are working with? Do you think they are aware of
 - strategies or techniques they use to learn?
 - which strategies or techniques result in improved learning?

Make some notes. Now ask your learners these questions and get them to collect and share strategies and techniques they feel result in improved learning.

Further reading

Mishan, F. (2019), 'Introduction: The ESOL landscape of the UK and Ireland', in F. Mishan (ed.), *ESOL Provision in the UK and Ireland*. Oxford: Peter Lang, pp. 1–19.

The chapter gives a human view of the needs and opportunities for migrant language education in the UK and Ireland along with a useful overview of the book.

Tomlinson, B. and Masuhara, H. (2018), 'Materials development research', in B. Tomlinson and H. Masuhara (eds), *The Complete Guide to the Theory and Practice of Materials Development for Language Learning*. Hoboken: Wiley Blackwell, pp. 355–75.

The chapter is an invaluable source of key research about materials development and the effects of materials on learning.

16 Materials for teaching right to left languages *Naeema Haan*

Readers' tasks

- 1 Think of a time when you were learning a language. What helped you to learn? Do you think these same facilitators would help someone to learn a right to left language?

Now read the principles in Tomlinson's 2016 chapter in the Further Reading below. Which principles do you agree with? Why? Why not?

If you cannot access this chapter, do this task with Chapter 26 by Brian Tomlinson in *Developing Materials for Language Teaching* (3rd edn).

- 2 If you were observing a lesson designed to help learners of a right to left language what would you focus your observation on?

Read the chapter by McDonough, Shaw and Masuhara in the Further Reading below, especially Sections 13.3 and 13.5. Is there anything you would add to what to observe? Why? Is there anything you would take out? Why? Do the points they make apply to the learning of right to left languages?

Further reading

McDonough, J., Shaw, C. and Masuhara, H. (2013), 'Observing the language classroom', in *Materials and Methods in ELT: A Teacher's Guide*. Oxford: Wiley-Blackwell, pp. 268–87.

A really practical chapter, very helpful in making the most of classroom observation as a developmental rather than monitoring activity.

Tomlinson, B. (2016), 'Achieving a match between SLA theory and materials development', in Tomlinson, B. (ed.), *SLA Research and Materials Development for Language Learning*. London: Routledge, pp. 3–22.

Drawing on key SLA theory, this chapter proposes a set of principles for materials development, with practical examples.

Part 4 Developing specific types of materials

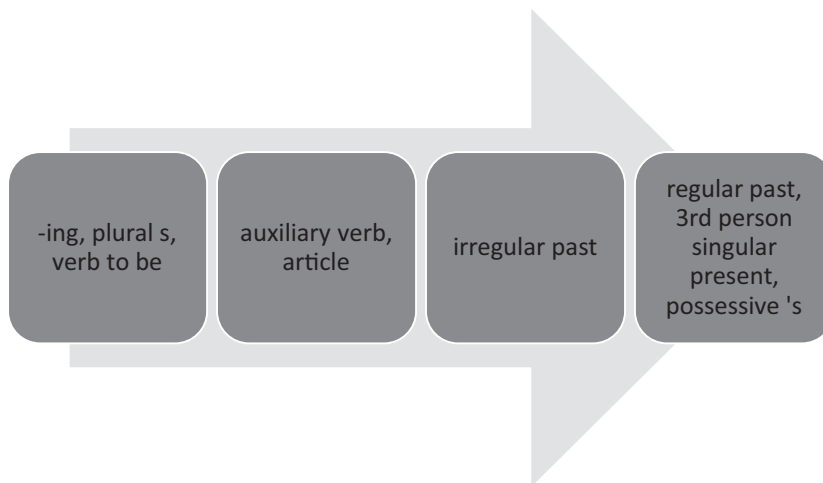
17 'The structure comes first': How coursebooks commodify grammar

Scott Thornbury

Readers' tasks

1 In Chapter 17, Thornbury quotes Skehan to the effect that 'the processes by which the learner operates are "natural" processes. ... To a large extent the syllabus is "built in" to the learner' (1996, p. 19).

