

folio



Journal of the Materials Development Association

MATSDA

In this issue:

Alan Maley

Towards an Aesthetics of ELT

Ivor Timmis, Jayakaran Mukundan and Ali Ata Alkhalidi

Coursebooks: soft or fair targets?

Clare Wardman

Authentic materials in English Language Teaching: are they as important as we think?

Jeff Stranks

Co-authoring coursebooks

Harshwardhan Kadepurkar

Coursebook Development: An Indian Perspective

Duncan Prowse

Shark-infested Waters

Bena-Gül Peker

Designing Constructivist Pre-Reading and Listening Tasks

Kazunari Shimada

The Globalisation and Individuality of EFL Composition Textbooks in Japan

Johanna Stirling

Plea for V1, 2, 3

Teadira Perez

Pedagogical criteria for developing language learning materials in the Web 2.0 era

Barry Bakin

Add web-based audio and video tools to your website with rich internet applications for language learning

Merem Biboletova

Spotlight On A Materials Writer

M

Contents

Editorial, Rod Bolitho	2
Towards an Aesthetics of ELT..... <i>Alan Maley, Freelance, UK</i>	4
Coursebooks: soft or fair targets?..... <i>Ivor Timmis, Jayakaran Mukundan and Ali Ata Alkhaldi</i>	11
Authentic materials in English Language Teaching: are they as important as we think?..... <i>Clare Wardman, York St John University</i>	14
Co-authoring coursebooks	18
<i>Jeff Stranks, Brazil</i>	
Coursebook Development: An Indian Perspective..... <i>Harshwardhan Kadepurkar, Maharashtra State Board of Secondary and Higher Secondary Education, India</i>	20
Shark-infested Waters..... <i>Duncan Prowse, UK</i>	22
Designing Constructivist Pre-Reading and Listening Tasks..... <i>Bena-Gül Peker, Gazi University Faculty of Education, Ankara Turkey</i>	25
The Globalisation and Individuality of EFL Composition Textbooks in Japan	29
<i>Kazunari Shimada, University of Tsukuba, Japan</i>	
Plea for V1, 2, 3	32
<i>Johanna Stirling, Freelance, UK</i>	
Pedagogical criteria for developing language learning materials in the Web 2.0 era..... <i>Teadira Perez, University of Los Andes, Mérida, Venezuela</i>	34
Add web-based audio and video tools to your website with rich internet applications for language learning..... <i>Barry Bakin, Los Angeles Unified School District, USA</i>	37
Spotlight On A Materials Writer: Merem Biboletova	39
<i>Freelance Register</i>	42

ISSN 1357 406X

© 2008 MATSDA and the Authors. All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission of the copyright holders.

For advertising and contributions please contact Rod Bolitho, *Folio* Editor, Nile, 82 Upper St Giles Street, Norwich, NR2 1LT, United Kingdom.

Tel: +44 (0)1603 664473 e-mail rod@nile-elt.com

From the Editor

Rod Bolitho, Norwich Institute for Language Education

This issue of Folio will reach you a little later than expected, and I apologise for that, but it is a bumper international edition, filled with articles from all over the world on many different aspects of materials writing and I hope this will make up for the delay.

Our lead article is the first part of a longer, wide-ranging contribution from Alan Maley on the Aesthetics of ELT. As you read it you will soon pick up on the strength of feeling which flows through Alan's writing on a subject that he is passionate about. You may also wonder about the absence of any obvious link to materials development, and for that you will have to wait for Part 2 which will appear in the next issue.

In the second article, Ivor Timmis, Jayakaran Mukundan and Ali Ata Alkhaldi write about the old issue of the relevance of coursebooks from fresh angles and recommend a different way of looking at them for the future. In a research-based paper on another recurring topic, Clare Wardman re-examines the pros and cons of using authentic materials.

Jeff Stranks writes from his home base in Brazil about the benefits of co-authoring, drawing on his experience of working with others both at distance and face to face on coursebook series, while Harsh Kadepurkar reports on the development of a new series of textbooks for Maharashtra State in India and his work as the coordinator of a team of writers. I was delighted to receive a contribution from a publisher, Duncan Prowse, whose colourfully titled *Shark-Infested Waters* looks at what it feels like to be a small independent company in a market dominated by large multi-nationals.

The next two articles both deal with language skills. Bena-Gül Peker, writing from Turkey, proposes a practical approach to the design of pre-reading and pre-listening tasks with more than a passing nod to

the influence of NLP. Kazunari Shimada bases his review of materials to develop composition skills on his experience in the Japanese college sector.

It is sometimes particularly refreshing to take a fresh look at the way grammar is presented in teaching materials, and Johanna Stirling's plea for the standardisation of nomenclature for verb forms makes interesting reading whatever your own preferences might be.

The last two articles in the issue are both technology-focussed. In a welcome contribution from Venezuela, Teadira Perez offers options for materials development using Web 2.0 and Barry Bakin, a regular writer for *Folio*, has some useful practical advice on using web-based audio and visual tools in materials.

The author under the spotlight in our interview for this issue, Merem Biboletova, is a household name in Russian ELT circles, thanks to her successful series *Enjoy English* which potentially accompanies Russian learners right through their education from 2nd grade in primary school until they leave at the end of the eleventh grade. Learning English is considered a must in Russia, which is a genuine foreign language context with very little English in the environment as well as different classroom traditions, and Merem's perspectives make interesting reading.

I am always happy to hear from anyone wishing to contribute an article or a review to *Folio*. We have missed out on reviews lately and it would be good to get them flowing again. Just contact me on rod@nile-elt.com

It only remains for me to wish you happy reading and all the best for a materials-rich 2010!

Rod Bolitho

MATSDA/University of York Conference, January 2010

Engaging ELT Learners

January 30th-31st, 2010, University of York

PLENARY SPEAKERS

<i>Ron Carter</i>	<i>Annie Hughes</i>
<i>Frank Hardman</i>	<i>Jan Abd-Kadir</i>
<i>Alan Maley</i>	<i>Hitomi Masuhara</i>
<i>Jaya Mukundan</i>	<i>Brian Tomlinson</i>

CONFERENCE FEES

*MATSDA Members and ACELS Members: GBPE85/Euros110 (GBPE55/Euros70 for one day)
Non-Members: GBPE100/Euros130(GBPE65/Euros85 for one day)*

HOW TO ENROL

*Go to <https://store.york.ac.uk> (University of York Online Store)
Click on 'Conference & Events Registration'*

CONTACTS

*For information about accommodation and the venue contact:
York Conferences - e-mail: conferences@york.ac.uk
Tel: 01904 328431*

*To offer a one hour parallel presentation related to the theme of engagement
please send a two hundred word abstract to Annie Hughes avh4@york.ac.uk*

*To join MATSDA contact: Susi Pearson: MATSDA Membership Secretary
e-mail: matsdamembershipsec@nile-elt.com; Tel: 01603 664473*

*SEE YOU IN YORK
www.matsda.org.uk*

Towards an Aesthetics of ELT

Alan Maley, Freelance, UK

This article is an extended inquiry into what education is and should be. There are essentially two main conceptions of education. One of them views education as a natural process which can be guided but not controlled. The function of the teacher in such a view is to act as a Vygotskian scaffolder. The other views education as an institutionalised process which can (indeed must) have predetermined outcomes. The function of the teacher in this view is to act as a technician ensuring that the 'delivery systems' function. As Eisner has pointed out in relation to the factory and assembly line metaphor of education:

Such an image of education requires that schools be organised to prescribe, control, and predict the consequences of their actions, that those consequences be immediate and empirically manifest and that they be measurable.

Eisner 1985: 356-7

One of the major intentions for this article then, is to counter the currently prevailing, so-called 'scientific', approach to language learning, with its emphasis on objectives, detailed curricular prescription, predictable outcomes, testing and assessment, bureaucratic control, and the rest. I wish to contrast such 'scientific' approaches unfavourably with intuitive/aesthetic approaches.

The current ethos

In my view, this is characterized by the following key words:

- | | |
|-------------------|------------------|
| - assessment | - measurement |
| - scrutinise | - fail |
| - exams | - quiz |
| - judgement | - accountability |
| - results | - guidelines |
| - score | - benchmarks |
| - standards | - check |
| - inspect | - testing |
| - evaluation | - pass |
| - objectives | - targets |
| - quality control | - regulation |
| - grade | |

We live in a culture of measurement. We stand against the yardstick and are sanctioned if found wanting. Witness the commercial and ideological success of ETS

Princeton, Cambridge Exams, the ubiquity of TOEFL, TOIEC, IELTS, etc. etc. Not to speak of the stranglehold which tests and exams have over the state educational apparatus virtually everywhere in the world.

This is, of course, only one aspect of the wider world of targets (the UK Health Service, Child Benefits scheme, Education Service, etc. are all suffocated by a plethora of often-changing regulation which no human organisation is capable of handling), of benchmarks, of regulation, of assessment, of standards, and of misguided trust in the authorities and in experts.

The key features of the current paradigm can be summarized thus:

- It defines Expectations (objectives) and does not create Expectancy.
- It breeds Dependency: does not stimulate Independence.
- It seeks Predictability: does not exploit Unpredictability.
- It values Security over Risk
- It promotes Conformity: does not relish Diversity.
- It pre-empts 'Wonder': does not stimulate Curiosity/Inquiry.
- It focusses on what is Taught: not on what is Learnt.
- It seeks to Control: does not seek to Liberate.
- It is more concerned with Testing, than it is with Teaching / Learning.

Most of these distinctions need no further explanation but I need to gloss at least some of them.

The distinction between Expectations and Expectancy, is for me an important one. A pedagogy of expectations offers predictable routines and outcomes. Everyone knows what to expect and what is expected of them. This hardly fosters the excitement and involvement in learning which comes from being in a state of expectancy, where teachers and learners alike are in discovery mode, and where unpredictability is embraced rather than avoided. In a recent series of articles in the IATEFL Teacher Development SIG, Adrian Underhill explores precisely this process of teacher improvisation in the moment. (Underhill 2008)

This exclusive focus on results, without consideration of how they are attained, leads inevitably to the suppression of wonder, inquiry and curiosity. The combination of these, for me at least, negative characteristics (Expectations, Dependency, Predictability, Security) leads to a culture of conformity which gives the illusion of control over the learning process. There is an unvalidated equation made between what is taught and what is learnt. This is a culture where testing has taken over from teaching concerned with genuine learning.

Some features of teaching, learning and testing.

In this world of predictable outcomes, planning and control it is easy to overlook some basic, elementary truths about the difference between teaching and learning.

- Teaching is a public act. Learning is a private act.

The teacher enacts her role on a public stage and can be seen. What goes on in learners' heads as a result of this activity is anyone's guess. It is a private process inside their heads.

- Teaching is observable. Learning is unobservable

So what the teacher does is observable both by learners and possibly by other monitors, and the teacher is usually held accountable for it. It is not possible to observe learning taking place. It can only be adduced retrospectively, after it has taken place.

- Teaching is an activity. Learning is a process.

Teachers do things in the hope that learning may take place, whereas learning is a process which proceeds at its own rate almost irrespective of what the teacher does.

- Teaching is intermittent. Learning is continuous.

Teaching takes place at spaced intervals: so many hours per week, so many weeks per year, etc. This intermittent activity may or may not coincide with the continuous (or possibly erratic) processes going on inside learners.

- Teaching is intentional. Learning is unconscious.

The teacher acts with intentions which are not necessarily shared by learners. Much of what they eventually learn may have no more than a tenuous relationship with the teacher's intentions. Learners frequently fail to learn what teachers teach but may also learn much that the teacher did not teach.

- Teaching is predictable or is often based on the assumption that it is. Learning is unpredictable.

This goes to the heart of the issue. Administrators and experts make curricula. Textbook writers produce highly-structured artefacts. Teachers make lesson plans. These actions are predicated on the assumption that they can predict what learners will learn. This offers the comforting sense that things are under control and that everyone knows what they are doing, and that what they are doing is right. Unfortunately for them, this is rarely the case.

It is also easy to forget that every classroom event is: unrepeatable, unobservable, unpredictable, and has unforeseen long-term effects. (Norman Whitney, personal communication) This too undermines any attempt to control the learning process in the ways beloved of educational authorities world-wide.

The teaching / testing nexus also deserves closer scrutiny. By way of introduction let me offer a quotation, the author of which will be revealed in due course.

The worst canker in our school system is the examinations. Everything is arranged with a view to examinations; the parents, the children, and unfortunately also a number of the teachers care for nothing but the results attained in the examinations... poor pay and long hours, too naturally lead to a teacher's looking merely to examination results.

Teaching	Testing
success	failure
strengths	weaknesses
error	terror
humour	solemnity
sharing	cheating
cooperation	competition
rapport	isolation
positive attitudes	negative attitudes
wholes	fragments
'Flow'	'blocks'
mother/other culture	culture-bound
achievement	marks
infection	injection

Based on Prodromou 2006

The above table attempts to capture the essential differences between a classroom dedicated to real teaching and learning and one overshadowed by tests and examinations. The examination-dominated classroom tends to spread a culture of failure, or fear of failure. It concentrates on eliminating perceived weaknesses rather than on building on learners' strengths. It breeds negative attitudes to what is being learned and, through excess of competitive spirit, to others in the group. Learning is assessed by marks rather than by genuine achievement. It is

assumed that 'knowledge' can be 'injected' into the learners in goblets, in contradistinction to a class where knowledge is seamlessly infectious, and where 'Flow' (Csikszentmihalyi 1997) – the experience of being carried along through 'effortless effort' – is a characteristic feature of the learning experience. Over-emphasis on assessment and testing is certainly inimical to the good-humoured, relaxed, playful atmosphere (Cook 2000, Huizinga 1938, Nachmanovitch 1990) of a class dedicated to cooperative learning. As Timothy Gallwey remarks in perhaps one of the wisest books on learning ever published,

...it doesn't really make sense to measure ourselves in comparison with other immeasurable beings. In fact, we are what we are; we are not how well we happen to perform at a given moment. The grade on a report card may measure an ability in arithmetic (or grammar!), but it doesn't measure the person's value.

Gallwey 1974:100

And to teach in another way by no means undermines examination results anyway. Otto Jespersen, in 1904 (the author of the earlier quote on examinations!) wrote:

Teach in the right way, then there will be life and love in it all, and when the examination comes your pupils will know more than if your teaching from the very beginning had been fettered by examination requirements.

Otto Jespersen. 1904 :9

I am not suggesting that we never need to assess progress among our students. But I am contesting the value of a system where the examination is the be-all and end-all of everything, and where the format of the test may be a greater obstacle to learning than the language itself. In short, we need to ensure that the testing tail does not wag the learning dog. What testing and examinations do best is to confirm the power of teachers, administrators and others over those who are the passive (or resisting) recipients of teaching: the learners.

So what is wrong with the prevailing ethos?

Why should we be concerned about the current strait-jacket of objectives, targets, tests and all the rest outlined above? The major reason is that this nexus of factors is profoundly anti-educational for the following reasons:

- It implies an Engineering metaphor for learning. The assumption is that, if all the parts are properly tooled and calibrated, learning will take place smoothly rather like a well-oiled machine. It is

however, widely agreed that learning does not happen like this: it is untidy, largely unpredictable and resembles plant growth rather than mechanical precision. A horticultural metaphor would be more appropriate.

- It assumes that an atomistic reduction of the key elements to be learned in the teaching stage will lead to an ability to recombine them at the using stage. But in complex systems such as language, the whole is more than the mere sum of the parts. A more holistic approach is more desirable therefore.
- It usually has an exclusively intellect-focus, with scant attention paid to the affective dimension. This ultimately has deleterious results on the future development of students, who emerge from the process emotionally diminished or stunted.
- It is typical of what Paolo Freire (1970) terms a 'Banking' concept of education. Students work to earn grades, credits of knowledge and skills, which they put in their knowledge bank ready to cash in at the test or the examination. This tends to lead to shallow rather than deep processing, (Craik and Lockhart 1972) and to less enduring learning.
- It assumes that it is possible to predict (in the case of foreign language learning) which items of grammar and lexis, which socio-pragmatic contexts, and what content it will be useful for learners to acquire. Yet most syllabus and materials designers are well aware that this is virtually impossible to determine.
- Even if it were possible to predict in this way, it is unwarranted to assume that teaching Input = learning Intake. In this view, it is axiomatic that what is taught is what is learnt. Yet SLA research over the past 20 years or more conclusively shows this not to be the case.
- It assumes that everyone in a learning group will progress at roughly the same rate; hence a 'Lockstep' approach to teaching is maintained, whereas learner differences are the rule not the exception, and need to be acknowledged.
- It breeds a culture of failure and waste. The winners (in terms of the prevailing ethos) succeed and are rewarded; the rest are consigned to the waste-bin of society, with little or no consideration of the benefits they could confer given the opportunity.
- It embodies a top-down philosophy, where one group of people decides unilaterally what is 'good for' another group. The focus is on 'delivery systems' and results rather than on long-term integrated learning.
- Above all, it is administratively convenient. In an age of cost-benefit analysis, efficiency, speed and

accountability, this should come as no surprise. It is convenient for educational authorities to opt for an approach which offers instant measures of progress, and which has the appearance of rigour and discipline, however flawed it may be in fact.

What is the alternative?

I am arguing that, if we are truly interested in our learners engaging as 'whole persons' with the process of learning, we need a radically different approach. I have chosen to call this an Aesthetic Approach. Given the relative vagueness of the terms 'art' and 'artistry', it seemed useful to list a number of keywords relating to these notions. Here is a preliminary list:

- | | |
|----------------------|-----------------------|
| - flow | - balance |
| - playfulness | - creativity |
| - elegance | - harmony |
| - joy | - co-creation |
| - choice | - sensuality |
| - risk | - deep-processing |
| - discovery (aaaah!) | - openness |
| - humour | - space |
| - physicality | - curiosity |
| - relaxed energy | - economy |
| - cooperation | - independence |
| - visualization | - personal commitment |
| - story | - mutual esteem |
| - non-judgmental | - engagement |
| - trust | - self-esteem |
| - confidence | - tolerance |

Complex notions like art and artistry defy easy definition. That is why I have preferred to draw on Wittgenstein's idea of 'family resemblances' (Wittgenstein 1963). In any instance of art or artistry we will not find all these qualities present – but the overall pattern of instances will bring them all into play at one time or another. I am arguing that teaching/learning practices which aim to foster these qualities will also be characterised by more effective and more durable acquisition.

Support for the Aesthetic Approach

There is already much support, theoretical and practical, for what I would term art and artistry in education, some from ELT and some from outside it. We can note work in philosophy and education in general, in the domain of applied linguistics, in feeder fields such as drama, and in the area of practical pedagogical application in ELT itself. Space does not allow a detailed discussion but I would suggest the following form an impressive body of support for an aesthetics of ELT.

Philosophy of education

The work of William James (1962), Ernst Weber, John Dewey and Carl Rogers (1962) all powerfully support an aesthetic vision for education.

'The teacher doesn't use words like a writer but like an improviser. The educator is like a creative artist, speaker actor or rather – a spontaneous poet who has to create both text and style of presentation in one and the same moment.'

Weber. 1907: 233.

'The hostility to association of fine art with normal processes of living is a pathetic, even a tragic, commentary on life as it is ordinarily lived. Only because that life is usually so stunted, aborted, slack or heavy laden, is the idea entertained that there is some inherent antagonism between the process of normal living and creation and enjoyment of works of aesthetic art.'

Dewey. 1980: 50.