Research into this 'built in' syllabus suggests that there is an 'accuracy order' in the acquisition of some L2 grammatical morphemes (or structures). That is to say, some morphemes are used more accurately sooner than others, irrespective of the learners' first language, or whether they are learning in classroom vs. naturalistic contexts. It has been hypothesized that the accuracy order represents the 'natural order' of acquisition of English grammatical morphemes. Here, for example, is how one researcher (Krashen, 1977) summarized these findings. (The items in boxes to the left are acquired sooner than items in the right-hand boxes, but no claims are made for the order within each box.)



- a How does this order compare with a typical beginner level syllabus – such as the syllabus in Chapter 17, Reader Task 1?
 - b Should coursebook writers take this 'natural' syllabus into account when planning their content? If so, how?
- 2 In his conclusion to Chapter 17, Thornbury argues that it is difficult, but necessary, to challenge 'the primacy of the grammar syllabus' in ELT materials.
 - a To what extent is such a position realistic?
 - b In your teaching context, what alternative ways of organizing a syllabus might be feasible?
 - 3 The 'commodification' of language learning is, arguably, part of a general trend in education to reduce learning content to increasingly granular 'learning objects' that can be efficiently delivered and tested.
 - a How has the exponential growth of educational technology facilitated this tendency? Think, for example, of some very popular language learning apps.
 - b How could educational technology be enlisted to promote a less granular, more holistic approach to the design of online language programmes?

Further reading

Thornbury, S. (2001), *Uncovering Grammar*. Oxford: Macmillan.

This book challenges the notion that learning a language involves, primarily, the linear accumulation of a sequence of 'grammar McNuggets', as typically instantiated in a grammar syllabus, and suggests, instead, that grammar emerges through processes of text engagement, communicative performance and consciousness-raising.

Thornbury, S. (2017), *Scott Thornbury's 30 Language Teaching Methods*. Cambridge: Cambridge University Press.

A condensed overview of some of the most influential and/or innovative language teaching methods from several hundred years ago until the present, with frequent reference to the role that grammar played in these methods and in the materials that were associated with them.

18 Materials for teaching vocabulary *Paul Nation*

Readers' tasks

- 1 Classify these fluency development activities into (1) the well-beaten path (repetition) and (2) the rich and varied map – 4/3/2, 10-minute writing, easy extensive reading, repeated reading, listening to stories, linked skills, repeated listening.
- 2 Think of three problems or barriers you may face in setting up an extensive reading programme. Choose one of them and suggest solutions.

Further reading

Nation, I. S. P. (2007), 'The four strands', *Innovation in Language Learning and Teaching*, 1 (1), 1–12. <https://www.wgtn.ac.nz/lals/resources/paul-nations-resources/paul-nations-publications/publications>.

Webb, S. (ed.) (2020), *The Routledge Handbook of Vocabulary Studies*. New York: Routledge.

19 Materials for developing reading skills *Hitomi Masuhara*

Tasks

Task 1. Good and Poor Readers primary studies, using correlation of various component factors causing difficulties, seem to indicate that language-related skills appear to cause more problems than reading related top-down skills in fluent reading.

Chapter 19 'Materials for Developing Reading Skills' points out potential dangers of applying, without careful thought, the apparent implications of research results in teaching and materials development (i.e. explicit and direct teaching of vocabulary and grammar before reading). Read the chapter again and find out why.

Task 2. Reflect upon your own experience of learning to read in L1. When did you start and how? What helped you to read?

Chapter 19 explains how L1 children benefit from proto-reading experience helped by caregivers. What helps L1 children learn to read? Was your experience similar or different? Why? Be it a younger or a mature brain in L1 and L2, consider if there is a fundamental learning mechanism for reading.

Further reading

Education Standards Research Team, UK government (2012), *Research Evidence on Reading for Pleasure*. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf

This document, downloadable free, focuses on primary school data, but is also thought provoking for other contexts.

Goldenberg, C. (2020), 'Reading wars, reading science, and English learners', *Reading Research Quarterly*, 55. <http://dx.doi.org/10.1002/rrq.340>

This article discusses early English literacy education and later academic reading for English as Second Language learners in the United States. The author integrates findings from neurolinguistic studies as well as educational research. The discussion of the possible reasons for low achievement reported in L2 literacy in this article seems very relevant for reading pedagogy for EFL learners all over the world.