More recently, Elliot Eisner (1985), Seymour Sarason (1999), Lawrence Stenhouse (1985), Parker Palmer (1998), Gordon Allport (1983), Jerome Bruner (1991,1996) and Louis Rubin (1985) Hans Hunfeld (1990) and Peter Lutzker (2007) have reinforced this view of education.

'...efficiency is largely a virtue for the tasks we don't like to do; few of us like to eat a great meal efficiently, or to participate in a wonderful conversation efficiently, or indeed to make love efficiently. What we enjoy the most, we linger over. A school system designed with an overriding commitment to efficiency may produce outcomes that have little enduring quality. Children, like the rest of us, seldom voluntarily pursue activities for which they receive little or no satisfaction. Experiencing the aesthetic in the context of intellectual and artistic work is a source of pleasure that predicts best what students are likely to do when they can do whatever they would like to do.'

Eisner. 2002: xiii

'Through the artistry of the teacher, the learner acquires a knowledge which is not teachable, but only learnable.'

Lutzker. 2007:17.

'Teachers have been taught that teaching is instrumental but improving education is not about improving teaching as a delivery system.'

Stenhouse. 1985:110.

'Teachers must be educated to develop their art, not to master it, for the claim to mastery merely signals the abandoning of aspiration. Teaching is not to be regarded as a static accomplishment'

like riding a bicycle or keeping a ledger; it is like all arts of high ambition, a strategy in the face of an impossible task.'

Stenhouse. 1985: 123-124.

'Like it or not, and some do not like it, the teacher as performing artist is faced with a terribly complex and difficult task that all those in the conventional performing arts confront: how do you put yourself into a role and then enact it in ways that instruct and move an audience, fulfilling the expectation of the audience that they have in some way learned something about themselves and their world?'

Rubin 1985:54.

'The quality of sensory/affective experience has come to play an insignificant role in societies increasingly shaped by the exponential increase in the quantity of information available. Thus, unsurprisingly, the pressures on schools to increase the quantity of material that has to be learned in the same (or shorter!) period of time have been continually increasing. At the same time, a widespread decline in perceptual capabilities has concurrently been recognized by some educators as one of the most critical and pressing problems of Western society.'

Lutzker. 2007 :458

General educational dissenters

The notion that schools and classes as currently constituted are both natural and beneficial was subjected to serious questioning in the 1960's and 70's. We appear to have forgotten some of the seminal work done at that time by Everett Reimer: School is Dead (1972), Ivan Illich: De-schooling Society (1973), Paulo Freire: Pedagogy of the Oppressed (1970), Paul Goodman: Compulsory Mis-education (1966), John Holt: How Children Fail (1964) and The Underachieving School (2005), Sybil Marshall, An Experiment in Education, (1970), Sylvia Ashton-Warner, Teacher (1986), and Neil Postman and Charles Weingartner: Teaching as a Subversive Activity (1976).

These books expound views now regarded by many as impossibly eccentric and impractical. Yet doubts about the suitability of schools for the promotion of learning obstinately linger. It may well be true that schools are less a place to learn and more a rite of passage, or what Paul Goodman calls 'a mass superstition', a mode of manipulation of society to keep it under control during its formative years - to socialize its members into the belief that schools are natural, beneficial and neutral institutions. Education, the inculcation of knowledge and skills, is widely acknowledged to be only a small part of what schools function to provide. Much more important are their functions as providers of custodial

care, of indoctrination into conformity with the norms of society and as social role selectors - deciding where children belong in the pecking-order of society. It is perhaps no accident that schools as public institutions came into being alongside industrial mass production in the 19th century, and the production-line mentality is well-embedded.

And it is increasingly acknowledged too that in the post-modern world (and maybe well before that) most learning takes place outside school - at home, between peers and through publicly available sources such as TV and the Internet. (Fulghum 1986) What is certain is that the teaching of foreign languages in schools is not the only way to learn them, and in all probability not the most effective way either.

Feeder fields

The work of writers from fields peripheral to language learning, offers important lateral views on the issue of learning. Work in drama and theatre Dorothy Heathcote (Wagner,1979) and Patsy Rodenburg (1992), the arts in general, creativity theory Koestler (1964), Storr (1991), Czikszenmihalyi (1996), personal development models and applied psychology: Timothy Gallwey (1986), Mihalyi Czikszenmihaly (1990), Howard Gardner (1985), Donald Schön (1987), Stephen Nachmanovitch (1990) , Daniel Goleman (1996).

Applied linguistics

Both Jakobson (1960) and Jespersen (1904) promoted the idea of an aesthetic approach with atmosphere and attitude at its centre.

Teach in the right way, then there will be life and love in it all, and when the examination comes your pupils will know more than if your teaching from the very beginning had been fettered by examination requirements.

Otto Jespersen. 1904: 9

More recently, Arnold (1999), Cook (2000), Carter (2004), Crystal (1998), Freeman (2000), Widdowson (2000) and others have also supported a more affect-related, playful, artistic view of language teaching and learning.

ELT practitioners

Here too there are abundant examples of those uncomfortable with an excessively product-oriented approach to ELT. Space does not allow me to do justice to them all but the work of Mario Rinvolucri (1988, 2005), Jill Hadfield (1992) , Bernard Dufeu (1994), Andrew Wright (2008) , Alan Maley (2000, 2005, 2007) and Brian Tomlinson (1998, 2003) are among the many practitioners to have offered an alternative view to the currently prevailing one. The notion of what I am calling an aesthetic approach also chimes

well with Co-operative Learning (Richards and Rodgers 2001), with the Ecological Approach (Van Lier 2003), and with the proponents of Dogme (Thornbury and Meddings 2009).

It is clear then, that a counter-current is still alive and well. It is not however articulated into a single, unified, though multi-faceted, approach. These voices therefore tend to remain fragmented, single instances which go largely unheard except by a few devotees. Such approaches are all too often regarded as optional, wet-Friday-afternoon peripherals. The real change I am advocating here is to bring together the many separate threads of artistry and weave them into a seamless garment, and to make them central to what we do.

References

- Allport, Gordon. (1983) *Becoming: Basic Considerations for a Psychology of Personality*. New Haven: Yale University Press.
- Arnold, Jane (1999) *Affect in Language Learning*. Cambridge: Cambridge University Press.
- Ashton-Warner, Sylvia. (1986) *Teacher*. London: Touchstone.
- Bruner, Jerome. (1991) *The Process of Education*. Cambridge Mass: Harvard University Press.
- Bruner, Jerome. (1996) *The Culture of Education*. Cambridge, Mass: Harvard University Press.
- Cook, Guy. (2000) *Language Play: Language Learning*. Oxford: Oxford University Press.
- Craik, F.I.M. and R.S. Lockhart (1972) 'Levels of processing: a framework for memory research.' *Journal for Verbal Learning and Verbal Behaviour II*: 617-84.
- Crystal, David. (1998) *Language Play*. London: Penguin Books.
- Czikszentmihalyi, M. (1990) *Flow: The Psychology of Optimal Experience*. New York: Harper Row.
- Czikszentmihalyi, M. (1996) *Creativity: Flow and the Psychology of Discovery and Invention*. New York: Harper Perennial.
- Davis, Paul and Mario Rinvoluceri. (1988) *Dictation: New methods, new possibilities*. Cambridge: Cambridge University Press).
- Dewey, John. (1980) *Art as Experience*. New York: Putnam's Sons.
- Dufeu, Bernard. (1994) *Teaching Myself*. Oxford: Oxford University Press.
- Eisner, Elliot W. (1985) *The Educational Imagination: On the Design and Evaluation of School Programs*. New York: Macmillan.
- Eisner, Elliot W. (2002) *The Arts and the Creation of Mind*. New Haven: Yale UP.
- Freeman, Donald. (2000) 'Telling Teaching and the Dilemma of Doing,' in <hltmag.co.uk> *Year 2, Issue 1, Jan. 2000*.
- Freire, Paulo. (1970) *Pedagogy of the Oppressed*. New York: Continuum.
- Fried-Booth (2006) 2nd edition *Project Work*. Oxford: Oxford University Press
- Fulghum, Robert (1986) *All I Really Need to Know I Learned in Kindergarten*. London: Grafton Books.
- Gallwey, Timothy. (1986) *The Inner Game of Tennis*. London: Pan Books.
- Gardner, Howard. (1985) *Frames of Mind*. London: Paladin/Granada.
- Goleman, Daniel. (1996) *Emotional Intelligence*. London: Bloomsbury Publishing.
- Goodman, Paul. (1966) *Compulsory Mis-education*. New York: Random House.
- Hadfield, Jill (1992) *Classroom Dynamics*. Oxford: Oxford University Press.
- Holt, John. (1964) *How Children Fail*. New York: Pitman Publishing.
- Huizinga, Johan. (1938/1955) *Homo Ludens: A Study of the Play Element in Culture*. Boston: Beacon Press.
- Hunfeld, Hans. (1990) *Litaratur als Sprachlehre: Ansätze eines hermeneutisch orientierten Fremdsprachen-unterrichts*. Berlin: Langenscheidt.
- Illich, Ivan. (1973) *De-schooling Society*. London: Penguin.
- James, William. (1962) *Talks to Teachers on Psychology and to Students on some of Life's Ideals*. New York: Henry Holt 1899 reprint. Mineola, N.Y: Dover.
- Jakobson, Roman. (1960) 'Closing Statements: Linguistics and Poetics.' In Thomas Sebeok (ed) *Style in Language*. Cambridge MA; MIT Press. 350-377.
- Jespersen, Otto. (1904) *How to teach a foreign language*. London: Allen and Unwin.
- Keddie, Jamie (2009) *Images*. Oxford: Oxford University Press.
- Lutzker, Peter. (2007) *The Art of Foreign Language Teaching*. Tübingen und Basel: Francke Verlag.
- Koestler, Arthur. (1964) *The Act of Creation*. London: Penguin Books.
- Maley, Alan. (2000) *The Language Teacher's Voice*. Oxford: Heinemann/Macmillan.
- Maley, Alan and Alan Duff. (2005) *Drama Techniques*. Cambridge: Cambridge University Press.
- Maley, Alan. (2003) Inputs, Processes and Outcomes in Materials Development: Extending the Range. In Jayakaran Mukundan (ed) *Readings on ELT Material*. Serdang: Universiti Putra Malaysia Press.
- Maley, Alan. (2006) 'Swimming Against the Tide' *ELT Matters 3*. Serdang: Universiti Putra Malaysia Press.
- Marshall, Sybil (1970) *An Experiment in Education*. Cambridge: Cambridge University Press.
- Mortimer, Colin (undated, c 1970) *The dramatic-implicatory component*. Hyderabad /CIEFL

- Postman, Neil. (1992) *Technopoly: The Surrender of Culture to Technology*. New York: Alfred A. Knopf.
- Nachmanovitch, Stephen. (1990) *Free Play: Improvisation in Life and Art*. New York: Tarcher/Putnam/Penguin.
- Palmer, Parker J. (1998) *The Courage to Teach: Exploring the inner landscape of a teacher's life*. San Francisco: Jossey-Bass.
- Postman, Neil and Charles Weingartner. (1976) *Teaching as a Subversive Activity*. Harmondsworth: Penguin Books.
- Prodromou, Luke. (2006) 'RAP: Rapport, Attitude, Presence.' *Paper given at Spain TESOL, Madrid. April 2006*.
- Reimer, Everett. (1972) *School is Dead*. New York: Anchor Books.
- Richards, Jack, C and Theodore S. Rodgers. (2001 2nd edition) *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press. 192-203
- Rinvolutri, Mario (see Davis and Rinvolutri 1988, Puchta and Rinvolutri 2005, above.)
- Rodenburg, Patsy. (1992) *The Right to Speak: Working with the voice*. London: Methuen.
- Rogers, Carl. (1969) *Freedom to Learn*. Columbus: Charles Merrill and Co.
- Rubin, Louis J. (1985) *Artistry in Teaching*. New York: Random House.
- Sarason, Seymour B. (1999) *Teaching as a Performing Art*. New York: Teachers' College Press.
- Schön, Donald. (1987) *The Reflective Practitioner: How Professionals Think in Action*. San Francisco: Jossey-Bass/Wiley.
- Storr, Anthony. (1991) *The Dynamics of Creation*. London: Penguin Books.
- Stenhouse, Lawrence (1985) 'Research as a Basis for Teaching' in Ruddock J. & D. Hopkins (eds) *Readings from the Work of Lawrence Stenhouse* London: Heinemann Educational Books.
- Thornbury, Scott and Luke Meddings (2009) *Teaching Unplugged*. London: Delta publications
- Tomlinson, Brian (ed) (1998) *Materials Development in Language Teaching*. Cambridge: Cambridge University Press.
- Tomlinson, Brian (ed) (2003) *Developing Materials for Language Teaching*. London/New York: Continuum.
- Underhill, Adrian (2008) Work with what comes. In *Teacher Development Newsletter. Issue 59, Winter 2008*. Canterbury: IATEFL
- van Lier, Leo (2003) A tale of two computer classrooms: The ecology of project-based language learning. In J van Dam and J. Leather (eds) *The Ecology of Language Acquisition*. Dordrecht: Kluwer Academic. 49-64
- Wagner, Betty Jane. (1979) *Dorothy Heathcote: Drama as a Learning Medium*. London: Hutchinson.
- Weber, Ernst (1907) *Aesthetik als pädagogische Grundwissenschaft* Leipzig: Wunderlich
- Widdowson, H.G. (2000) 'Teaching as an Art' in *The Journal of the Imagination in Language Learning and Teaching*. (available online at <http://www.njcu.edu/cill/vol15/widdowson.html>)
- Wittgenstein, Ludwig. (1963) *Philosophical Investigations*. Oxford: Basil Blackwell.
- Alan Maley is a freelance consultant, and was for many years Series Editor for the Oxford University Press Resource Books for Teachers series. His publications include Resource Book for Teachers: Literature, Beyond Words, Sounds Interesting, Sounds Intriguing, Words, Variations on a Theme, and Drama Techniques in Language Learning (all with Alan Duff), The Mind's Eye (with Françoise Grellet and Alan Duff), Learning to Listen and Poem into Poem (with Sandra Moulding), Short and Sweet, and The English Teacher's Voice.*

FOR MATSDA MEMBERSHIP PLEASE CONTACT

Susi Pearson, MATSDA Membership Secretary, Norwich Institute for Language Education,
82 Upper St Giles Street, Norwich NR2 1LT, UK, e-mail: matsdamembershipsec@nile-elt.com

Coursebooks: soft or fair targets?

Ivor Timmis, Jayakaran Mukundan and Ali Ata Alkhaldi

Coursebooks are still with us. They have resisted advances in technology, innovations in methodology and sporadic fire from sniping critics. For such commonplace objects, they have aroused a surprising degree of controversy. In this article we consider whether the survival of coursebooks is to be commended or lamented. We consider the charges against coursebooks and points raised in their defence by their advocates. We end by asking whether it would be more appropriate to speak of source books than coursebooks.

Criticisms

Some of the most intemperate criticisms of coursebooks have come from the DOGME group. The members of this group are against using coursebooks in themselves and favour abandoning them completely. Thornbury (2000), one of the founders of the group, explains that the term “Dogme” derives from the film industry. It refers to signing ‘The Vow of Chastity’, an inviolable set of rules devised by a group of Danish film-makers which aimed “to cleanse cinema of an obsessive concern for technique and rehabilitate a cinema which foregrounded the story and the inner life of the characters” (Thornbury 2000). Just as this group of film makers tried to “rescue cinema from big-budget, hi-tech, Hollywood-style production values and to recover what von Trier referred to as ‘our joyful film making.’” (Thornbury, 2005 p.3), Thornbury (2005) has suggested, by analogy, the need for a similar rescue action in English language teaching which would involve teachers and learners in creating opportunities for real use of language in the classroom. Thornbury and Meddings (2001) contend that, while subjects like geography, history or mathematics do need coursebooks, as they are concerned with conveying content, language teaching does not need coursebooks as language is both the medium and the message. Meddings and Thornbury (2003) maintain that their classroom goals are achieved through dialogue and argue that coursebooks, rather than facilitating dialogue, actually inhibit it. If we take the Dogme group at their word, the fireplace, not the classroom, is the place for coursebooks.

Members of the Dogme group are not alone in criticizing coursebooks, though other critics have tended to be more temperate. Among the most common criticisms are those below:

1. Commercial coursebooks play safe.

As they are concerned with commercial success rather than pedagogic purity, there is a tendency for coursebooks to play safe both in terms of the methodology they adopt and the topics they deal with (Tomlinson 2001). The caution around topics has been captured by the acronym PARSNIPs as a guide for topics to be avoided in published materials (Politics, Alcohol, Religion, Sex, Narcotics, Isms and Pork). The continued presence of graded grammar syllabuses in the vast majority of coursebooks can be seen as one example of a certain methodological conservatism. Findings from second language acquisition research and corpus linguistics certainly seem to be slow to filter through to coursebooks, and it is arguable that some of the changes that do occur, the emphasis on task-based methodology, for example, are more cosmetic than real.

2. The coursebook deskills teachers.

The coursebook deskills the teachers, that is, if they use the coursebook as the primary source for teaching, their role will be limited to presenting others’ prepared materials and/or ideas (e.g. Richards and Renandya, 2002). Teachers, particularly inexperienced teachers, may find it all too easy to follow the coursebook uncritically instead of using their initiative and so the set structure and sequence of the coursebook may inhibit a teacher’s initiative and creativity (Ur, 1996).

3. The coursebook does not reflect learners’ needs, interests and learning styles.

The coursebook does not match the learners’ needs and interests (cf Canniveng and Martinez 2002). Learners have their own learning needs which no one coursebook can meet satisfactorily, and anyway the coursebook does not address learners’ real needs (Ur, 1996). She also indicates that the coursebook does not cater for the variety of learning styles and strategies that exist in classes.

4. The coursebook costs money.

Coursebooks are expensive and represent a financial burden for learners and/or for Ministries of Education in many parts of the world countries. Richards and Renandya (2002) argue, therefore, that the impact of the coursebook on learners and teachers should be carefully assessed.

Responses

How fair are these criticisms? Gill (2000) has taken the DOGME group to task for their criticisms, expressing concerns about “zealots promoting *their* methodological approach as the one true path and the threats presented by the deluge of materials dangled in front of teachers and learners these days”. He argues that neither Dogme nor chastity holds a great deal of appeal, suggesting that the Dogme group has its own “agenda imposed from outside (above?), rigidity, unquestioning acceptance and nightmare consequences of nonconformity”. Gill also notes, pertinently and perhaps even impertinently, that chastity is associated with a sense of cutting off oneself from a useful source intentionally and going on to stigmatize and devalue such a useful source for others. Prowse (2005), in similar vein, though not talking specifically about the DOGME group, argues that coursebooks are a soft target and that there is a certain snobbery in deriding them. According to Prowse, “the main force behind the attack on coursebooks comes from what could be described as ‘The Curse of the Four Week Course’ (p.3).” By this he means a methodological over-generalisation from the peculiar demands of the BANA (the private language sector in Britain, Australasia and North America) teaching situation and the short courses of training which some native speakers undertake before starting teaching ever-changing groups for brief periods.

The argument that coursebooks deskill teachers can also be turned on its head. Prowse (ibid.) notes that many teachers in the TESEP world (tertiary, secondary, primary, as state education in the developing countries) face “large classes they see regularly over a year or more, a high number of contact hours, the frequent need to have more than one job to make ends meet, as well as the need to run a home”; in these conditions, he argues, the last thing they want “is to have to sit down and write their own materials for each lesson. To suggest this or imply it as a goal is a form of methodological imperialism as dangerous as the ‘global’ coursebook” (p.3). Indeed, as, for example, Mares (2003) argues, coursebooks often act as a kind of *de facto* teacher training and may, indeed, be the only form of training some teachers get. Edge and Wharton (1998) maintain that both novice and experienced teachers can benefit from the coursebook: novice teachers may gain from activities that guide them practically, while experienced teachers may recognize quickly the theoretical position of the book and interact with it more critically.

Following the PARSNIPs guideline can certainly lead to blandness, but we need to acknowledge that that is not necessarily the case. ‘Safe’ is not a synonym of ‘boring’ any more than ‘provocative’ is a synonym of ‘interesting’. It also has to be conceded that no coursebook can be clearly targeted to the needs,

interests and learning styles of a particular group. On the other hand, one benefit of the standard coursebook should be just that: standard. It should ensure a *minimum* standard of provision for learners in different localities and contexts. Equally, it should ensure a *minimum* standard in terms of physical presentation and durability of materials. We also have to take into account that “coursebooks do not exist in a vacuum: they exist for and are shaped by a purpose within a particular context of use, culture and ideology” (Wala 2003: 60). At the simplest level, they may be required to cover the national curriculum; they may even be seen as vehicles for aspects of national policy (Mukundan 2006). One can also question how realistic and reasonable some people’s expectations of coursebooks are. Can any material really cater for different learning styles in any meaningful way? It is reasonable to expect a variety of activities from a coursebook, but surely the fine-tuning of materials in terms of learning styles must stay in the hands of the teacher on the spot.

Sheldon (1988 p.237) states that the coursebook represents the “visible heart” for teachers and learners. In this sense, Hutchinson and Torres (1994) argue that it would be more constructive if teachers and theorists abandoned their hostile attitude to the coursebook and focused on helping teachers to become better consumers of the coursebook by teaching them how to select from, adapt and use the coursebook effectively. As part of this process, we need to identify core realistic expectations of coursebooks. These might include the following:

- To provide potentially engaging spoken and written texts, some of which should be authentic or at least replicate features of authentic texts.
- To provide activities which promote interaction among the learners and/or between the teacher and the learners.
- To provide activities which get learners to think about the form of the target language.
- To provide activities which broaden learners’ cultural awareness.
- To provide a *suggested* route through the materials.

What we need to get away from is the idea that ‘doing the coursebook’ is the same as learning a language. We are all familiar with learners who have ‘done’, say Headway Intermediate, but cannot actually *do* any of the language in it. Abandoning the collocation ‘do’ + ‘coursebook’ would be a small step in the right direction; a bigger step would be to start speaking of *source books* rather than *coursebooks*. Source books would be different from coursebooks in that they would provide the resources to create a course; they would be

different from resource books, which typically focus on one kind of activity e.g. role plays, in that they would aim for balanced coverage of language and activities over the range of materials provided. Only one letter and a word space change, but it would be a huge change in attitude.

References

- Canniveng, C. & Martinez, M. (2003) Materials development and teacher training. In: Tomlinson ed. *Developing materials for language teaching* London, Continuum Press.
- Edge, J. & Wharton, S. (1998) Autonomy and development: living in the materials world. In: Tomlinson, B. ed. *Materials development in language teaching* Cambridge, Cambridge University Press.
- Gill, S. (2000) Against dogma: A Plea for moderation [Internet]. Available from: <<http://www.thornburyscott.com/tu/gill.htm>> [Accessed 23 December 2008]
- Hutchinson, T. & Torres, E. (1994) The textbook as agent of change. *ELT Journals*, 48(4).
- Mares, C. (2003) Writing a coursebook. In: Tomlinson, B. ed. *Materials development for language teaching* London, Continuum Press.
- Meddings, L. and Thornbury, S (2003) What dogme feels like. *Humanising Language Teaching* [Internet], November, 5/6. Available from: <<http://www.hltmag.co.uk/nov03/sart1.htm>> [Accessed 15 November 2008].
- Mukundan, J. (2006) Are there new ways of evaluating ELT textbooks? In: Mukundan, J. ed. *Readings on ELT materials II*. Malaysia, Pearson Malaysia Sdn. Bhd.
- Prowse, Philip (2005) Coursebooks? Of course! Paper presented at the Norwich Institute for Language Education conference at University of East Anglia.
- Richards, J. & Renandya, W. eds. (2002). *Methodology in language teaching: an anthology of current practice*. Cambridge, Cambridge University Press.
- Sheldon, L. (1988) Evaluating ELT textbooks and materials. *ELT Journal* 42/2.
- Thornbury, S. (2005) Dogme: dancing in the dark? *Folio* 9/2.
- Thornbury, S. (2000) A Dogma for EFL. *IATEFL Issues* 153, 2. Thornbury, S. and Meddings, L (2001). The roaring in the chimney (or: what coursebooks are good for) (*Humanising Language Teaching*, September, 3/5. Available from: <<http://www.hltmag.co.uk/sep01/sart8.htm>> [Accessed 8 November 2008].
- Tomlinson, B. (2001) Materials Development. In: R. Carter and D. Nunan (eds.) *The Cambridge Guide to Teaching English to Speakers of Other Languages* Cambridge: Cambridge University Press.
- Ur, P. (1996) *A course in language teaching: practice and theory*. Cambridge, Cambridge University Press.
- Wala, D. A. S. (2003) A coursebook is what it is because of what it has to do: an editor's perspectives. In: Tomlinson, B. ed. *Materials development for language teaching*. London, Continuum Pres.
- Ivor Timmis is Reader in ELT at Leeds Metropolitan University where he teaches on the MA in ELT and Materials Development course and supervises PhD students. He is particularly interested in spoken corpora and their relevance for ELT.*
- Jayakaran Mukundan teaches at Universiti Putra Malaysia. His research interest is in ELT Materials and he organizes an ELT Materials SIG every two years. Jaya is Visiting Fellow at Leeds Metropolitan University, UK and a Director of the Extensive Reading Foundation.*
- Ali Ata Alkhaldi is currently completing a PhD in Applied Linguistics at Leeds Metropolitan University. He has taught English as a FL in Jordan and United Arab Emirates. His main interest is in the development of English language materials for non-native speakers of English.*

Authentic materials in English Language Teaching: are they as important as we think?

Clare Wardman, York St John University

This paper is primarily written to play devil's advocate, challenging the 'general consensus in language teaching that the use of authentic materials in the classroom is beneficial to the learning process' (Guariento and Morley, 2001: 347). Firstly, it will address some of the complexities involved in defining concepts of authenticity before touching on what we currently believe about the benefits and problems associated with using authentic materials. The principal section of the paper will offer an in-depth review of six studies amongst the very limited research literature available on the subject of the effect of authentic materials in the language classroom. Conclusions will be drawn that will go some way to addressing the question posed and suggestions offered regarding future research.

Defining authenticity

Defining what 'authentic' actually means is not a straightforward process. The more philosophical approaches offered by Van Lier (1996) and McDonald et al (2006) will not be considered here. Breen (1985) posited the idea of 'multiple authenticities', with four broad areas for describing authenticity: texts used with learners, learners' interpretations of texts, tasks developed from materials and the actual social situation of the language classroom. It is the first of these that this paper will specifically deal with, adopting this oft-cited definition of an authentic text as 'a text that was created to fulfil some social purpose in the language community in which it was produced' (Little, Devitt and Singleton, 1989: 25).

The pros and cons of authentic materials

Practitioner intuitions and assumptions about teaching with authentic materials have led to the 'general consensus' of opinion as expressed above. This means that there is a well developed sense of the advantages and disadvantages of authentic materials. The main focus for language teachers and materials writers has been the claim that authentic materials are more motivating, enjoyable and interesting (Brumfit & Johnson, 1979; Little et al, 1989; Guariento & Morley, 2001). Many language professionals consider, almost

intuitively, that 'the language of the real world is what learners need to be exposed to because that language is uncompromising towards the learner and reflects real-world goals.' (Clarke, 1989: 73). Authentic materials can feel empowering for learners and give them the confidence to grapple with texts in the target language outside of the classroom. They can also be more culturally interesting and more topical current issues can be treated.

The advantages of using authentic materials are frequently discussed, as we have seen above, but there are a number of disadvantages that most English Language teachers accept. It is difficult to get an appropriate level of text for a group, although it is generally acknowledged that the task is the most important element. Making a task feel authentic is challenging, but the authenticity of the text is ultimately compromised by adopting a non-authentic task and the benefits, if any, are lost (Taylor, 1994). Authentic materials are often culturally biased and require more contextualisation and sensitivity in their use. The advantage of topical materials has a flipside in that materials quickly become outdated and lose their potency as a result. This means that the search for good authentic materials at an appropriate level is an ongoing process which is time-consuming for teachers. It is important for teachers to know that these materials offer greater benefits than prepared artificial texts, and so we now turn to the research to see what it tells us.

Existing research and its limitations

It may well be the case that there are substantial benefits in using authentic materials and any research to prove or disprove this is laudable and to be encouraged. I will now present the empirical research available regarding the value of authentic materials for both motivation and attainment of learners. The most startling finding is the sheer paucity of empirical evidence to support the stance of the Communicative Language Teaching movement in promoting authentic materials as important to the learning process.

Kienbaum *et al* (1986) were among the first to offer any research into the growing desire of communicative language teachers to adopt authentic materials. They

sought to prove that using authentic materials kept students interested in the subject of foreign language learning and they monitored the academic progress of their learners alongside a control group. The experimental groups used solely authentic materials in a communicative language setting, although the tasks associated with the texts were not particularly 'authentic' in themselves. The control group, on the other hand, underwent training in a traditional approach, rather than a communicative approach using 'inauthentic' materials, which would have been preferable if a true comparison of the current options for teachers was to be sought.

The results of the research were almost wholly statistically insignificant in looking at both attitudes and attainment in language learning. The research group acknowledged that the groups were small and it is also a shame that the control group in two of the three languages being learned was half the size of the experimental group. This research, therefore, can lead to two interpretations. One is that the group sizes were too small in this case but that larger groups might bring more favourable results for those keen on using authentic materials. The other is that the results may well be the same with a larger group of learners. Either way, it seems hasty of the research group to so positively advocate the use of such materials in their recommendation that 'teachers augment liberally the use of authentic materials into their... classrooms' (Kienbaum *et al*, 1986: 21).

Gonzalez's research, an unpublished doctoral thesis from 1990, looked at the effect of authentic materials on attitude, motivation, and culture and language achievement. Peacock (1997) summarises Gonzalez's findings as finding no statistically significant difference in motivation when authentic materials were used. However, he raises concerns over the validity of the research since data was only collected from a self-report questionnaire of 43 students. The findings, as they stand, do bear out Kienbaum's research results in that they offer no proof that the use of authentic materials is really beneficial.

Peacock himself hoped to offer some more convincing results to the ELT community as a response to his review of current research (Peacock, 1997). He studied two English language classes at a South Korean university and attempted to show that 'when authentic materials were used levels of on-task behaviour, observed motivation, and self-reported motivation would increase (or decrease) significantly' (Peacock, 1997: 146).

Peacock found that on-task behaviour was more favourable when using authentic materials, although the difference only showed itself after Day 8 of the study. His observations showed that overall class motivation was greater when using authentic materials. A self-reported learner questionnaire showed no

significant difference in motivation levels overall, but a statistically significant difference was observed from Day 9-20 of the study, with authentic materials proving popular after the initial period. Peacock suggests that this may be due to the learners getting used to the new material, a view which Baniabdelrahman (2006) would support (see below). However, he did also find that learners found authentic materials to be less interesting than artificial texts, which perhaps suggests that very particular types of motivation are affected by the use of these materials. Peacock's research suffers from being a small-scale study with only 31 subjects and therefore it is as difficult to draw conclusive proof to support the use of authentic materials from this study, as it is for others, although it is acknowledged that this study at least succeeded in gaining statistical significance in a number of areas.

Chavez (1998) studied the correlations between authentic materials and students' perception of authenticity, enjoyment and contribution to learning by conducting a survey of 186 university-level learners of German. Her results are interesting and generally significant within the confines of the experiment. The subjects reported that native inception (i.e. the text being produced by a native speaker/ writer) is highly favoured across all categories, although the factor also appears strongly in terms of increasing anxiety levels when considering listening tasks. Some results were unsurprising, for example, the fact that reading a menu is considered to be less difficult than reading a letter or a literary text. Generally speaking, the results demonstrated that learners do appreciate authentic materials but that other factors, including the level of learner control or initiative over a situation and the task associated with the text, also need to be taken into consideration.

The fact that the scenarios were clustered together in the 212-item survey, especially given that the subjects had ample time to complete it, either at home or in class, may cause concern. It appears it would be relatively easy to work out what the questioners were hoping to hear, thereby bringing the subject expectancy variable into play. Chavez never suggests that her study offers more than a glimpse into the perceptions of language learners. However, the language teaching community needs a more distanced, empirical view on the benefits of authentic materials than a report on what learners think about learning a language, especially since this study was conducted outside of a lesson and, for some, outside of a classroom.

Berardo's research was a product of serendipity, in that she was asked to teach an intensive reading course and noticed that her students reacted badly to the coursebook used. She created her own course using authentic materials from the internet and claims that her students found the materials more interesting, more up-to-date and 'generally more stimulating'. Her

research methodology is not described, suggesting that these findings may have been more as a result of casual observation and anecdotal evidence than a rigorous piece of action research. Her conclusions support the 'general consensus' view but, although interesting, a more thorough methodology would have been beneficial.

Baniabdelrahman investigated the effect of using authentic and non-authentic materials on reading comprehension. He also draws the reader's attention to the 'striking lack of supportive research that can provide the appropriate practical justification for their use in foreign/ second language teaching' (Baniabdelrahman, 2006: 12). His sound piece of research found that, after six weeks using solely authentic materials, the students showed no statistically significant difference in performance but that after twelve weeks the mean score of the experimental group was significantly higher. He posits some suggestions for why this may be the case, including the claims of others that the materials are more enjoyable and interesting, but the narrow scope of his study does not allow him to say with certainty why it demonstrated improved performance. Nor can he suggest whether this would be the case for other types of authentic material.

It can be seen above that concerns exist over the limited scope and nature of the empirical research conducted in this area of English Language Teaching to date. It is in our best interests, as a relatively young discipline, to ensure that we have a pedagogically sound and rigorously tested basis for using particular types of materials in our language classrooms.

We need to see research conducted in the areas of motivation and attainment, taking into account all the skills that learners need to develop. The groups of subjects need to be of a good size and the control groups need to be undergoing a realistic alternative to the authentic materials approach, i.e. a communicative language teaching approach using quasi-authentic or non-authentic materials, not a traditional grammar-based approach. Studying three groups would be beneficial, as we would then be able to see the effects of a totally authentic approach alongside a non-authentic approach and also study the benefits of using a combination of materials. It would also be beneficial to combine a self-report, survey approach with an observational method and testing on attainment in order to ensure that we do not simply canvass learners' opinions but actually see whether the materials make a significant and meaningful difference.

The difficulties of effective research

This ideal piece of research is an attainable but difficult goal. It would be unusual for a researcher to have access to three groups of over 35 students and to be able to control their teaching for a long enough

period of time to be able to see the differences that both Peacock (1997) and Baniabdelrahman (2006) say take some time to come to light. In addition, as Chavez (1998) shows, perception of authenticity, learner enjoyment and motivation can be tied up in a number of other factors. These include issues around the comparative easiness of different materials, the scope for the learner to demonstrate initiative and have control over their learning environment, as well as the perception of cultural factors in the materials. Is it possible to study these aspects separately from each other and get a viable result? However, if we do insist on combining all of these elements, would the resultant necessary research be on too big a scale for anyone to contemplate undertaking?

Acknowledging that the research required is large-scale brings us to one of the most fundamental issues in research, which is the question of funding. In order to conduct the ideal piece of research to offer some definitive answers to the language teaching community, a significant amount of money would be needed. Whether this funding would be forthcoming, given the existing 'sustained commitment to the use of authentic input material' (Clarke, 1989: 73), is questionable.

Pedagogical considerations

Taking into account that the ideal research study is probably some way away and that smaller-scale research projects are likely to continue to be undertaken, some perhaps demonstrating (as a few of the earlier studies have) a leaning towards adopting authentic materials in the classroom, teachers need to make decisions based on what we know to date.

It is true to say that it has not been categorically proven that the benefits of authentic materials outweigh non-authentic materials. Therefore, teachers need to be careful to avoid a whole-hearted endorsement of an approach that uses solely authentic materials. The current research would point to a more pragmatic and balanced methodology, using authentic materials for specific purposes within a syllabus. Since sound research by Baniabdelrahman (2006) suggests that attainment in reading comprehension can improve with the use of authentic materials, this would seem to be an area in which teachers may like to enhance their existing materials by using authentic texts, but they should note that students appear to prefer the grading of tasks not texts (Chavez, 1998) in adapting the materials for the group. However, it is important to recognise that by adopting authentic materials in the classroom, the teacher is not necessarily automatically increasing the level of interest in the texts (Peacock, 1997), as others have claimed is intrinsically true (Little et al, 1989).

Teachers need to maintain an air of criticality when

being told what to teach their groups, as they are often best-placed to decide what suits their classes. They will be able to decide for themselves whether an authentic text or a non-authentic one is the more culturally inappropriate model and whether their class will benefit from the challenge of working on unedited literary writing or whether it will need adapting. Although good research is important, how teachers choose to teach will perhaps always come down to these more individual preferences and this may not be a bad thing, as needs analyses can only be successfully done at this level.

Summary

In this paper, we have seen that the current corpus of research in the field of the use of authentic materials in English language teaching is insufficient for teachers to be able to draw firm conclusions with regards to their practice in the classroom. I have suggested that more probing and statistically sound research is required and acknowledged some of the difficulties inherent in this undertaking. By studying the research that is available, it is possible to suggest that authentic materials may have real benefits in certain areas of language learning, particularly in reading comprehension, and the level of enjoyment that learners experience from working with authentic materials. However, studies on whether all aspects of learner motivation and attainment are increased have been largely inconclusive. Therefore, we should await further sound research to demonstrate one way or another before pronouncing that the 'general consensus' (Guariento & Morley, 2001: 347) to teach principally using authentic materials is a valid approach.