20 Materials for developing writing skills *Ken Hyland*

Readers' tasks

- 1 Interview someone who has learnt to write in a second language. What did he/she feel to be the main linguistic or cultural factors which affected this process? List the influences he or she identifies and note how these influences worked to assist or to hinder their writing development.
- 2 The internet opens up tremendous possibilities to create online communities among students to communicate and interact with each other outside of class hours. How might you encourage students to form and engage in such a community? What kinds of topics, activities, assessments and principles might best support this goal?

Further reading

Casanave, C. (2017), *Controversies in Second Language Writing* (2nd edn). Ann Arbor, MI: University of Michigan Press.

Discusses some of the key issues and conflicting opinions about L2 writing research and pedagogy to help teachers make reasoned decisions in their classes.

Hyland, K. (2021), *Teaching and Researching Writing* (4th edn). New York: Routledge.

The text explores both theoretical and practical questions, grapples with key issues and demonstrates the relationship between research and teaching. Packed with examples of classroom practice and research for teachers.

21 Developing materials for speaking skills *Dat Bao*

Further reading and readers' tasks

Lackman, K. (2010), 'Activities for improving speaking', *Methods and Activities for More Effective Teaching with Less Preparation*, 3. Available at: http://www.kenlackman.com/files/speakingsubskillshandout13poland_2_.pdf

The paper presents a small collection of resources aiming to teach students specific speaking skills, known as subskills or micro-skills. The rationale of this dossier is that instead of trying to duplicate real-world conversations in the classroom, teachers should help students develop skills that they need to use in the real world and outside the classroom.

Working with a partner, come up with a topic for a conversation between you and your partner. Once you have a topic, choose one of the ten activities offered in the above paper. Improvise a conversation while focusing on the key feature of the selected activity. For example, the first activity, namely 'Fluency', encourages one speaker to keep talking for two minutes without hesitation while the second speaker shows interest with brief responses. After this practice, the roles change between the two speakers. This task helps develop fluency. Every time you meet your partner to practise speaking, choose one activity from the paper. This programme can keep your speaking rehearsal going for ten sessions.

Wood, J. D. (2016), 'Using stories to help children learn a foreign language'. Research paper from University of Granada. Available at: http://digibug.ugr.es/bitstream/10481/46235/1/WOOD_TFGLearnLanguage.pdf

This research paper explores the pleasure of using storybooks to stimulate discussion and L2 output. It reveals that storytelling can enhance learner motivation, attention span and participation. Although the skill focus of the project is reading rather than speaking, the paper is recommended for you to develop verbal storytelling after reading the work for inspiration.

Working in a team (it does not matter how many team members are included), each person prepares a story to tell. They can read from a source, tell a real anecdote from life experience or create one from imagination with a moral drawn from it. The oral delivery of each story will last two minutes, and this preparation has to be made before the group meets for speaking practice. On a turn-taking basis, each person tells their story to invite one question and one comment on the moral of the story from everyone else. At the end of the session, the group can vote for the most interesting story, the most exciting way of sharing a story, the most unusual or creative story and the most meaningful story with an eye-opening moral. Prepare some rewards for the winners.

22 Coursebook listening activities *Brian Tomlinson and David A. Hill*

Readers' tasks

1

- 1 Write five essential criteria for the evaluation of listening materials.
- 2 Go to the listening section of any language teaching coursebook.
- 3 Evaluate that section against your criteria.
- 4 Suggest adaptations to the section to help it achieve a closer match with your five criteria.

2

- 1 Specify a group of language learners.
- 2 Find or develop a listening 'text' which you think is likely to engage the learners affectively and/or cognitively.
- 3 Develop a set of materials making use of your text to help learners to develop their listening skills.
- 4 Evaluate your materials against the five criteria you established in task 1.
- 5 Revise your criteria.

Further reading

Mishan, F. and Timmis, I. (2015), 'Materials to develop reading and listening skills', in F. Mishan and I. Timmis (eds), *Materials Development for TESOL*. Edinburgh: Edinburgh University Press, pp. 99–120.