References

- Baniabdelrahman, A. A. (2006). "The Effect of Using Authentic English Language Materials on EFL Students' Achievement in Reading Comprehension", *Journal of Education and Psychological Sciences*, 7: 1.
- Berardo, S. A. (2006) *The use of authentic materials in the teaching of reading The Reading Matrix*, 6:2
- Breen, M. P. (1985) *Authenticity in the language classroom Applied Linguistics*, 6
- Brumfit, C.J & Johnson K. (1979). *The Communicative Approach to Language Teaching*. Oxford: OUP.
- Chavez, M. (1998). 'Learner's perspectives on authenticity', *International Review of Applied Linguistics in Language Teaching*, 36:4.
- Clarke, D. F. (1989). 'Communicative theory and its influence on materials production', *Language Teaching*, 22:2.
- Guariento, W. & Morley J. (2001). 'Text and task authenticity in the EFL classroom', *ELT Journal*, 55:4.
- Kienbaum, B. E., Russell, A. J. & Welty, S. (1986). *Communicative Competence in Foreign Language Learning with Authentic Materials*. Final Project Report. Purdue University, Calumet, Indiana. ERIC No. ED 275 200.
- Little, D., Devitt, S. & Singleton, D. (1989). *Learning Foreign Languages from Authentic Texts: Theory and Practice*. Authentik: Dublin.
- MacDonald, M., Badger, R. & Dasli, M, (2006). 'Authenticity, Culture and Language Learning', *Language and Intercultural Communication* 6:3&4.
- Peacock, M. (1997). 'The effect of authentic materials on the motivation of EFL learners', *ELT Journal*, 51:2.
- Taylor, D. (1994). 'Inauthentic Authenticity or Authentic Inauthenticity?' *TESL-EJ*, 1 (2) 1-9. On WWW at < <http://www-writing.berkeley.edu/TESL-EJ/ej02/a.1.html>>. Accessed on 5 March 2008.
- Van Lier, L. (1996). *Interaction in the Language Curriculum*. London: Longman

Clare Wardman is a postgraduate student at York St John University, studying for an MA in English Language Teaching, following a first degree in French and Linguistics from the University of York. She is CELTA trained and teaches EFL and ESOL one-to-one. Her current research interests concern the use of authentic materials in language teaching, the provision of support for UK primary children with English as an Additional Language and issues surrounding teaching English on a one-to-one basis.

FOR MATSDA MEMBERSHIP PLEASE CONTACT

Susi Pearson, MATSDA Membership Secretary, Norwich Institute for Language Education,
82 Upper St Giles Street, Norwich NR2 1LT, UK, e-mail: matsdamembershipsec@nile-elt.com

Co-authoring coursebooks

Jeff Stranks, Brazil

A glance at the catalogue of any major publisher will show quite quickly that when it comes to classroom materials (as opposed to resource books for teachers, for example), the majority are co-authored. There are of course notable exceptions, but the rule generally holds, I think, especially in relation to coursebooks, which is what this article will refer to since that is where my own ELT writing experience almost exclusively lies.

What are the advantages of co-authoring? Why do so many do it? ELT coursebook writing falls, I think, into what Taleb (2007) refers to as a 'scaleable' profession – i.e. it is one where success comes to a few but equally one where many individuals involved in it (or who want to get involved in it) do not find any success at all, and by no means necessarily through a lack of ability (in this respect it might be compared with, say, acting, writing novels or singing). Such rewards as are gained by coursebook writing have to be divided if you co-author the material – so why do it? And anyway, shouldn't someone who sets out to write course material be capable (i.e. have a broad enough experience and ability) of doing it alone? The answers may or may not be obvious but here I offer four possible reasons.

The first is that of sheer practicality. There was a time, a long time ago now, where a coursebook was a one-off, or perhaps one of a series of two, and was essentially the Student's Book with occasionally some separate teacher materials, and maybe an activity or workbook. No more. Courses on which I have collaborated have been at a minimum of three levels, usually four to six. Material can now comprise not only the Students' Book, Workbook and Teacher's Book, but also CDROM materials, DVD materials, on-line resources, sometimes an extra grammar practice book – the amount of matter involved in course materials now has grown considerably (whether or not this is a good thing is another question – when one looks for example at what has been happening in the Italian market over the last decade or so, one sees an expansion of materials which is difficult to refer to as progress). Thus it would be enormously difficult for one person on their own, even working on a freelance basis, to cope with producing so much. Add to this the fact that coursebook writing does not consist merely of writing a manuscript, but involves revision and reading/checking of several proofs; plus the fact that markets now frequently require publishers to launch 3 or 4 levels of a coursebook (together with its peripherals)

simultaneously, and thus authors are under pressure to produce several levels very close together – and the task becomes greater and so does the need to divide the load.

But there are far more interesting reasons for co-authorship than this, of course. Principally, there is the synergy that co-authorship will normally bring. Brainstorming and planning content, getting ideas on to the table – so much easier and more enjoyable when you're not doing it on your own. (When the almost inevitable writer's block kicks in now and again, there's someone to turn to, too.) Now, for me, what has actually been most interesting about the area of synergy concerns distance. These days, a lot of co-authoring can of course be done at a distance and contact can be maintained electronically via email and more especially devices such as Skype. Now, as one might expect, this is less than desirable when it comes to the creative, brainstorming side of materials creation – sitting in the same room is naturally far more productive when creativity is required. But I have also found that the simple fact of being in the same room as your co-author(s) increases energy and productivity levels, even when the work at hand might be seen as requiring less synergy (e.g. writing lead-in and follow-up questions for a reading text, as compared to brainstorming and writing the text itself). It is, as most readers will know, simply good to sit in a room with someone else while you both work on a joint project. I certainly find it far, far less tempting to engage in avoidance strategies (so much more plentiful in the days of the internet) when working alongside my co-author. More gets done, and the glass of wine at the end of the day is all the better for being shared as well.

Which in effect brings me to the third of my reasons for advocating co-authorship – that of collegiality. On an absolutely personal level, this is of enormous importance. My involvement in a major coursebook project led me to give up my permanent job, one in which I had always felt a strong sense of professional community, of working together to attain a mutually defined goal. A sense of community, of collegiality, means the double pleasures of joint vision and joint satisfaction in joint achievement. Had I been writing materials alone, I would have felt the lack of that community spirit and collegiality – after all, a lot of time can be spent alone in front of a computer. It's simply the sharing – of ideas, of responsibility, of success (and maybe, sometimes, the opposite) and of

feelings – that makes the difference. At which point, I mean to mention editors. My own experience of working with the editors of publishing houses has been, I am happy to say, very positive, but it is not hard to imagine moments when disagreements might arise between authors and editors – more particularly, perhaps, between the visions of the authors and those of the editors, the latter often being necessarily driven by market requirements as well as pedagogical considerations. I imagine it would be easier to argue one's corner when accompanied by another author – although that might not necessarily mean getting what you want!

Last but not least comes learning. Co-authorship allows the possibility of enormous amounts of it, and it is intimately linked to the concept of collegiality, of course. Different activity types and new, interesting variations on ones you already know about and use; websites with interesting content for potential use; a quicker way of inserting footers into your Word documents, or when and how to use 'track changes' when revising drafts; how to work with software that allows different authors to work on the same documents without confusing one draft with another; why certain exercise types do or don't work with particular areas of grammar or lexis; and so on. Maybe even the realisation that you can actually write some kinds of material which you had previously thought you were not capable of, because your co-author helps you do it and shows you that you can do it, too.

Authors bring different experience and different skills, which co-authors can then pick up on, if the desire is there. This leads to the double satisfaction of producing the material but also extending one's own abilities, knowledge and skills. This latter has been very much my own experience and for that I am, of course, indebted to my brilliant co-authors – no names here, but you can easily find out if you don't already know, and they of course know who they are. If I have managed to reciprocate a tenth of what I have learned from them, then I'm happy. I am grateful to them in different, but always very large, measures.

Reference

Taleb, Nassim Nicholas (2007) *The Black Swan*. London: Penguin Books

Jeff Stranks has worked in ELT for over 30 years, in particular with Bell in the UK. Based in Rio de Janeiro since 1991, he spent many years running COTE and DELTA courses. He is now a freelance materials writer and trainer, and has co-authored English in Mind and More!, both for Cambridge University Press, and Fairway for Klett.

Language Learner Literature Writers' Group

Hi, This is Rob Waring. Please consider joining the all new *Language Learner Literature Writers Group*. We'll discuss issues related to the writing of graded readers and other Language Learner Literature.

This is a place to ask questions about the writing of graded readers, ask if a title has already been published, suggest ideas for readers, ask about markets, availability, simplification issues, gradings etc. Note this is a group independent of any particular publisher.

If you have written or wish to write graded readers or other LLL, please consider joining.

At the moment (till the spammers find us) we'll be an open group.

http://groups.yahoo.com/group/LLL_writers

Tell all and sundry please.

Rob

Coursebook Development: An Indian Perspective

*Harshwardhan Kadepurkar, Maharashtra State Board of Secondary
and Higher Secondary Education, India*

A coursebook has an important place in any English language course. Particularly for teachers and students who have to actually use it, a coursebook assumes a special significance. Other stakeholders - such as the school heads, the parents, the education officers and Inspectors of Education also have an interest in it.

Who prepares coursebooks? What and how much do they know about the context in which they are to be used? Are they familiar with the teachers and the students who have to use them? Do they know about 'their' expectations of a coursebook? How important is the needs analysis? Do the coursebook writers need to have experience of teaching at the level? How much experience do they need? How do the coursebook writers balance the theoretical requirements with the reality on the ground? Where does the theory come from? Does it come from the classroom or from the theorist's brain? Is there any one such theory which will apply in all contexts of teaching? Is it possible to develop a coursebook which will draw on only one theory of language? Or is it the case that the coursebook writers have to combine, mix up a number of theories? What are the basic principles of coursebook development? Is there any such thing as a standard design for coursebooks? Or is it for the writers to develop a design considering the needs of the learners and the context?

The questions are endless. Answers, however, are not readily available. Literature on materials abounds with advice on the evaluation of materials, but very little has been written on the development of materials. From my own modest experience of materials writing, I propose to share with readers how we dealt with these questions. As Convener of the Board of Studies in English for the State Board, I have been in charge of the curriculum renewal process in Maharashtra, India.

Background

Maharashtra is one of the largest states of India, with a population reaching 100 million. Around 1.7 million students at Class X level and around 1.3 million students at Class XII level study English as a compulsory subject, under the state-driven system. The numbers are alarming and the context is varied. How can one introduce an innovation in language teaching which will work in this kind of situation?

The State Board of Secondary and Higher Secondary Education is responsible for curriculum development and curriculum implementation for classes IX to XII, that is two years of secondary and two years of higher secondary level education. The Board of Studies in English designs syllabuses, develops coursebooks and teachers' handbooks, finalises the testing framework and organises in-service training programmes for teachers and also on-going support programmes.

The Board has developed six coursebooks and teachers' handbooks in the last three years. All the coursebooks are currently in use throughout the state and teachers and students seem to be happy with the new coursebooks. I shall now briefly describe how we developed the coursebooks, bearing in mind the questions listed above.

Coursebook Development in Maharashtra

Maharashtra has had a long history of English language teaching. Until the 1960s, however, the approach to teaching/ learning English was 'classical'. The coursebooks were typical of the times: 'prose anthologies' and 'golden treasuries'. The methods of teaching were autocratic and paternalistic. With the advent of Structuralism in the sixties, some changes were made in the approach, but things did not change much. The first major change was introduced in 1993-94, with a locally developed curriculum model. The new curriculum was a synthesis between the familiar structural syllabus and communicative methodology. The next curriculum change was introduced in 2005-6. This write-up deals with the process of coursebook development at this stage.

The first basic issue was the 'approach to teaching and learning'. We felt it necessary to take a clear position on two questions: 'What is language?' and 'How do we learn a language?' Language, we said, is not a close-ended, fixed, 'dead' entity. It is an open-ended, extendable and modifiable activity. It is dynamic. It is ever-changing. As far as language learning is concerned, we felt that the major theories of language learning such as the Empiricist, the Rationalist and the Interactionist offer useful insights, but as coursebook writers we had to adopt an eclectic approach. 'Practice' is important in language learning, but 'Discovery' is equally important and learners need to be given adequate opportunities for

'Interaction' with each other. Further, language is not only a system of communication, but it is also a social institution. Therefore, along with the development of language skills, values and cultural aspects need to be kept in focus.

All these deliberations helped us in a number of ways. The selection of appropriate 'texts' is an important aspect in coursebook development, particularly in contexts such as India, where English is a second language. The texts have to be communicatively relevant and yet contextually appropriate. This also helped us in selecting texts from the literary canons at one end and also texts such as 'Is SMS ruining the English Language?' at the other end. The illustrative text we used was Hamlet's soliloquy 'To be or not to be' in SMS language, along with the regular text. The task for the students was to go through both the texts and decide, working in pairs/groups, which one of the two versions conveys all the nuances. As coursebook developers, we thought it necessary to demonstrate that we were aware of the reality of the changing form of English language. This also helped us in developing language tasks. If learners have to be involved in the learning process, they need to be given opportunities for meaningful participation in the process. Keeping this in mind, pre-reading, while-reading and post-reading tasks were developed. A large variety of vocabulary and grammar tasks were also developed.

Aims and Objectives, Syllabus and Materials, Methods and Techniques and Testing and Evaluation are usually considered to be the main components of a curriculum. The writers, therefore, were asked to clearly understand the stated aims and objectives of the syllabus and to check at every stage of work whether they were reflected in the coursebook. In the same way, the curriculum framework was looked into. The framework consisted of aims and objectives, syllabus content, grammatical items to be covered, approach to vocabulary and grammar, recommendations regarding materials, recommendations regarding teaching/learning procedures and a note on testing framework. The framework provided a clear focus on the development of basic language skills. The design of the coursebook was developed keeping in mind the objectives and the syllabus items. In a developing country like India it is not possible to think of a set comprising a number of books to be used, that is, the learner's reader, the grammar book, the workbook, the supplementary reader, and so on. All these things are important and are offered through just one book, which we call a composite book. So our coursebook is a learner's reader, a learner's workbook and also a teacher's handbook, 'three-in-one'.

Who prepares coursebooks? As elsewhere, ELT Professionals/ Experts used to prepare coursebooks for the Board in the past. This time, however, we experimented by inviting practising teachers to write the coursebooks (see Kadepurkar 2008). The decision to involve teachers in the process was taken considering the

current thinking in this respect. This decision helped us in dealing with questions regarding the familiarity with the context, familiarity with teachers and students and their expectations from coursebooks. These teachers had first-hand experience of teaching at the level and had taught for at least ten years. Though they did not have any formal experience of writing coursebooks, these teachers had demonstrated that they were able to select the right kind of materials and were also able to develop tasks on them. They were given a short but intensive training in materials writing. ELT 'experts' were involved in the process only at the stage of review of the manuscript. Their comments and suggestions were considered and necessary changes and corrections were made.

For the writers and editors of the coursebooks, it was an innovative experience of learning through the process. They learned how different theories of learning have to be synthesised while developing language tasks. The writers also realised that we can start with a tentative design for a coursebook, but as we go along, we have to make a number of changes in the design. It is like writing an introduction to the book, which comes at the beginning of the book and yet is written at the end of the process!

In short, this is how we tried to deal with some of the questions confronting us while preparing our coursebooks. I won't claim that we found answers to all the questions. In fact, many more questions came up on the way. And these questions kept troubling us throughout our 'journey', kept us on our toes all the time, not allowing us to be complacent at any stage. If at all we got anything from the process, it was 'a deep sense of humility', a realisation that there are 'many more miles to go'.

References

Kadepurkar, H. (2008) When teachers write coursebooks in *The Teacher Trainer* 22/3

Kumarbharati, Yuvakbharati et al (2006-7) *A Coursebook in English (Standards IX - XII) plus English Readers* Pune, India: Maharashtra State Board of Secondary and Higher Secondary Education

As Convener (Honorary) of the Board of Studies in English for the Maharashtra State Board of Secondary and Higher Secondary Education, Pune, India, for two decades, Harshwardhan Kadepurkar has led two major curriculum renewal projects (1993-1995 and 2003-2005) for the Board involving millions of students and thousands of teachers. His responsibilities have included: designing new syllabuses, preparing new coursebooks and teachers' handbooks, finalising the evaluation framework, organising in-service teacher training programmes and on-going support programmes for the benefit of teachers. He has presented papers at international conferences and has published articles in a range of professional journals.

harsh.kadepurkar@gmail.com

Shark-infested Waters

Duncan Prowse, UK

What's it like to be a pilot fish in the shark-infested waters of EFL? Imagine an ESOL ocean with sharp-toothed commercial publishers and baleen-feeding university presses at the top of the food chain. They are impressive, but ultimately dependent on the rich and colourful diversity of smaller creatures in the great sea in which they swim.

Actually, it's not just the predator publishers that make the life of a small, pilot fish publisher so exciting. There are lots of other environmental hazards. Probably the most threatening are the reefs of government control and the cultural conger eels which defend their territories like EU fishing quotas. My favourite example comes from a charming and helpful colleague in a country that shall remain nameless. This is an edited-for-anonymity version of the letter he wrote discussing possible editorial changes:

'I know that what I am asking you to do is too much but we are not a liberal and democratic country. We can't talk about politics in general, governments, leaders... our opinions about conflicts... criticise armies or police... talk about slavery or racism, terrorism, poverty, the right of not approving laws; freedom of media is forbidden etc... We can't talk about religion, alcohol, sex, drugs, condoms, gays, divorce, discos, dancing, modelling, dating, girlfriends, boyfriends, kissing, single parents, gambling, prison, murder, smoking, living together without marriage. If I missed a phrase that is inappropriate please change it.'

So that's reassuring – large parts of the ESOL ocean are out of bounds for cultural-political reasons. It makes one wonder why anyone learns English for international communication. Maybe all EFL materials should stick to Incoterms¹ and numbers for speculating in oil?

Sometimes the water is even murkier than that. In another nameless country recently, a security service colonel suddenly appeared in the Ministry of Education. He was given a large office and proceeded to make decisions. One of these was that a certain range of books were 'no longer in the interest of the state' and were thus immediately deleted from the list

of government approved texts for schools.

Actually the ESOL ocean is very large and there is plenty of room for small but interesting fish. There are many reasons for this. One is that over the years the whales and sharks have tended to gather the main markets to their ample bosoms through wholly-owned subsidiary companies. The usual method, now well-tested, is to build up a local distributor for several years. He or she is encouraged and supported and prospers mightily. Then along comes the big trawler which sweeps the market s/he has created into the multi-nationals' net and the independent distributor is thrown overboard. However, he or she has benefited from years of training – visits by famous authors and sales experts, contacts with the British Council, participation in international conferences, workshops and displays at local exhibitions. S/he now knows good materials when s/he sees them, but has none to sell to loyal customers. Enter the independent publisher who, if he or she can offer materials that stand up to scrutiny, has a ready-made, enthusiastic and experienced partner.

Whisper it not but there are many countries where the local publishers of English for schools are just as good as the UK and US multi-nationals. In Germany, for example, Oxford and Cambridge have for years been locked in a loving embrace by Cornelsen and Klett respectively. This permits them to swim in the German ESOL sea, but it also prevents them from biting more than symbolic chunks from the plump tuna that is German educational spending. Scandinavian educational publishers produce marvellous materials for small markets without any help (or hope of sharing) by the big British companies. Scandinavian teachers are discerning and have generous budgets. They like variety. Local publishers are happy to offer it by buying-in from independents, as long as this doesn't mean being swamped in their own markets by global whales. The Greek publishers, of course, have turned the competition back on the Brits and are challenging them in the international market – although most think that the fig leaf of a UK address is needed for authenticity.

Spain is a cautionary tale for local EFL publishers. It is now about 20 years since the big UK companies colonised the market, forcing the one remaining

¹ Incoterms are internationally recognised codes used in import and export trade, for example EXW (ex-works), DDU (delivered duty unpaid) or FOB (free on-board). Each code describes the responsibilities of each party and sets the point at which ownership and liability for the goods changes.

Spanish contender, Santillana, to start a UK editorial base called Richmond, in order to compete. Italy now may be going the same way, with the Trojan sea-horses this time being the UK exam boards, Trinity College London and Cambridge ESOL which (as in many places) are filling a credibility gap in local qualifications.

Ought we British publishers to feel guilty about this apparent cultural imperialism? Ought we to develop a conscience like the Americans should have over Coca-Colonisation and Macjobs? In a post-Perestroika wave of altruism the British Council started two projects in former Soviet countries to help develop local expertise in ESOL publishing. Both successfully trained authors and editors to produce high quality EFL materials. The first project in Romania was then handed over to Oxford University Press through a competitive tendering process. The second project, in Russia, involved a local publisher and has been so successful that it may even have contributed to the decision to clip the British Council's wings in Russia.

We now seem to be back to the *realpolitik* approach. UK manufacturing has gone and with the bank bubble burst, the English language is one of Britain's last remaining economic resources; that and the freedom of expression, the liberty to be intellectually adventurous that we scarcely notice (or apparently value) as an asset. To Londoners, liberty may not seem like a tangible, positive force but in comparison to many capital cities the atmosphere is as relatively free of oppression as it is of pollution. We often forget that, with English, we are also selling the triple elixir of political, social and economic freedom.

The more adventurous end of the EFL market may also be able to sell something else. Cambridge ESOL found recently in their research that, as the students do very little reading of any kind beyond their EFL books, these provide a form of general literacy they would otherwise never get. The CLIL wave may be part of this convergence of language and life skills. Both teachers and students confusingly said that they wanted texts that were familiar and student-centred; but they also wanted materials that opened up new worlds and gave students experiences they would never normally get from the eddies of social networking and fierce currents of teenage peer pressure. The larger, safer publishers will always stick to the stuff that everyone recognises; the independents can help students to sail away on adventures in language.

Global publishers and often the local publishers can't afford to take risks with such adventures. But the small independent can. In fact, risk is the thing that the independent publisher can do best. No quarterly results for the stock market; no bureaucratic layers of vested interests; no nationalist agenda; few overheads – that above all. Anyone can be a publisher today. Ideas, a laptop and a good internet connection are all that is needed. Everything else is contracted out. The

writers and editors live where they want, from the South of France to San Francisco. Design can be done expertly and expensively in Brighton, or cheaply and plainly in Bangalore. Print runs in China can be small and frequent, with low stocks kept in locations where square metres are cheap. While the companies with prestige offices in expensive cities need courses that turn over a million as a minimum, the independents are happy with ten books that bring in a tenth of that.

There is another side to this gospel of small-is-beautiful. These days it takes just as much cash, or even more, to sell a product, as it does to invent it, develop it, produce and deliver it. Promotion is a huge investment. Creating the wave that the successful course surfs on requires author tours, teacher training, workshops, exhibitions, mailings, free copies, teams of reps, hard-nosed PR and viral marketing through the online social networks. In some places it is said to take plain corruption. The small publisher can hardly compete, but being interesting and quality-conscious still counts for something. There will always be the cautious Director of Studies who buys *Headway* for the tenth year running, but there will also be some who make discoveries and take risks with new materials and ideas.

The problem no one has yet resolved is the decline of the printed book. In education, especially in second and third world countries, the book still has a great future. The medieval technology is completely reliable. It needs no power (except brain power). When you open it, it's "on" and you can read it right away. It's cheap, simple, and easy to use. Can that be said of interactive whiteboards or online games? The educational truism that the best pictures are in the head still holds.

Obviously, the book has to move over and make space for electronics in many ways. Teacher's Guides and the extras with which every course is loaded will surely all be available online only. These never make money, yet they are expensive to print, stock-hold and transport to the customer, who then uses a photocopier on them anyway. It's bad for the environment and bad for the economics of publishing. Like it or not, these are being "Ikea-ed". IKEA is cheap because it's the customer's time that is used for everything – finding the furniture in the warehouse, transporting it home and assembling it. It is now many years since the American educational publishers had to price their textbooks up to absurdly high levels, simply because the revenue from them had to support milk crates of add-ons delivered free to every school. If the extras all come online, there is a chance of keeping printed textbooks relatively cheap. No one should vote for the end of print just yet, because no one has yet found an economic model that will allow reliable educational materials to be put into the hands of every student everywhere without it. And, in spite of the hype, there

are still lots of places in the world where broadband is not affordable or even available in schools. Even in developed economies like Germany, school computers tend to be corralled in computer labs and seldom used by language teachers.

So, there is a place for the independent – and always will be. Otherwise where would becalmed PLCs go shopping for new people and ideas? Remember small companies like Michael Lewis' Language Teaching Publications? It was swallowed by Thomson, which had been Prentice Hall and is now Cengage Learning. This in turn has netted Marshall-Cavendish ELT and

Summertown. In the ecology of the ESOL ocean there is space for the whales and the pilot fish. I know which I would rather be.

Duncan Prowse is an editor, publisher and writer; he has run independent publishing companies based in London since the 1970s, specialising in Modern Foreign Languages (English [EFL/ESOL], French, German, Spanish, Italian, Japanese); he has worked with publishers, teachers and academic institutions in many countries, including Italy, Germany, Greece, Scandinavia and Russia and is Managing Director of Brookemead ELT.

FOR MATSDA MEMBERSHIP PLEASE CONTACT

Susi Pearson, MATSDA Membership Secretary, Norwich Institute for Language Education,
82 Upper St Giles Street, Norwich NR2 1LT, UK, e-mail: matsdamembershipsec@nile-elt.com

Designing Constructivist Pre-Reading and Listening Tasks

Bena-Gül Peker, Gazi University Faculty of Education, Ankara Turkey

No man can reveal to you ought but that which already lies half asleep in the dawning of your knowledge. The teacher who walks in the shadow of his temple, among his followers, gives not of his wisdom, but rather of his faith and his lovingness. If he is indeed wise, he does not bid you enter the house of his wisdom, but rather leads you to the threshold of your own mind...

Kahlil Gibran, 2001, "The Prophet"

In following a communicative language teaching approach within a constructivist framework, there are many challenges to be met. If we want to enable our learners to become constructivist builders of knowledge, then we must find ways of overcoming these challenges. That is to say, we need to find appropriate task frameworks that can not only help teachers but also learners in fulfilling their roles to become constructivist teachers and learners. In so doing, we can create an arsenal of techniques that can be creatively used to meet such instructional needs and create the necessary expertise required in constructivist-oriented teaching and learning.

Clearly, the initial step in overcoming the challenges of constructivist teaching and learning is providing appropriate task frameworks. However, the question of what the teacher's role is in designing and delivering such frameworks is not clear. This question has not been adequately "answered for classroom teachers" (Eggen & Kauchak, 1999, p. 280). And yet, such a role is not only challenging and demanding but also requires expertise.

This paper suggests that such expertise can be gained by starting with tasks at the pre-reading and pre-listening stages. Following a brief discussion of the challenges of communicative language teaching within a constructivist framework, the paper suggests two task frameworks that can be used at these two stages so as to create the expertise required.

Constructivist Learning

Constructivist learning in the simplest sense involves meaningful experiences in which learners are actively constructing their own understanding. This has a very important implication for the role of the teacher. It indicates the need for the teacher to relinquish a centre-stage role. Instead of the teacher delivering the meaning,

it is learners that construct their own understanding of what they are learning, hence a minimised teacher role in which she avoids imposing her own opinions and values (Anderson & Krathwohl, 2001; Eggen & Kauchak, 1999; Roberts, 1998; Woofolk, 1998).

This, however, may be easier said than done. Many teachers are more used to directly instructing students in basic knowledge and skills (Eggen & Kauchak, 1999, p. 278). For this reason, it is extremely important that the teacher find a variety of approaches to enable learners to construct their own meanings, hence the first challenge in constructivist teaching and learning.

Another challenge lies in the nature of the delivery of knowledge. There are two different views of constructivism which inform us of the different ways in which knowledge can be delivered in a constructivist manner. Piaget's belief in the individual construction of knowledge informs us that learning is internal and discovery-oriented. Vygotsky's social constructivism tells us that learning happens in a social context in which learning is shared with others. We understand that learners discover new knowledge based on what they know through interaction with one another. Interaction seems important for learner growth in that it can help learners if they have a limited understanding of the topic. Thus, a second challenge, if we accept Vygotsky's view, is how to initiate and maintain an interaction that can guide learners towards knowledge construction when their own understanding of the topic is limited (Eggen & Kauchak, 1999; Woofolk, 1998).

A third challenge is creating and working with authentic tasks with the aim of enabling and facilitating meaningful learning. Authentic tasks require the same kind of understanding that learners would be used to in the world outside the classroom. In this way, learners may get a chance to simulate reality through appropriate tasks that can motivate them. And yet, it seems that it is easier to work with authentic data rather than to construct and work with authentic tasks (Nunan, 1989; 1993).

Constructivist Task Frameworks for Pre-Reading and Listening

One of the best ways of meeting such challenges is perhaps by starting with pre-tasks.

Tasks that aim at both authentic communication (Nunan, 1993) and constructivist knowledge building can be used at the pre-task stages of reading and listening. I would like to suggest two particular task frameworks, the use of metaphor and imagery, which I believe would be not only very practical but also quite provocative in terms of interaction.

At this point we might like to remember the usual aims of the pre-reading and pre-listening stages:

- To motivate students to want to read the text
- To activate students' background knowledge on the topic
- To have students predict the content of the text

Given these aims, there seem to be many ways of tackling pre-reading and pre-listening tasks. One way is to activate students' background knowledge, often referred to as schemata, which can help learners "to interpret a text meaningfully" (Hawkins, 1991, p.176). This frequently means eliciting learners' past experiences (Dubin and Bycina, 1991). Other kinds of pre-tasks include brainstorming, using mind maps and pictures, predicting, and matching (Ellis, 2003; Gül, 1992; Gül-Peker, 1999; Grellet, 1990; Nuttall, 1982; Tanner & Green, 1998, Willis, 1996).

Using Imagery and Metaphor in Pre-Tasks

Among the various task frameworks that can be used to enhance constructivist teaching and learning in pre-reading and listening tasks, there are two powerful ones: using *imagery* and *metaphor*. Imagery, usually referred to as a right-brain function, can be also identified by the names guided fantasy and visualisation. Putting it very simply, imagery is using the power of imagination to visualise oneself in a particular situation including all visual, auditory and kinaesthetic details. By asking learners to visualise a scene that is related to a reading or listening text, the teacher can enable them to see different maps of reality and hence help their constructing of new knowledge (Gawain, 1995; Revell & Norman, 1997; Ramsland, 1992).

Similarly, metaphor is a right brain function. For this reason, it is a powerful technique that teachers can use to give indirect advice or make indirect suggestions to learners. Such indirect suggestions can help learners get "a sudden new perspective" on any situation (Revell & Norman, 1997: 101) which can again help learners to construct their own knowledge. Metaphor can also enable great interaction among students and make possible social learning through sharing of ideas. In particular, the use of *creative metaphor* (Revell & Norman, 1999) can enable problem-solving and creative thinking by suggesting "metaphorical

comparisons" (ibid: 79), which can help learners to reconstruct knowledge in new and creative ways. We know that the human mind tends to think metaphorically and that a considerable percentage of most of our everyday concepts are represented by metaphor (Lakoff and Johnson, 1980).

Sample Task Procedures

The pre-tasks that will be mentioned here are meant to be used with a sample unit, which focuses on the topic of friendship. It is intended for young learners of Grade 8 (ages 13-14). The unit is built around texts which discuss what friendship is and the qualities of a true friend. Learners work on the meaning of a true friend in the texts and focus on the function of *describing and asking about personal qualities*. In the pre-reading stage of Reading 3, the learners are asked to visualise a pleasant day spent with their best friends. They are then asked to think about whether there are rules in their friendship and if so which rule they value the most (See Appendix for the sample reading - Reading 3). This reading text can also be considered as a listening text.

Task 1:

Using Imagery: Imagining yourself with your best friend

One possible procedure for visualisation is as follows:

Task instructions:

- Imagine your best friend.
- Think about a situation. You are together with your best friend.
- I want you to imagine all the details; the pictures, the sounds and the feelings.
- In a moment, I am going to ask you to close your eyes and see all these details in your mind's eye.
- Where are you? Can you see yourself and your friend? What are you doing? Notice all the details.
- Are there other people around you?
- Can you hear any voices or sounds? Notice all the sounds and voices.
- How do you feel? Is the feeling in any particular part of your body? Your heart for example? Notice how you are feeling. Keep this feeling with you.
- And now slowly come back to the classroom and open your eyes.

As is given above, the teacher guides learners through the visualisation. At the end of the visualisation task, the teacher can elicit the various scenes that

learners imagined. The teacher can also create a mind map by noting these different scenes on the board which may help everyone to get an overall idea of the possible ways that people experience friendship. Finally, by using this information, the teacher can coach the students to find out what friendship means for everyone in the class. This will give the learners a chance to interact and learn from each other.

Task 2:

Using Creative Metaphor: What is friendship like?

Procedure 1:

One possible procedure for using creative metaphor is as follows:

Task instructions:

- Think about friendship.
- If you were to compare friendship to something (state, object, thing etc.), what would it be?
- Let's hear some of your ideas (a mind map can be drawn at this stage).
- I would like you to think of why friendship may be similar to those things (or they can choose one metaphor and work on that)
- If you like you can work with a partner.

Learners will choose a metaphor of their own and work on that. If they wish, they may work with a partner who shares the same metaphorical comparison of friendship. After learners have had a chance to work through their metaphors, the teacher can write these metaphorical comparisons with their reasons as a mind map on the board.

Procedure 2:

An alternative procedure for using creative metaphor would be for the teacher to guide the learners by choosing a metaphor and asking learners to work on that. The procedure is as follows:

Task instructions:

- Think about friendship.
- If we wanted to compare friendship to (state, object, thing etc.), would you agree?
- For example, let's say that friendship is like a flower. We can give several reasons. Friendship is like a flower because it is delicate.
- Can you think of other reasons why?
- I would like you to think of other reasons and write them.
- If you like you can work with a partner.

In this procedure, learners are guided to think through metaphors suggested by the teacher or their peers.

Depending on the level of English and familiarity with the topic of the reading or listening text, the teacher can use either of the procedures. As learners gain more experience with working with metaphorical comparisons, the teacher can ask them to work with more challenging comparisons.

In both procedures, after the learners have worked with the metaphors and produced reasons, a whole class discussion can be held and that would be extremely useful and enjoyable from many perspectives. Firstly, the learners will experience a sense of discovery. Secondly, they will have shared ideas. Finally, they will have a chance to create their own meaning of friendship.

There are many common metaphors that can be used as a pre-task with learners. Some of these metaphors, for example that of learning, are extremely enjoyable to work with.

Some creative metaphors for learning English may be a *marathon* and *growing a tree* (Ramslund, 1992). Yet other examples may be *champagne* or *cheap perfume* (Gül-Peker, 2003).

Conclusion

This paper has drawn attention to and suggested the use of pre-reading and listening task frameworks with the aim of meeting the instructional needs of a constructivist classroom. In particular, it has suggested the two task frameworks of visualisation and creative metaphor which can be used with great ease not only with young learners both also with adult learners.

Visualisation and creative metaphor are two very powerful classroom tools that can enhance learners' concentration, imagination, creativity, and learning potential. While using visualisation can enhance creativity and imagination, exploring new metaphors can enable us to understand things in new ways. Thus, both task frameworks are extremely effective as constructivist teaching tools as they bring variety and challenge to teaching, enhance social interaction among learners and enable meaningful learning.

To sum up, as communicative language teachers of constructivist learners, we can make use of visualisation and creative metaphor in order to help our learners learn and enjoy the art of knowledge building. However, we must be careful neither to impose our own values as teachers nor to kill the joy of exploration and discovery.

References

- Anderson, L.W., & Krathwohl, D. R. (Eds.). (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. New York: Longman.
- Dubin, F., & Bycina., D. (1991). Academic Reading and the ESL/EFL Teacher. In Celce-Murcia, M. (ed.). *Teaching English as a Second or Foreign Language*. Massachusetts: Heinle and Heinle Publishers.

Eggen, P., & Kauchak, D. (1999). *Educational Psychology: Windows on Classrooms*. Upper Saddle River, New Jersey: Prentice-Hall, Inc.

Ellis, R. (2003). *Task-based language learning and teaching*. Oxford: Oxford University Press.

Gawain, S. (1995). *Creative visualization*. Novato, CA: Nataraj.

Gibran, K. (2001). *The Prophet*. New York: Alfred A. Knopf, Inc.

Grellet, F. (1990). *Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises*. Cambridge: Cambridge University Press.

Gül, B. 1992. "Helpful Strategies for Reading Problems in Prep Programs". Pro., *International Conference on Tradition and Innovation, ELT and Teacher Training in the 1990s*, the British Council, Ankara, Turkey, Vol.1, pp. 18-26.

Gül-Peker, B. (1999). "Enjoying Predicting In Reading: Let It All Hang Out, Man!", Pro., *2nd INGED-GAZ International Conference: Meeting the Challenges of Skills Teaching, Classroom Applications*, Gazi University, Faculty of Education, ELT Dept. Ankara, pp.114 - 127.

Gül-Peker, B. (2003). "Jigsaw Puzzle or a Ride on the Dolmu ?", Pro., *Multiculturalism in ELT Practices: Unity and Diversity, An international conference organized by Turkey-INGED Romania-BETA, Israel-ETAI, Greece-TESOL Greece*, Bakent University, Ankara.

Gül-Peker, B. (2010). 8. *Sınıf Extreme SBS: SBS _ngilizce Hazırlık [Grade 8: Preparatory Resourcebook for English]*. Ankara: Palme Publications.

Hawkins, B. (1991). *Teaching Children to Read In a Second Language*. In Celce-Murcia, M. (ed.). *Teaching English as a Second or Foreign Language*. Massachusetts: Heinle and Heinle Publishers.

Lakoff, G., & Johnson, M. (1980). *Metaphors we live by*. Chicago: University of Chicago Press.

Nunan, D. (1989). *Designing Tasks for the Communicative Classroom*. Cambridge: Cambridge University Press.

Nunan, D. (1993). *Second language learning and teaching*. Boston, Massachusetts: Heinle and Heinle Publishers.

Nuttall, C. (1982). *Teaching Reading Skills in a Foreign Language*. Oxford: Heinemann International.

Ramsland, K. M. (1992). *The Art of Learning: A self-help manual for students*. Albany: State University of New York Press.

Revell, J., & Norman, S. (1997). *In your hands: NLP in ELT*. London: Saffire Press.

Revell, J., & Norman, S. (1999). *Handing Over: NLP-based activities for language learning*. London: Saffire Press.

Roberts, J. (1998). *Language teacher education*. London: Arnold.

Tanner, R., & Green, C. (1998). Warming up Teaching the four skills: Task preparation Teaching Reading, pp. 31- 42. *In Tasks for teacher education*. Harlow: Longman.

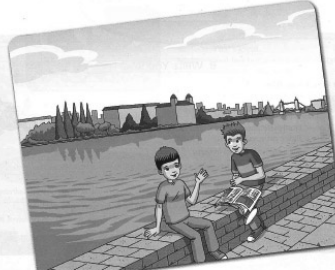
Willis, J. (1996). *A Framework for task-based learning*. Harlow: Longman.

Woolfolk, A. E. (1998). *Educational Psychology*. Boston: Allyn and Bacon.

Appendix

FRIENDSHIP RULES

READING-3 Nick and Serkan went for a walk along the River Thames. They want to rest now. They bought a magazine. They are looking at the magazine and they are chatting.



A. BEFORE YOU READ

Zihirel Hoorik Visualizing

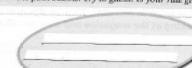
✓ En yakın arkadaşınla geçirdiğin güzel bir günü düşün.
✓ İlginç bir arkadaşlık kuralı var mı?
✓ Varsa her kizin de en çok önem verdiği kural nedir? Bu kuralı aklında tut.