A chapter which examines both process and product approaches to developing comprehension skills and invites the reader to evaluate published listening and reading skills materials against principled criteria.

Santos, D. (2015), 'Revising listening materials: What remains, what is changed and why', *The European Journal of Applied Linguistics and TEFL*, 42 (2), 19–36.

An interesting appraisal of materials designed to promote the development of listening skills.

23 Materials for Developing Competence in Multi-Modal Discourse *Kay O'Halloran*

Readers' tasks

- 1 Choose an image and search the internet for webpages where the image is found. Explain how various features of the image are selected as the focus on different webpages in order to fulfil certain goals, such as advertising a product or service or news report.
- 2 Design your own multimodal text in which the image is used to fulfil a different goal, such as advertising another product or service or creating a different view of a news story. Describe the text and image relations which you have constructed.

Further reading

Jewitt, C. (ed.) (2014), *The Routledge Handbook of Multimodal Analysis* (2nd edn). London: Routledge.

O'Halloran, K. L., Tan, S. and E, M. K. L. (2017), 'Multimodal analysis for critical thinking', *Learning, Media and Technology*, 42 (2), 147–70. doi:10.1080/17439884.2016.1101003

24 Towards Intercultural Competence: Materials for Raising Intercultural Awareness *Freda Mishan*

Readers' tasks

1 There are a lot of web resources for intercultural learning which can provide excellent starting points for teacher-led learner activities, in either face-to-face or online teaching situations. However, as many resources are unmoderated, it is essential for the teacher to evaluate any that they identify as having potential for intercultural learning. As an evaluation exercise therefore, the reader is invited to assess two sample online resources (given below), using as criteria the principles for the development of intercultural materials proposed in this chapter, viz,

To what degree does the resource:

- Encourage exploring beneath the surface of cultural behaviours.
- Encourage reflection on and questioning of cultural assumptions.
- Encourage the drawing of comparisons and connections between cultures.
- Exploit cultural universals.
- Nurture respect for cultural differences.
- Provide opportunities to share experiences and empathize with (people from) other cultures.
- Build bridges between cultures.
- Create and work within the 'third space' between cultures.

Other important criteria for any online resource to be used for educational purposes include its:

- Source (e.g. an educational publisher?).
- Potential for adaptation into interactive, intercultural (and language learning) task/s.
- Potential for adaptation for off-line use.

Resource 1

Universal activities such as walking, cooking, music, dance and creative arts projects like making posters, masks and photography are all activities that, when shared in a multicultural group, can promote intercultural learning, understanding, respect and empathy. The web App *Enact* Learn Language Through Culture | ENACT (enacteuropa.com) produced by an EU-funded partnership, is based on this principle, offering 'language learning through culture'. *Enact* provides task-based 'culture-specific'

activities such as origami, making Turkish shadow-puppets or Chinese lanterns, with the aim of fostering 'intercultural and intergenerational social cohesion and understanding through a two-way knowledge system' (from the Enact web page).

Resource 2

The second resource turns to the universality of affect, specifically, empathy. As has been stressed in this chapter, empathy is key to growing intercultural awareness and understanding, and this is the focus of the project *A Mile in My Shoes – Empathy Museum*. Empathy Museum, a real, 'roaming' exhibition, duplicated as an online presence. 'A Mile in My Shoes', is, to quote from the webpage 'a shoe shop where visitors are invited to walk a mile in someone else's shoes – literally. Housed in a giant shoebox, this roaming exhibit holds a diverse collection of shoes and audio stories that explore our shared humanity'. With a recorded story from the wearer of each pair of shoes, participants can actually put on the shoes and walk in them, listening to the story or, if online, click on the image of the shoes and hear the owner recounting their story. Stories come from migrants, refugees and war veterans to farmers and lawyers, and they expose the gamut of human experiences 'from loss and grief to hope and love' (from 'A Mile in My Shoes' webpage).