Konu Tahmini Predicting

✓ Metinde bazı arkadaşlık kuraları anlatılıyor.
✓ Senin düşündüğün kural bunların içinde var mı?

Unit 1: FRIENDSHIP

Write your rule in the pink bubble. Try to guess. Is your rule given in the reading text?




B. WHILE YOU READ

1 Reading for Gist

Genel Okuma (Konu Tahmini Kontrolü)

✓ Bütün dışarıdaki kural metninde vermiş mi diye metni bir kez hızlıca okuyunuz.
✓ Bilmediğiniz kelimeleri atlayınız.
✓ Genel okuma yapıyoruz.

Read the text for the first time and decide if the text includes your rules also.




Golden Rules of Friendship
Here are the golden rules:
1. Helping each other.
2. Treating each other in a nice way.
3. Spending time together.
4. HONESTY!

Nick: Look! This is an interesting article.
Serkan: What is it about?
Nick: It's about the golden rules of friendship. And the first rule is helping each other.
Serkan: I agree. You should help each other. If your friend is in trouble, you should do your best to help them.
Nick: You're right. My best friend always helps me when I don't know what to do.

Serkan: Absolutely! So, what's the second rule?
Nick: Treating each other nicely.
Serkan: Sure. You should always be polite. This means you should never be rude to each other. For example, you should always say please and thank you.
Nick: And... If you borrow something, ask in a polite way.
Serkan: Right.
Nick: And the third rule is spending time together.

Serkan: I think that's very important. Mert is my best friend. Mert and I hang out together. We like cycling in the forest and walking in the mountains. We have a lot of fun.



Nick: My best friend is Kevin. Kevin and I go to a local football club. We love playing football on the weekends. It's great fun.

hang out together: bir arada olmak
no matter what: ne olursa olsun

* American English: "on the weekend", İngilizce: "on weekends" or "at the weekend".
* British English: "at the weekend", İngilizce: "on weekends".

2 Reading for Details

Detaylı Okuma (Detaylı Öğrenme)

✓ Şimdi artık metnin konusunu biliyoruz.
✓ Size okunmuş gibi geliyor.
✓ Arkadaşlıkta ilgili kelimeleri biraz daha detaylı bakalım.

Read the text again and fill in the missing information about friendship rules.

GOLDEN RULES OF FRIENDSHIP

1. Helping: If _____, you _____ to help them.
My best friend _____ when I _____ what to do.

2. Treating: You _____, This means _____, For example, you _____ said _____, you _____ should always _____, If you borrow something, _____.

3. Spending: My best friend and I hang out together. We _____.

4. Honesty: _____ to your friend.
"Always tell the truth" _____ "Don't lie".
I always try to tell the truth.

The Globalisation and Individuality of EFL Composition Textbooks in Japan

Kazunari Shimada, University of Tsukuba, Japan

In Japan there is a rich variety of English language textbooks on the market to meet the diverse needs of students, teachers and educational institutions. EFL textbooks for college students in Japan cover a wide range of genres. The market is highly competitive, partly because such textbooks are not required to be authorised by the Ministry of Education, Culture, Sports, Science and Technology (MEXT), but mainly because both Japanese and well-known international publishers based in the UK or the USA compete for commercial supremacy in the institutional market. In this context, many domestic products are influenced by ESL/EFL coursebooks sold worldwide and, at the same time, the number of overseas products designed for Japanese colleges has been increasing.

Although much interest has been shown in trends in the design of ESL/EFL coursebooks and their analysis, little attention has been paid to the comparison of domestic and international materials. This article takes up this issue and focuses on EFL composition textbooks for Japanese college students, which have changed considerably over the last twenty years. Here I review some published materials available in Japan and explore how they have been developed and what has been changed. They have been arbitrarily sampled to demonstrate some properties of materials design rather than for the purpose of evaluation.

A change from form to meaning

As Clarke (1989) argues, the development of communicative methodology had a major effect on materials production. He points out that it led to the 'movement away from focus on the form of the language to a focus on its meaning potential' (73). This is also true of English language textbooks for Japanese students. The movement towards communication through English has been reflected in the MEXT guidelines for teaching, and has led to diversification in EFL composition textbooks for junior and senior high school students in Japan (Koizumi, 1994). The same is true of materials for EFL writing classes in colleges. Unlike materials for junior and senior high school, they do not have to follow the MEXT guidelines; however, there has been a growing trend to adopt communicative methodology in colleges and

among publishers in Japan.

During the 1970s and early 80s, before the boom in English language learning started, most composition textbooks published in Japan were designed to help learners improve their English writing skills through the grammar-translation method. A set of grammatical structures was given in the contents pages of the materials, and extremely controlled practice, such as fill-in-the-blanks, rearranging some words to form a grammatically correct sentence and Japanese-to-English translation, was given to learners (see, for example, Hasegawa, Jones, & Wright, 1986). Materials design put more emphasis on the form of English to allow learners to study sentence structure systematically.

However, after 'fostering a positive attitude toward communication through foreign languages' (Ministry of Education, 1989, later, MEXT) became government policy in 1989, traditional syllabus design, which had focused on structure, moved towards notional-functional, topic-based, or task-based approaches. During this transitional period, many Japanese EFL writing materials, including textbooks for college students, emphasised communication of meaning. That is, they included topics for practical purposes, such as overseas travel and job interviews, and embraced communicative activities to transmit information, ideas and intentions in English.

Stiffer market competition

This shift of pedagogical approach in 1980s led to a great demand for communicative materials in Japan. To meet this demand, publishers entered a materials development race. Nowadays, there are three main types of published English writing materials for colleges or junior colleges available in Japan:

1. EFL composition textbooks published by Japanese companies
2. 'Global' ESL/EFL coursebooks published by companies based in the UK or the USA
3. EFL composition textbooks for the Japanese or Asian market published by companies based in the UK or the USA.

According to the Association of English Textbook Publishers in Japan, 276 titles in category (1) were available as of April 2009. Most Japanese companies that publish college English textbooks are affiliated with the association, and they, in total, launch around ten new titles for EFL composition classes a year. As for category (2), I don't keep track of the exact numbers, but a great many titles flow into the higher education market in Japan. In addition, some titles in category (3) have been recently marketed as writing materials. Such titles as the *English Skills* series (Barwick & Barwick, 2008) and *Sentence Writing* (Zemach, 2009), for example, include many topics that closely reflect the needs and concerns of learners in Asian countries, including Japan.

In addition, an increasing number of native-speaker English teachers who teach writing courses contribute to the complex situation in the market. In my experience, many of them prefer books from categories (2) and (3). One reason for this could be that they are familiar with the design of books in (2) and (3), and another, presumably, is that some of the exercises, instructions or annotations are written in Japanese in many Japanese EFL textbooks. Many Japanese textbook publishers are now struggling to attract more native-speaker teachers as well as Japanese teachers of English to make use of their materials.

Overseas ESL/EFL coursebooks as models

In response to this situation, some publishers based in Tokyo have tried to give new impetus to their products by including ideas often used in overseas ESL/EFL coursebooks. The first to be noticed is the development of textbooks on paragraph writing. In this method, students can frame their ideas, write topic sentences for the outline, and organise them into paragraphs referring to examples. They are also expected to use only their second language (L2) through the process rather than replace their first language (L1) by L2 structures.

Secondly, there is a tendency in recent coursebooks to incorporate elements of authentic tasks, such as writing an e-mail or a letter to a classmate, filling in an application form, or preparing a CV. The communicative approach 'has been the principle of engaging the learner's interest by relating the task to his own life and by providing a purpose for undertaking the activity' (Clarke, 1989: 83). This has had an impact on Japanese EFL composition textbooks too, and *Writing Plus!* (Jackson, 2005) is an apt example of a textbook based on real-world tasks. This college textbook is full of materials focussing on e-mail, letters, greetings cards and application forms, supported by the use of illustrations, photographs and charts.

Moreover, the influence of coursebooks published in the UK or the USA even seems to extend to the appearance of Japanese EFL textbooks. Evidence of this is found in the book size and page layout. In Japan, the size of textbooks has usually been A5 or B5, but larger-format products similar in size and appearance to overseas coursebooks, are increasing in number. With computerised publishing programs, each page is skilfully laid out, and colourful visual aids and photographs are used to boost students' learning motivation.

Seeking a new direction

The adoption of the communicative approach in English language teaching has contributed to a revolution in ELT materials and methods. It has provided learners with many opportunities to use the language for practical purposes as well as to improve accuracy. However, as McDonough and Shaw (2003) claim, 'there are a number of pedagogic problems associated with this approach to materials design' (23). They point out that the approach can lack syntactic systematicity in sequencing and grading.

Although it seems to be quite difficult for materials designers to include every element in one book, the systematicity problem can be partly resolved by a multi-layered syllabus based on both language form and use. In *Let's Talk and Communicate!* (Aoki & Erikawa, 2005), for example, a topic-based syllabus embedding essential functions such as requesting and persuading is used and is augmented by writing exercises on basic grammar items.

There is also a suggestion that adult learners tend to be influenced by their learning styles and past experience (Nunan, 1988). A question, then, remains: is it appropriate to apply the concept of overseas ESL/EFL coursebooks to textbooks designed for Japanese adult learners such as college students? For example, it is possible that to use only English in coursebooks would place a disproportionate burden on their L2 acquisition, because most of them have learnt English structure with L1 as a metalanguage in secondary school. Some studies have shown that L1 use can support L2 learning in that 'its use reduces anxiety and enhances the affective environment for learning' (Auerbach, 1993: 20). Therefore, the inclusion of limited use of L1 in ELT materials should be considered as conducive to learner-centred instruction.

The issue of the English proficiency level of learners (McDonough & Shaw, 2003) is also important. To cite a case, some materials designers have been eager to develop textbooks dealing mainly with paragraph writing, but only a few of them have become big sellers in the Japanese institutional market. One of the reasons is that many college teachers of English presumably regard it as too difficult or unsuitable for Japanese

students at the intermediate or pre-intermediate level. In recent years, there has been a marked decline in the academic ability of Japanese college students as a result of the diversification of entrance examinations and a rapid decline in the college-age population (Ono et al., 2005). Thus, the need for remedial English materials should be seen as a significant part of the whole picture.

Among the new titles by the Association of English Textbook Publishers in Japan, remedial courses have become very popular. In the last two years, fourteen composition textbooks have been marketed, and eight of them are geared towards improving basic skills in grammar and sentence writing (See, for example, Tomi & Bateson, 2008). They provide not only simple writing exercises, but detailed grammar explanations in Japanese.

Conclusion

With the advent of communicative methodology, ELT materials have placed more emphasis on the meaning of the language than on the form. From the standpoint of commercial publishing, Japanese EFL composition textbooks have been influenced by overseas ESL/EFL coursebooks based on this approach, and the government's policy change has accelerated the trend. As materials development in the Japanese institutional market gains momentum, an increased diversity has been seen in the design of textbooks.

In response, newer domestic titles for Japanese college classes show their individuality as well as their similarity to overseas products. Design issues are being reconsidered in the light of benefits to Japanese EFL learners. There is, however, still a need for materials developers in both domestic and international publishing to be more sensitive to their users' learning requirements.

References

Aoki, N. & Erikawa, H. (2005). *Let's Talk and Communicate!* Tokyo: Kinseido.

Auerbach, E. R. (1993). "Reexamining English only in the ESL classroom." *TESOL Quarterly*, 27 (1), 9-32.

Barwick, J. & Barwick, J. (2008). *English Skills: Writing and Vocabulary*. New York: Oxford University Press.

Clarke, D. F. (1989). "Communicative theory and its influence on materials production." *Language Teaching*, 22 (2), 73-86.

Hasegawa, K., Jones, J. B., & Wright, T. W. (1986). *Focus on Modern English Writing*. Tokyo: Seibido.

Jackson, A. (2005). *Writing Plus!: Practical English Writing Skills for University and College*. Tokyo: Kinseido.

Koizumi, M. (1994). "Writing kyoukasyo no keikou" [A tendency in English writing textbooks]. *The English Teachers' Magazine*, 43 (10), 23-25.

McDonough, J. & Shaw, C. (2003). *Materials and Methods in ELT: A Teacher's Guide* (2nd ed.). Oxford: Blackwell.

Ministry of Education. (1989). The Course of Study for Foreign Languages. Retrieved 5 May, 2009, from <http://www.nicer.go.jp/guideline/old/h01h/chap2-8.htm>

Nunan, D. (1988). *The Learner-Centred Curriculum*. Cambridge: Cambridge University Press.

Ono, H., Muraki, H., Hayashi, N., Sugimori, N., Nozaki, H., Nishimori, T., et al. (2005). *A Development of Placement Test and E-learning System for Japanese University Students: Research on Support Improving Academic Ability Based on IT*. Chiba: National Institute of Multimedia Education.

Tomi, H. & Bateson, G. (2008). *English Writing Using Everyday Expressions: A Practical Approach to Understanding English Sentence Structure*. Tokyo: Asahi Press.

Zemach, D. E. (2009). *Sentence Writing: The Basics of Writing*. Oxford: Macmillan Education.

Kazunari Shimada holds an MEd from Joetsu University of Education, and is currently a postgraduate student at the University of Tsukuba, Japan. Prior to entering the Master's programme, he worked as Managing Editor for a textbook publisher based in Tokyo. Also, he has been teaching English at Tokyo University of Science and Teikyo University in Tokyo. His main interests include materials development and second language acquisition.

Plea for V1, 2, 3

Johanna Stirling, Freelance, UK

When it comes to grammar terminology should we follow those who have gone before us and use the terms that have become familiar? Doing this certainly helps teachers and learners to recognise and research new language easily. But what if we find this terminology to be lacking in terms of accuracy, clarity and user-friendliness? Should we use it anyway?

Take the three forms of verbs, which are usually referred to as 'infinitive', 'past simple' and 'past participle'. As a teacher, I find these terms beset with difficulties:

- If you ask teachers (or learners) what the infinitive of 'written' is, some will insist it is 'write' while others will be equally adamant that it is 'to write'. And it *matters* if you are analysing the form of a language structure. For example, it would be easy to make the following two statements in a lesson: "after modal verbs we use an infinitive" and "after 'like' we can use a gerund or an infinitive". They can't both be right, but are both seen. Of course we can make it clear whether 'to' is included or not by talking about the 'bare infinitive' and the 'to infinitive', but the truth is we often don't specify.
- So if the infinitive is 'write' (or 'to write') what is 'wrote'? The 'past simple' of course. But what a dreadful name for it! As Nick Hall and John Shepherd illustrated so neatly in *The Anti-Grammar Grammar Book* (1991) some years ago, it is often used not to refer to the past. Why should a teacher have to tell her pre-intermediate learners 'So you can see we use the past simple to talk about the future' (If I woke up tomorrow with a headache, I wouldn't come to school. 'It's time I went home'.) Or 'Yes, that's right we can also use the past simple to talk about the present' ('I wish my grammar was better'). Or 'We can be more polite by using the ... umm ... past simple'. (What was the name please?). It's enough to turn a student to Esperanto!
- And that leaves us with the past participle. Problem? Most of my learners can't say it! I've heard 'past particle', 'past parcel' (a new grammar party game?) and often 'past par....' (the rest is an embarrassed mumble). Some avoid the problem by calling it 'pp' but that of course can be confused with present participle, present perfect, or past perfect.

So all in all this terminology does not seem to serve us too well. However, it is very prevalent. In a search

through a random selection of six (UK adult) ELT coursebooks I found they all used the this conventional terminology.

For years I and many of my colleagues (and many other teachers worldwide) have been talking about Verb 1, Verb 2 and Verb 3 (or V1, V2 and V3). Learners are so used to seeing the three columns of irregular verbs in the back of their coursebooks, for example, that they can immediately relate to this. Even if they are initially unsure what it means, after less than 1 minute's explanation they've 'got it' and in my experience use it readily (no embarrassing pronunciation problems here).

Why is it so much better?

Verb 1 is, for example, 'write'. If we want to describe 'to write' we say 'to + V1'. So no confusion there. Take, for example, 'make somebody + V1' and 'persuade somebody + to + V1'.

Verb 2 then is 'wrote'. By removing any reference to the past we avoid the confusion of 'using the past to talk about the present/future'. This neutrality makes English grammar seem so much less illogical. V2 becomes a form that just happens to be used for the past simple as well as some other constructions. Keep time out of it!

Verb 3, as in 'written', is easier to say (even with the tricky 'th' sound).

To find out what other teachers felt about this, I conducted some small scale research and asked English teachers from different countries about the terminology that they used. Of the 34 respondents, only 60% said that they usually used the term 'infinitive', 24% used 'Verb 1', 'V1' or 'first form'. The others used 'base form' or something different. A higher percentage, 73%, said they usually referred to 'past' or 'past simple' (for 'wrote' for example), and most of the rest (25%) said they used 'Verb 2', 'V2' or 'second form'.

And as for the so-called past participle, 69% used this terminology, while the other 31% preferred 'Verb 3', 'V3' or '3rd form'.

So we can see that the traditional terminology still has a clear majority. However, it seems for a significant minority, over 25%, they choose to use alternative terminology to that found in nearly all coursebook

and grammar books (at least the ones I surveyed). Considering that following the status quo, that is using the terminology from the teaching materials, would seem to be the obvious way, it is interesting to note that many seem to feel it is worth using the alternatives.

I went on to ask why they used the terminology they used. Most of those using the conventional infinitive/past/past participle names, said they did so because it was what was in the books, what the students had learnt before or because it was what they had learnt themselves. Some actually said they would prefer to use V1, V2 and V3, but they were worried about deviating from terminology used in their coursebooks. It does make you wonder if the cart is leading the horse here.

Following my article on this subject in another magazine (Stirling 2009), I conducted a short poll on the English Language Garden website (<http://www.elgweb.net>) in which I asked people to vote on this question: "Should English language teaching materials refer to verb forms as Verb1, Verb 2 and Verb 3?". 76%

said yes. I promised to pass the results on to materials writers. Many teachers around the world would appreciate terminology that is clear, accurate and user-friendly, even if it is less conventional. Please.

References

Hall, N and J. Shephard (1991) *The Anti-Grammar Grammar Book* Harlow: Longman

Stirling, J. (2009) Talking about Verbs *English Teaching Professional* 60.

Johanna Stirling is a freelance teacher, teacher trainer, materials writer and presenter. She is a NILE Associate Trainer and also works for Cambridge University Press. She is the webmistress of The English Language Garden at <http://elgweb.net> and blogs on The Spelling Blog at <http://thespellingblog.blogspot.com> . She is currently writing a book entitled Teaching Spelling to English Language Learners to be published early 2010. johanna.stirling@gmail.com

FOR MATSDA MEMBERSHIP PLEASE CONTACT

Susi Pearson, MATSDA Membership Secretary, Norwich Institute for Language Education,
82 Upper St Giles Street, Norwich NR2 1LT, UK, e-mail: matsdamembershipsec@nile-elt.com

Pedagogical criteria for developing language learning materials in the Web 2.0 era

Teadira Perez, University of Los Andes, Mérida, Venezuela

The Web 2.0 era has revolutionised teachers worldwide and has opened new opportunities for learners to communicate, interact and work collaboratively. Web 2.0 refers to the emergence of a set of applications on the web which facilitate a more socially connected web where everyone is able to add to and edit information online (Anderson, 2007). The consideration of pedagogical criteria for developing language learning materials using Web 2.0 tools calls for a shift: *users*, and in the educational field, *learners* are now in charge.

A framework for developing Web 2.0 materials

Teachers and materials developers need to consider a triangular model to create language learning materials using Web 2.0 tools: a) second language acquisition (SLA) theories, b) general criteria for materials development and c) specific criteria for Computer Assisted Language Learning (CALL) materials development.

An ideal scenario is that the development of materials for language learning is informed by Second Language Acquisition theories. Thus, a second language is learned when: a) learners are exposed to comprehensible input; b) language is used for communicative purposes; c) learners interact with each other to negotiate meaning; and d) learning about the language follows learners' construction of meaning. Second language teaching is effective when: a) teachers make content more understandable to learners; b) teachers delay the teaching of grammar in the early stages of SL learning; c) teachers' grammar explanations are context-, meaning- and use-focussed; and d) teachers provide learners with opportunities for interaction which allows learners to use their language for communication with the purpose of negotiating meaning in real life situations. Second language learning and teaching materials engage learners when: a) materials are authentic, meaningful and relevant to learners; b) materials focus on providing learners with meaningful tasks; c) materials offer learners grammar explanations in a context of language use rather than isolated language practice; and, d) materials call for learner interaction and negotiation of meaning (Krashen, 1981, Ellis, 1995, Ellis, 2003).

One of the frameworks for materials development informed by SLA theories relevant to the teaching of languages has been developed by Tomlinson (1998, 2003). Tomlinson (1998) presents a revision of the fundamental principles of SLA relevant to materials development for language teaching which suggests that language learning materials should have an effect on learners by considering learners' emotions and needs and by making learners use the target language in an authentic, real and meaningful context of communication. These tenets for materials development have evolved from SLA theories which claim that language learning takes place when learners are: a) exposed to comprehensible input and if necessary allowing learners to remain silent during the initial stages of SLA and concentrating on comprehension rather than production (Krashen, 1981); b) provided with authentic and real context of language use to achieve communicative purposes and enough opportunities for comprehensible input (Ellis, 1995; Ellis, 2003); c) offered learning materials that involve learners affectively by making them feel at ease and develop confidence (Krashen, 1981); d) engaged in language learning activities which cater for different learning styles (Ellis, 1995); e) ready to acquire the language and notice linguistic features of the authentic input (Krashen, 1981); f) involved in using materials which encourage analytic, creative, and evaluative strategies rather than controlled grammar practices which rely on mechanical drills, for example (Tomlinson, 1998); and g) immersed in opportunities for feedback on outcomes rather than just practising the language (Tomlinson, 1998).

Tomlinson suggests a principled, coherent and flexible framework based on a multidimensional approach which considers the mental processes that learners use when communicating in their mother tongue. A text-driven approach also constitutes a way of creating tasks which are derived from the text by integrating the modalities of the language – listening, speaking, reading and writing – and by promoting communication. A principled framework for materials development also takes into account learners' views and opinions, offering learners choices that range from analytical to experiential learning. Within this perspective, language learning materials need to be contextualised in order to raise pragmatic and cultural awareness which may help learners to understand

and use the target language in a particular context. To summarise, Tomlinson's principled framework for materials development calls for materials which: a) introduce novelty, variety, attractive presentation and appealing content; b) incorporate texts and illustrations related to the learners' own culture; c) encourage learners to use the language by employing their imagination and creativity; d) consider learners' own interests and real-life tasks; e) help learners make discoveries for themselves; f) focus on creating situations in which learners' actual knowledge in both L2 and L1 is considered; g) expose learners to different authentic materials and to authentic input through interviews; i) focus on meaning rather than form and on comprehension rather than premature production; j) engage learners in communicative uses of the language through interaction; k) consider learners' learning styles by incorporating a variety of activities; and l) provide feedback which is based on the outcome rather than on the accuracy of the output.

Significantly, Tomlinson (2003) broadens these principles by making specific reference to the procedures that should be followed to create materials for language learning following a text-driven approach and which include: a) the collection of potentially engaging texts; b) the selection of texts based on learners' needs; c) text experience in order to engage with the text before designing activities; c) readiness activities to make learners experience texts using sensory imaging, inner speech, affective and cognitive processes, d) the design of experiential whilst-reading or whilst-listening activities to help learners process the text; e) intake response activities to allow learners to develop their mental representation of the text; e) developmental activities to use the text as the basis of production activities; f) input response activities to help learners to go back to the text and discover salient linguistic features of the language in use; g) trialling to find out how useful and motivating materials are; h) evaluation to explore give learners a chance to evaluate their learning process and whether materials have an effect on learning or not; and i) revision to make decisions about improving materials to meet learners' needs (Tomlinson, 2003).

Applying the framework

This principled and coherent framework could be applied to any material, including electronic materials. Hegelheimer & Chapelle (2000), for instance, highlight the idea that research in CALL needs to search for how language learning theories inform the development of language learning tasks. Developing materials using Web 2.0 tools requires an understanding of the pedagogical issues for introducing these resources into the teaching and learning of a foreign language and the communicative and interactive opportunities that these e-tools offer to language learners. In providing an

argument in favour of the creation of communicative and interactive tasks for language learning, Felix (2002) concludes that:

We can confidently assert that these environments [the web and the Internet] offer powerful tools, not simply for practising and reinforcing language structures, but specifically for the creation of real-life learning tasks in authentic settings.

Felix, 2002: 11-12

The assertion that Web 2.0 tools provide opportunities for real and authentic communication and interaction is widely recognised; the challenge is, however, to "use the Web for meaningful, realistic activities, to rethink the teaching approach, and to exploit the various communication resources available in the most motivating way possible" (Felix, 2001: 191).

Conclusion

What this blended model that considers SLA theories, general criteria for materials development and specific criteria for CALL materials development offers to Web 2.0 language learning materials developers is the opportunity to:

- a) provide learners with enough comprehensible input.
- b) engage learners in meaningful and authentic tasks that make them create their own texts.
- c) focus language learning tasks on meaning.
- d) offer learners choices by providing a variety of language tasks.
- e) contextualise language learning materials considering specific learners' needs.
- f) encourage learners to participate, communicate, interact and collaborate with each other.
- g) create language learning tasks that make learners work collaboratively in order to complete class projects through Web 2.0 tools such as Wikis.

The potential that Web 2.0 offers to create scenarios for interaction and communication needs to be embedded within current language learning theories. There is a clear tendency to place a stronger focus on learners by designing web-based language learning tasks that allow learners to interact, communicate and collaborate with other learners. This learner-centred approach to web-based language learning focuses on meaning construction and the use of background knowledge through learners' interactions. Interaction and collaboration are proving to be essential to language learning through the use of web resources,

and the exploitation of interactive and collaborative web tools such as the ones offered by Web 2.0 tools. There is enough evidence to believe that the use of the web for language learning is changing towards learner-centred paradigms which involve learners in a process of meaning construction and language use. The web, then, is a technological tool which needs to be used and exploited based on current conceptions of language learning to assist learners in the development of their target language.

References

- Anderson, P. (2007). What is Web 2.0? Ideas, technologies and implications for education. *JISC Technology and Standards Watch Report*.
- Ellis, R. (1995) *Understanding second language acquisition*. Oxford: Oxford University Press.
- Ellis, R. (2003) *Task-based language learning and teaching*. Oxford: Oxford University Press.
- Felix, U. (2001) *Beyond Babel: language learning online*. Melbourne: Language Australia Ltd.
- Felix, U. (2002) The Web as a vehicle for constructivist approaches in language teaching. *ReCALL* 14 (1), 2-15.
- Felix, U. (2003) Pedagogy on the line: identifying and closing the missing links. In U. Felix (ed) *Language learning online. Towards best practice* (pp.147-160). Lisse, The Netherlands: Swets & Zeitlinger.
- Hegelheimer, V. & Chapelle, C.A. (2000). Methodological issues in research on learner-computer interactions in *CALL*. *Language Learning and Technology*, 4, (1).
- Krashen, S. (1981). *Second language acquisition and language learning*. Oxford: Pergamon Press Ltd.
- Tomlinson, B. (1998) Materials development in language teaching. Introduction. In B. Tomlinson (ed.) *Materials development in language teaching* Cambridge: Cambridge University Press.
- Tomlinson, B. (2003) Materials Evaluation. In B. Tomlinson (ed.) *Developing materials for language learning*. (pp.15-36). London: Continuum.
- Teadira Pérez is an EAP teacher at the School of Modern Languages, University of Los Andes, Mérida - Venezuela. She has an MSc in Linguistics and a PhD in Education. She is an active member of the Research Center in Foreign Languages at the same University where she has been working in the use of ICT for foreign language teaching and learning in the last five years. She is a founder member and President of AVEALMEC, a pioneer Venezuelan CALL Association which is now an IATEFL Associate.*

FOR MATSDA MEMBERSHIP PLEASE CONTACT

Susi Pearson, MATSDA Membership Secretary, Norwich Institute for Language Education,
82 Upper St Giles Street, Norwich NR2 1LT, UK, e-mail: matsdamembershipsec@nile-elt.com

Add web-based audio and video tools to your website with rich internet applications for language learning

Barry Bakin, Los Angeles Unified School District, USA

As more and more teachers are incorporating online components into their instructional techniques and the materials they produce for their students, the need for easy ways to include language practice on a website grows. Blogs, wikis, podcasts and websites for language practice have proliferated and many include reading, grammar, vocabulary and even writing exercises, but one component of online language practice has lagged due to the lack of easy-to-use tools: student-produced audio and video for language practice. That's starting to change now.

The *Center for Language Education And Research* (CLEAR) at Michigan State University, has created a host of free web-based applications that are easy-to-use and easily inserted into a blog, wiki, podcast, or other website. There are currently 9 different applications with others in development. Supported by a grant from the U.S. Department of Education, all of the "Rich Internet Applications for Language Learning" at the website are free to use by teachers and students. The two applications that this article will focus on are "Audio Dropboxes" and "ViewPoint." Audio Dropboxes allow you to insert a recording "module" into a webpage so that students can record themselves speaking and have their output stored in an account at the RIA web site that the teacher can access. ViewPoint is a browser-based webcam application that lets the teacher take a record a video using a computer webcam. The recorded video can then be "embedded" into one of the types of web pages previously mentioned by copying lines of code that the program generates and pasting them into the coding for the website. The process is much easier than its written description would imply! While teachers can certainly limit their use of the embedded videos to videos they produce for students to view, since accounts at CLEAR are free and available to students, more advanced students could be encouraged to sign up on their own and taught how to record videos themselves. They could then post their videos on a class wiki or blog on their own as part of a class assignment or as an assessment.

An Actual Assignment incorporating an Audio Dropbox:

1) Say a *simple* sentence about this picture I took when I was at the conference in Denver. This is a picture of a sculpture that is located in front of the art museum. You can describe the sculpture or tell me what you think about it. Use a *simple* sentence in your answer.



<http://ria.clear.msu.edu>
 Audio Dropbox
 Type your name here:

 2008.11.23.07

This is an actual assignment that I created for my students while attending TESOL 2009 in Denver, Colorado in March (That's where I learned about CLEAR!). I took the picture using my cell phone and transferred it to my computer. I made a new "Speaking Practice Page" on the classroom wiki and created the Audio Dropbox and the assignment in my hotel room that same evening. When my students got to the classroom in the morning and looked at the classroom computers for their daily assignment, they were directed to the newly created "Speaking Practice Page" on the wiki to complete the assignment. Since it was their first experience using the new Audio Dropboxes, I included step-by-step instructions on how to record their voices as part of the assignment. The process starts by typing a name in the appropriate space in the Dropbox and clicking "ok" – the Dropbox "requests permission" to access the computer's microphone and once granted, the Dropbox is turned into a recording device with record, play, and stop buttons. If the student is satisfied with the recording, it can be submitted. If not, it can be deleted and the student can start over.

The recordings are collected on the CLEAR website and accessed through the account you created. After you listen to each student recording, it can be saved as an

mp3 file on your own computer and then emailed back to the student with your feedback.

The second application “ViewPoint,” works in much the same way. Once you sign up, and are at the ViewPoint application page, the web-based application requests access to your web cam. When you stop recording and “save” your video, lines of HTML coding are created that you can copy and paste into a wiki, blog, or podcast; just as you might a YouTube video. A YouTube type “viewer” appears on the web page. Clicking on the “play” button starts the video. Remember, that the video isn’t saved on your computer. When you click on the play button, the browser is directed to go to the CLEAR web server to access the video, in the same way that YouTube videos are stored at YouTube and not on each individual computer.

These two easy-to-use web-based audio and video applications will allow a teacher to easily add speaking and listening functionality to a website used to support a “bricks and mortar” class, but online teachers can use them too! Tutors and materials writers who are trying to develop a course that includes a speaking and listening component should definitely experiment with the Rich Internet Applications for Language Learning tools found at CLEAR.

An actual assignment my students completed incorporating Audio Dropboxes can be viewed at <http://mrbakinsesl.pbworks.com/Speaking-Practice-Page>

You can see a simple video created using ViewPoint at my blog: <http://tech4esl.blogspot.com/2009/04/more-from-clear-use-viewpoint-to-easily.html>

The Rich Internet Applications for Language Learning web site is at <http://clear.msu.edu/teaching/online/ria/index.php>. To get started, click on the “New User” link right under the log-in area and fill out a simple registration form. While the tools are fairly self-explanatory, there are detailed instructions and video tutorials to help you with each step. One important note: since all of the tools were developed for educational purposes, they are not for commercial use.

Acknowledgement: Thanks and appreciation are due to Dennie Hoopingarner, the Associate Director for Technology Implementation at CLEAR, who presented the Rich Internet Applications for Language Learning at TESOL 2009.

Barry Bakin is an ESL teacher and ESL teacher trainer for the Division of Adult and Career Education of the Los Angeles Unified School District. One of his special areas of interest is the integration of computers and the Internet into everyday ESL instruction. He is also a curriculum writer and computer-based materials developer. His much-neglected blog relating his experiences with technology and ESL is at <http://tech4esl.blogspot.com/>.

Featured Writer:

Merem Biboletova

1. What got you started in materials writing?

In the first place it was my pedagogical experience. When I started teaching, foreign languages in comprehensive schools in Russia were offered at age 10. But the idea of teaching English to young learners was being discussed widely at that time. It was expected that early start in language learning could contribute greatly to speech and to the mental development of primary school pupils. But there were no teaching materials - only intentions and enthusiasm. That gave me a start to long-term research that included materials writing, too.

2. Do you prefer to write individually or in a team? Why?

In both ways. I believe that in textbook writing it's more effective to combine individual work and teamwork. Every member of a team has a personal thinking style, teaching experience and theoretical knowledge. All those qualities are essential as they help make the material more universal, more understandable for a wider range of people. Writing implies different processes like brainstorming for ideas, developing the ideas, designing tasks, the tedious and sometimes monotonous job of key writing and checking and certainly assessing the activities when they are supposed to be more or less ready. Naturally, some of these jobs need to be done in a team (like brainstorming and assessing), while others work better if you have an opportunity to concentrate and do everything yourself.

3. Who or what has influenced you most in your approach to materials writing?

It's hard to rank all the people and factors that have influenced me most. I believe that I've had the most impressive impact from my pupils and from my own experience as a learner. Analysing such an experience can give very productive ideas on how to make the learning process more involving and less time-consuming. Then observing the school teachers that I am in permanent contact with inspires me a lot. I also learn much from some people in my academic community and from a wide range of books: textbooks written by mature materials writers,

books on methodology, linguistics, psychology and sociology.

4. What do you see as your main strengths and weaknesses as a materials writer?

Having been (and still being) a learner of the foreign language myself, I can anticipate the problems my students are likely to have and to design the activities with them in mind. I can also take advantage of the fact that my target students and I have the same mother tongue. It helps to anticipate which language items can be acquired easily because they work the same way as in the native language, and which work differently. The latter require more explanation and practice tasks. There is also a need to check those tasks at school. In Russia we have a fantastic opportunity to pilot the materials (before they are edited as a textbook) in experimental schools, and then to discuss the materials with teachers. Their recommendations are usually to the point and contain reasonable criticism. It helps improve the materials. So much for the strengths.

As for the main weakness, it's being a non-native materials writer. For very obvious reasons it makes me feel pretty self-conscious about the language and the stylistic accuracy of the materials and to double-check lots of details. Another challenge is trying to use up-to-date teaching approaches and information in all the books of the series. It takes time and effort!

5. I know that you are very busy as an active member of the Russian ELT community. How do you maintain a balance between writing and your other professional activities?

Most of my activities are closely connected with each other. Actually, writing materials is a process of analysing life, making it clearer to your target students, preparing them for lifelong learning in a multicultural society. In academic research I do the same but the results of this work are represented in a more generalised form: articles and essays on methodology, curricula, programmes, etc.



6. Can you tell readers a bit about your experience as main author of a major series for the Russian market ('Enjoy English')? What demands has that role made on you and what have you learned from it?

The series was started as a practical outcome of pedagogical research on teaching young learners. This provides a solid theoretical basis for our initiatives, as well as the teaching experience of all the team members. It's important to remember that we work with real children and teachers, we take their time and influence their way of thinking. For all our team this work has always been a challenge, a search for something new and a real adventure. For me the hardest part of this activity is management and meeting the deadlines.

7. How far have you been influenced in your writing by western methodological approaches, and to what extent have you tried to maintain established Russian traditions? Is it difficult to find a balance between the two?

I don't see much difference between the western and Russian methodological approaches. Learning a new language means not only acquiring communicative skills, but becoming aware of a new culture. It means that the linguistic and cultural content of most English textbooks is more or less universal worldwide.

As for ELT techniques in Russia and other countries, it's not really difficult to strike the balance between them. Most of them have a lot to offer to creative teachers. The main thing, in my opinion, is to be well aware of all these approaches, methods and techniques and to implement those which work better in a given context (It's very important to ensure that they are compatible). Be well aware and open minded, and you'll benefit from different approaches.

8. How do you get feedback on what you have written? What kind of feedback is most valuable to you?

I believe that one's personal experience provides the best feedback. Over different periods of time all our team members have worked at school as EL teachers using our own materials. I've already mentioned the pilot school, too. Another way to get feedback is by training teachers, participation in seminars for teachers - discussing with them how the materials work. There is also an opportunity to communicate about current problems on the Internet Forum arranged by the publishers.

9. What advice would you give to someone starting out in materials writing today?

Be open-minded. Be aware of the global and local educational context. Try to foresee the results of your impact on people. Love students, be aware of their needs; be friendly and clear in your messages to students and teachers. Make the teacher's life less monotonous and more creative.

10. What would you most like publishers in ELT to pay more attention to in future?

I believe that the publishers should learn more about the community they work for. I personally have the impression that quite a lot of well-known ELT books are designed for immigrants who learn the language when already living in an English-speaking country. That is, for people who have an opportunity to practise the language outside the classroom.

Most students in Russia cannot do this and in their situation the books should offer more vocabulary and grammar tasks and activities. Consequently teachers using these books have to look for language- item related activities in other books and integrate them into the lesson, which doesn't always work smoothly.

Publishers should also be ready to invest in materials development to meet the requirements of technological progress.

Merem Biboletova is Head of the Foreign Languages Department, Institute for Content and Methodology of Education, Russian Academy of Education, Moscow. She is one of the authors of the "Enjoy English" series for primary and secondary schools, Grades 2-11 (published by Titul, Moscow). She has also authored a number of books and articles on the methodology of teaching foreign languages. Her recent publications include The Concept of Language Education in Russian Schools in "Foreign Languages at School" 2/ 2009 (co-authored) and Problems and Tendencies of FL education in Russia in "Current Issues in the Methodology of Teaching Foreign Languages", 2009. She has also participated in the design of the Foreign Languages Curriculum and Educational Standards for Russian schools.