2 'A teacher's own cultural awareness is an essential prerequisite for training learners in it' (p. 499). How would you rate your own 'intercultural awareness'? What about that of your colleagues? The chapter has suggested that acquiring this can be a 'shared journey', and this might be with colleagues as well as with students. Intercultural awareness-raising workshops for staff are quite common in second- and third-level education institutions and planning one, as suggested in this activity, is an excellent learning experience in itself. A useful starting point here might be the teacher development section from Johnson and Rinvolucris' *Culture in Our Classrooms: Teaching Language through Cultural Content* (2010). Any and all of the materials described in this chapter are also as suitable for teachers as for learners for the purpose of building intercultural awareness. 'Small cultures', for example, makes for a useful, non-threatening 'ice-breaker' opening the way towards consideration of some of the key 'parameters' of culture – conventions, (unwritten) rules and so on. At the other end of the scale, giving teachers just a taste of some of the discomfort that learners interacting in multicultural groups might experience is a useful lesson in sensitivity (try Activity 3 from the chapter, **Story Exchange**). Indeed, the success of the workshop might actually be gauged from how far the participants were prepared to be pushed beyond their comfort zone.

Further reading

Maley, A. and Peachey, N. (2017), *Integrating Global Issues in the Creative English Language Classroom: With Reference to the United Nations Sustainable Development Goals*. London: British Council.

Freely available online at: <https://www.teachingenglish.org.uk/article/integrating-global-issues-creative-english-language-classroom>

Potter, J. and McDougall, J. (2017), *Digital Media, Culture and Education: Theorising Third Space Literacies*. London: Palgrave MacMillan.

This work is situated in the digital environment which enfolds us today and which, as I have suggested in this chapter, constitutes today's intercultural forum. Aiming to 'foster active debate and a curiosity about how the world of learning is changing in response to the pervasive use of media technologies in wider culture' (p. 5), this book offers an interdisciplinary and critical take on this intersection which is original and thought-provoking.

While not written specifically with intercultural awareness-raising in mind, the global breadth of the activities in this workbook makes it ideal for this purpose. Offering a comprehensively described activity for each of the 17 United Nations Sustainable Development Goals, it involves learners in critical thinking and creativity about issues of universal – and thus cross-cultural – concern.

25 Corpora and materials: Towards a working relationship *Ivor Timmis*

Readers' tasks

- 1 Go to the following link
<https://www.sketchengine.eu/user-guide/teachers/>
 This site has corpus of resources for teachers. Experiment with the tools to find out which might be useful for you.
- 2 Go to the following link
<https://wordwanderer.org/>
 This site shows novel ways of representing texts visually. Is there anything in it for you and your learners?

Further reading

- Braun, S. (2005). 'From pedagogically relevant corpora to authentic language learning contents', *ReCALL*, 17 (1), 47–64. <https://doi.org/10.1017/S0958344005000510>
 Braun considers the value of corpora specifically built for teaching purposes, the design considerations and how they might be exploited.
- Gilquin, G. and Granger, S. (2010), 'How can data-driven learning be used in language teaching?', in A. O'Keeffe and M. McCarthy (eds), *The Routledge Handbook of Corpus Linguistics*. New York: Routledge, pp. 359–71. <https://doi.org/10.4324/9780203856949>
 An overview of the rationale for data-driven learning and the ways in which it can be applied.

26 Materials for developing communicative competence *Brian Tomlinson*

Readers' tasks

- 1
 - 1 Write five criteria for materials promoting the development of communicative ability.
 - 2 Use your criteria to evaluate a unit in any coursebook.
 - 3 Suggest adaptations to the unit which could improve its ability to facilitate the development of communicative ability.
- 2
 - 1 Use your five criteria to help you to develop an activity which aims at helping learners to develop communicative ability.
 - 2 Evaluate your activity against your five criteria.
 - 3 Revise your activity to make it more likely to facilitate communicative ability.

Further reading

Streeck, J., Goodwin, C. and LeBaron, C. (eds) (2014), *Embodied Interaction: Language and Body in the Material World*. Cambridge: Cambridge University Press.

An investigation of how we use embodied language to communicate which stresses that we do not communicate through language alone but through a combination of language and bodily indicators of attitude and meaning.

Sylvén, L. K. (2019), *Investigating Content and Language Integrated Learning. Insights from Swedish High Schools*. Bristol, UK: Multilingual Matters.

A book which reports the results of an application of the theories of CLIL (Content and Language Integrated Learning) with classes of language learners in Swedish High Schools.