FOR MATSDA MEMBERSHIP PLEASE CONTACT

Susi Pearson, MATSDA Membership Secretary, Norwich Institute for Language Education,
82 Upper St Giles Street, Norwich NR2 1LT, UK, e-mail: matsdamembershipsec@nile-elt.com

Freelance Register

Inclusion in the Freelance Register does not constitute a recommendation by MATSDA of the individuals concerned or their services, nor a guarantee of the quality of any services that might be offered.

This list is also available on the freelance register page of the MATSDA website. If you would like your name to be added to the list, please refer to the guidelines at <http://www.matsda.org.uk/register.html> where you can find the registration form which can be e-mailed to the MATSDA web coordinator. Registration is free.

Steve O'Sullivan
MATSDA Web Coordinator

Altamirano, Annie

Qualifications MA ELT & Applied Linguistics (University of London)
Services ELT and online materials development - coursebook writer; training in materials development and ELT - short courses and workshops
Address c/ Zamora 52, 2º B - 37002 Salamanca, Spain
Tel +34 923 26 00 93
Fax +34 923 12 24 00
Email anniealtamirano@ono.com

Andrews, Patrick

Qualifications MEd in TESOL (Manchester University), Postgraduate Diploma in Teaching English Overseas (incorporates PGCE) (Manchester University), The e-learning Professional (in progress, Open University)
Services EAP material, especially at relatively advanced levels (eg English for Doctoral Students, English for Research Staff), teacher development materials (BEd in TESOL and MEd in TESOL)
Address 30, Cotham Vale, Bristol BS6 6HR
Email p.d.andrews@bris.ac.uk

Arghir, Daniela

Qualifications BA Philology (Cluj-Napoca, Romania), LANCELOT Certificate
Services Developing materials for live online teaching of languages; training in developing online materials to be delivered live
Address Bd. Mihai Viteazul 15/15, 550350 Sibiu-6, Romania
Tel +40744761282
Fax +40269215352
Email daniela2000_ro@yahoo.com

Berman, Michael

Qualifications BA, MPhil (Religious Studies), PhD (Alternative Medicines) RSA Delta, LTCL Dip TESOL
Services For full details of the workshops offered and sample materials, please visit my website: www.thestoryteller.org.uk
Address 60 Loveridge Road, London NW6 2DT
Tel (+44) 0207 328 7827
Website <http://www.Thestoryteller.org.uk>
Email Michaelberman@blueyonder.co.uk

Boyossa, Tadesse

Qualifications PhD in English Language Education from EFLU, India. Assistant Professor in the Department of English at Ambo University, Ethiopia. Coordinator of the "Research & Publication" office of the University.
Services Teacher Training.
Address Ambo University, P.O Box 19, Ambo (Ethiopia)
Tel +251 911 89 08 41 or +251 112 36 28 907
Email boyossa@gmail.com

Brown, Alistair

Qualifications Mphil (TMLA) Teaching Modern Languages to Adults (Dundee), RSA CELTA.
Services Vast experience in language teaching and experience of materials development for EAP and General English courses at all levels
Address 2 Park Drive, Timperley, Altrincham, Cheshire. WA15 6QU.
Email Proteus118@hotmail.com

Cerezo-García, Lourdes

Qualifications BA "Filología Inglesa" (UMU, Spain). Currently writing doctoral dissertation on ELT methodology at the secondary level in Spain.
Services Development of materials for Spanish language learning (esp. vocabulary); development of content-based materials for ELT; teacher training: course design, lesson planning, materials design, and language learning assessment.
Website <http://www.geocities.com/mlcg1972> (under construction)
Address Travesía Región de Murcia I, nº 39. Algezares. 30157 Murcia. Spain
Tel +34-968-843143
Email lourdesc@um.es

Cespedes, Ana Maria

Qualifications Michigan ECCE, ECPE from the University of Michigan, Dules Course from the University of Columbia, English Instructor from Camelot Institute, Bachelor in Psychology from Universidad Particular Ricardo Palma; 4 years Academic Consultant; 27 years English Teaching experience
Services Academic Consultancy - schools and universities; Teacher Training - methodology, strategies and new techniques on teaching; visits to schools and universities - advice on material they can use to improve their teaching; preparation for Michigan exams and Cambridge FCE..
Address Tiepolo Street 110- San Borja . Lima- Perun
Tel/fax 51-1- 225-5272 / 51-1-95047094
Email anamariacespedes@yahoo.com

Cosgrove, Anthony

Qualifications MEd TESOL, DELTA, CTEFLA, BA (Hons)
Services Web-based learning materials, ELT dictionary projects, materials for ESOL, item writing, editing and proof-reading, teacher training (CELTA)
Address 4d Churchfield Road, Ealing, London
Tel +44-(0)208-567-4372
Email cosgroveanthony@hotmail.com

Dheram, Premakumari

Qualifications MA English(Univ of Hyderabad, India); MA TEFL(Reading Univ, UK); PG Diploma in the Teaching of English and M.Phil in ELT (CIEFL, Hyderabad); Ph.D in Comparative Literature (Osmania University, Hyderabad); e-Course in EFL/ESL Assessment (Indiana University, USA)

Services Writing and evaluation of Materials for teaching and testing English as a Second language for general and specific purposes; teacher and student training; counselling in methodology, action research, and any other service in the context of ESL; textbook preparation (solo or collaborative). Particularly interested in designing research tools for reflective classroom research.

Website <http://www.ciefl.ac.in/>

Address Professor, Centre for Materials Development, School of English Language Education, CIEFL,Hyderabad – 500 007, India

Tel 27098131 /589

Email premakumaridheram@gmail.com

Eayrs, Martin

Qualifications MA Ling. and ELT; Dip TEO; PGCE; BA (Hons) Eng & Span. Lit.

Services Copy-editing, content editing, desktop publishing projects. Website design and maintenance. Application of ICT (Information and Communications Technology) to ELT. Freelance instructor – talks and workshops.

Website <http://www.eayrs.com>

Address 45 Main Road, Galgate, Lancs LA2 0JW. England.

Tel 07968-700239

Email martin@eayrs.com

Gao, Jianjing

Qualifications MEd (University of Sydney, Australia)

Services ESP material development–coursebook writing.

Address Faculty of Foreign Languages, Beijing Normal University, Zhuhai Guangdong, China

Tel +86 756 6240930

Email gracehaiyan@hotmail.com

Harding, Tanya

Qualifications Masters of Material Development, Leeds Metropolitan University (in progress); BA (General Studies - University of Alberta and University of Athabasca); CERTESL (University of Saskatchewan).

Services Materials development for young learners; teacher-training, ESL/EFL, teaching through communicative language methodology based courses and skills-based courses (such as English through Cooking)

Website <http://www.naturallyenglish.de>

Address Gartenstrasse 11, 99894 Friedrichroda, Germany

Tel 036-23307852

Email naturallyenglish@yahoo.de

Harlev, Randi

Qualifications Ph.D. Organisational Behaviour (research in assumptions in multicultural/interdisciplinary teams); MA TESOL; BA Education

Services Management of ELT editorial projects and materials development, both online and print (former Director of Pedagogy for innovative online EFL publisher); teacher training and development

Address 128 Golani Street, Kfar Yona, 40300, Israel

Tel +972-54-3040177

Fax +972-9-8943117

Email randi@changeconsult.com

Hipperson, Andrew

Qualifications BA, RSA DELTA, 12 years in ELT worldwide, 6 years as DoS

Services Editing, proofreading and authoring ELT materials to specifications provided – worksheets, MS powerpoint-based courses, supplementary course designs, progress testing systems for all manner of courses, ages, skills and course aims. I can also help with websites for schools.

Website www.anglia-sulawesi.co.uk

Address Currently in Makassar, South Sulawesi, Indonesia

Tel 62-411-839296

Email andrewhipperson@gmail.com
info@anglia-sulawesi.co.uk

Jabore, Paul

Qualifications DELTA, CTEFLA, BA (Hons), PGCE

Services Materials development, Management of ELT online projects and materials development. Copy-editing, content editing, desktop publishing projects. Website design and maintenance.

Website <http://www.pjabore.co.uk/>

Address 22, Trafford Road, Wilmslow, Cheshire, SK94DH

Tel +44 (0)1625 539523

Email paul.jabore@ntlworld.com

Kshema, Jose

Qualifications M.Phil in English language Teaching, PG Diploma in Teaching English. Currently writing doctoral dissertation in hypertext reading strategies.

Services Materials writing and training: materials development for teacher training and designing English language training courses for ESL/EFL groups

Address 401, Sai Saraswati Residency, 12-12-164 & 169, Ravindra nagar, Sitafalmandi, Hyderabad, India 500 061

Tel 9140 - 55915450

Email kshemajose@yahoo.com

Lauder, Nina

Qualifications BA in Humanities

Services Coursebook writer: CLIL, pre-primary, primary and secondary Teacher Trainer: in a number of countries; training at all levels; variety of talks and presentations; ELT Consultant: for major publishers with markets in Spain; ELT sales training: for major publishers with markets in Spain;additional experience: storytelling, puppeteer, professional development courses

Website <http://ninaspain.blogspot.com>

Address Seville, Spain

Tel/Fax (0034) 655 037 348

Email ninatrabajo@yahoo.es

Leather, Sue

Qualifications BA (Hons); DTEFLA; MA TESOL

Services Special Interests: Capacity building in transitional contexts, trainer development and training, learner literature

Website <http://www.sueleatherassociates.com>

Address 6538 Gale Avenue North, Sechelt British Columbia V0N 3A5 Canada

Tel/Fax +604 741 9771; Fax: +604 885 4431

Email sueleather@dccnet.com

Masuhara, Hitomi

Qualifications BA British and American Studies, MA Applied Linguistics, PhD Applied Linguistics
Services Materials development, materials development training, teacher Development (all for both English and Japanese)
Address 6, Priory Grange, Birkdale, Southport PR8 2AN
Tel +44 (0) 1704 569809
Email hitomi.masuhara@gmail.com

McCaughey, Kevin

Qualifications M.A. Creative Writing (Miami University, OH)
Ms. Ed in TESOL (Shenandoah, University, VA)
Services Trainings, short courses, audio and video for teachers of English
Websites English Teachers Everywhere (www.etseverywhere.com)
www.kevinmccaughey.com
Address 20649 Trinity Ave. Saratoga, CA
Tel (408) 867-1447
Email kevin@kevinmccaughey.com

McMahon, Patrick

Qualifications BA, CELTA, PGCE (EFL/ESL), MA in TESOL, Advanced Certificate in Educational Management
Services Creating, editing and proofreading materials for EAP courses, general English courses and online English courses. Syllabus design for the above.
Website www.englishforuniversity.com
Address 4 The Roundings, Galmpton, Brixham, Devon TQ5 0NJ
Tel +44 (0) 1803 845618
Email englishforuniversity.com@gmail.com

Meganathan, R.

Qualifications M.A. (English Language and Literature), M. Phil (Literature), M. Ed (Master in Education), Post Graduate Diploma in Teaching of English (PGDTE), PG Diploma in Guidance and Counselling, Ph. D (English Language Teaching)
Services ESL material development - textbook writer; designing task based activities, Training of teachers on material development and teaching of ESL Design and development curriculum, syllabi of ESL and Teacher Education Curriculum and training. Teaching of Vocabulary, literature. Research in language policy and policy and practice, etc
Address Department of Languages National Council of Educational Research and Training Sri Aurobindo Marg, New Delhi 110 016
Tel 9868161360
Email rama_meganathan@yahoo.com; kankoduthavanithan@gmail.com

Mol, Hans

Qualifications MA English/TEFL, fellow of RSA, associate member of Australian College of Educators
Services EFL Materials development for young learners 4-19 (primary/secondary), young adults, adults and tertiary levels, for worldwide and localized markets, most language backgrounds, both general English, business English and EAP, folio and online materials. Also: complete audio production for EFL courses, editorial services. More information on web site.
Website www.connexions.com.au
Address 756 Houghlahans Creek Road, Pearces Creek, Booyong, NSW 2480 Australia
Tel +61 2 66 878 293
Fax +1 775 259 1540
Email connexions@bigpond.com

Nadasdy, Paul

Qualifications MA TEFL/TESL (Birmingham, UK)
Services Advice in course structuring and homestay orientation for Japanese students; General materials design for university and high school use..
Address Leo Palace Mezo Excel, 102 Goushitu, 3-3-15 Shinnakahama, Nishi-ku, Niigata-shi, Niigata-ken. 950-2163. Japan.
Tel +81 (0) 90-8341-4541
Email pbnadasdy@hotmail.com

Palmer, Patrice

Qualifications M.A. (Ontario Institute for Studies in Education of the University of Toronto); B.A. (York University); CERT TESL; CERT Business Management; CERT Race and Ethnocultural Relations; DIP Travel and Tourism
Services Materials development for Business English, general English and development education/global education; teacher training, ELT workshops, EFL teaching, Business English teaching
Address 137 Cline Avenue N.Hamilton, OntarioCanadaL8S 3Z7
Tel/Fax 905-523-7475
Email palmer.patrice@gmail.com

P'Rayan, Albert

Qualifications MA (English), MPhil (ELT), PGDTE (ELT), PGDJ (Journalism), PhD in ESP (ongoing)
Services Course design in English for Science and Technology courses (pursuing PhD research in the field).
Address Jeppiaar Engineering College, Chennai - 600 073, India
Tel 0091-9884380861
Email rayanal@yahoo.co.uk
raydeal@indiatimes.com

Pulverness, Alan

Qualifications BA; DELTA
Services Teacher training & development; syllabus design; materials development. Areas of special interest: literature in ELT; intercultural awareness and ELT; reader development.
Address The Old School, Taverham Road, Norwich NR8 6SY UK
Tel +44 (0)1603 260398
Fax +44 (0)1603 869232
Email AlanPulverness@msn.com

Raper, Paul

Qualifications CELTA & Diploma TESOL; MSc Teaching English for Specific Purposes (current: Aston)
Services Specialised courses for specific purposes; Intercultural courses; Management courses; Technical translation.
Website www.e4p.ch
Address Im Hof 13, CH-8590 Romanshorn Switzerland
Tel 0041(0)71 460 0355
Email Paul@e4p.ch

Sen, Sanghita

Qualifications MA in English (Burdwan University), MA in TESOL (Institute of Education, University of London), PG Diploma in Teaching of English (CIEFL), M.Phil in English Linguistics and Phonetics (CIEFL)

Services ESL materials Development - course book and supplementary practice materials for the secondary level; EAP Materials - writing skills; Teacher Education - short courses on ESL and ESP materials development at the secondary and advance level; Preparation of training handbook; Short courses on soft skills development

Website www.presidencycollegekolkata.ac.in

Address 119, S P Mukherjee Road, Kolkata, West Bengal, India, PIN - 700026

Tel 00913324663022, 00919432489233

Email sanghitasen@gmail.com

Smith, Anne Margaret

Qualifications BA (Hons) in English Language and Linguistics; CertTEFLA; MA in Language Studies; PGCE (Post-compulsory Education); Postgraduate Certificate in Specific Learning Difficulties; PhD in Education Research / Linguistics

Services Tailored InSeT workshops for EFL professionals focussing on including students with disabilities and learning difficulties; consultancy service for assessing and implementing individual students' support needs, including special exam arrangements for disabled learners.

Website www.ELTwell.co.uk

Address PPO Box 774, Lancaster, LA1 9BP. UK

Tel 0845 051 9328

Email ams@ELTwell.co.uk

Styles, Naomi

Qualifications CELTA, TESOL Diploma, BSc Agroforestry

Services Materials for learning English online, including reading texts, vocabulary, expressions and idioms, grammar, pronunciation and conversational English.
Exam preparation exercises and mock exam papers for IELTS and FCE, including map design. Business, Academic, Cultural, Vacation and General English materials, including games and learning/teaching tips.

Address 103 Westbury Leigh, Westbury, Wilts, BA13 3SU

Tel (00) (44) (0)1373 301391

Email naomistyles@yahoo.com

Tao, Baiqiang

Qualifications MA Applied Linguistics (Language Testing) Southwest University, PRC

Services EFL materials development; English test item writing; English Language Testing prep materials development; EFL business targeting mainland China English learners (published dozens of test prep coursebooks for Chinese EFL learners).

Website http://blog.sina.com.cn/taobaiqiang

Address Chongqing, People's Republic of China (Available upon request)

Tel 13617090622

Email taobq@126.com
taobq@yahoo.com

Thamban, Sindhu

Qualifications M.A. English (Bharathiar University, India)

Services Developing reading skills through jigsaw reading technique

Address Department of English, Bharathiar University, Coimbatore-46, Tamil Nadu, India

Tel 09952263553

Email sindhuthamban@gmail.com

Thomlinson, Clare

Qualifications PhD Literature, BA 1st class (Hons.), TEFL, TPC Proofreading (distinction)

Services Copy-editing, proofreading, ESL, EFL, SLN, Templates and Camera-ready Copy manuscript

Website http://www.100percentproof.me.uk

Email Thomlinsonc@hotmail.com

Tomlinson, Brian

Qualifications BA English, PGCE, MA ESL, PhD Applied Linguistics

Services Curriculum development, materials development, materials development training, teacher development, test development

Address 6, Priory Grange, Birkdale, Southport PR8 2AN

Tel +44 (0) 1704 569809

Email brianjohntomlinson@gmail.com

Varghese, Ashitha

Qualifications M.A. English (Dept of English, Bharathiar University, India)

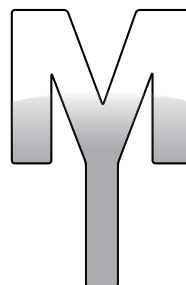
Services Sharing available materials on ELT; developing methods to improve communication skills

Address Department of English, Bharathiar University, Coimbatore-46, Tamil Nadu, India

Tel India 0491 2552665

Email ashitha86varkyz@yahoo.co.in

Are you interested in... ...joining MATSDA?



MATSDA membership runs from January to December or July to the following June. Membership includes:

- two issues of FOLIO
- mailshots about MATSDA conferences and other events
- reduced fees for MATSDA conferences
- eligibility to be considered for financial support for suitable research projects

Membership fees

Individual	£30.00
Full-time student	£15.00
Overseas	£15.00
Institutional	£100.00 (up to four unnamed members)

Method of Payment

Cheques in sterling OR International Money Order, made payable to MATSDA OR by credit card. We can accept payment with the following cards: Visa, Eurocard, Mastercard, DELTA, JCB

Please include the following personal details with your membership application:

Title, name, occupation/position;
Address for correspondence;
Telephone, fax and e-mail;
Payment and type of membership required.

All applications should be sent to:

Susi Pearson, MATSDA Membership Secretary, Norwich Institute for Language Education, 82 Upper St Giles Street, Norwich NR2 1LT, UK,
e-mail: matsdamembershipsec@nile-elt.com

... subscribing to FOLIO as a non-member?

Please check www.matsda.org.uk for new information.

... writing an article or letter to FOLIO?

... advertising in FOLIO?

Please contact:

Rod Bolitho, *Folio* Editor
Nile, 82 Upper St Giles Street,
Norwich, NR2 1LT, United Kingdom
Tel: +44 (0)1603 664473
Email: rod@nile-elt.com

