

folio



Journal of the Materials Development Association  
MATSDA

In this issue:

**Briony Beaven**

Recognising and Creating 'Good' Materials for Teacher Education

**Brian Tomlinson**

Principles and Procedures of Materials Development for Language Learning

**Andrzej Cirocki**

Age is Only a Number: Evaluating and Modernising Dated EFL Materials

**Eloy J. M. Romero-Muñoz**

Towards a More Realistic FL Grammar Syllabus: A Few Thoughts from SLA Research

**Michael Howard**

A Discourse Approach to Teaching Modal Verbs of Deduction

**Sasan Baleghizadeh and Mehrdad Yousefpoori Naeim**

Learning Vocabulary Through Etymology: A Practical Lesson

**Dario Luis Banegas**

Three Frameworks for Developing CLIL Materials

**Barry Bakin**

Create an "electronic Professional Learning Network" to support your traditional print-based materials

**Andy Cowle**

An Independent Publisher's Perspective on Starting Out

**Adrian Underhill**

Spotlight On A Materials Writer



# Contents

Editorial, Rod Bolitho .....	2
<b>Recognising and Creating ‘Good’ Materials for Teacher Education</b> <i>Briony Beaven, Munich Adult Education Institute, Germany</i> .....	4
<b>Principles and Procedures of Materials Development for Language Learning (Part 2)</b> <i>Brian Tomlinson, MATSDA President</i> .....	9
<b>Age is Only a Number: Evaluating and Modernising Dated EFL Materials</b> <i>Andrzej Cirocki, Gdansk University, Poland</i> .....	12
<b>Towards a More Realistic FL Grammar Syllabus: A Few Thoughts from SLA Research</b> <i>Eloy J. M. Romero-Muñoz, University of Namur (FUNDP), Belgium</i> .....	17
<b>A Discourse Approach to Teaching Modal Verbs of Deduction</b> <i>Michael Howard, London Metropolitan University</i> .....	21
<b>Learning Vocabulary Through Etymology: A Practical Lesson</b> <i>Sasan Baleghizadeh and Mehrdad Yousefpoori Naeim, Shahid Beheshti University, G.C., Iran</i> .....	23
<b>Three Frameworks for Developing CLIL Materials</b> <i>Dario Luis Banegas, University of Warwick and Argentina</i> .....	28
<b>Create an “electronic Professional Learning Network” to support your traditional print-based materials</b> <i>Barry Bakin, Los Angeles, USA</i> .....	31
<b>An Independent Publisher’s Perspective on Starting Out</b> <i>Andy Cowle</i> .....	33
<b>Spotlight On A Materials Writer: Adrian Underhill</b> .....	35
<i>Freelance Register</i> .....	37

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 Freda Mishan, *Folio* Editor, University of Limerick, IRELAND  
Tel: +353-(0)61-202432 e-mail: [freda.mishan@ul.ie](mailto:freda.mishan@ul.ie)

# From the Editor

*Rod Bolitho, Norwich Institute for Language Education*

This is my final issue as Editor of *Folio*, and I hope readers will find it rich and satisfying by way of compensation for its late appearance, for which I must apologise. I have had to fight with a number of conflicting priorities over the last twelve months and this has resulted in delays to the journal.

The lead article this time, by Briony Beaven, is particularly welcome as it deals with materials for teacher training and education, an area which receives all-too-little attention in language teaching publications. This is followed by the second part of Brian Tomlinson's excellent learning- and acquisition-focussed article on Principles and Procedures in Materials Development. Andrzej Cirocki confronts a reality which many teachers have to face by taking us through ways of adapting an older coursebook for use with today's students. Eloy J. M. Romero-Muñoz trawls through the findings of SLA research to offer an approach to the design of a grammar syllabus, while Michael Howard engages with modality and modal meaning from a wider conceptual perspective than the grammar books traditionally offer. In a contribution from Iran, Sasan Baleghizadeh and Mehrdad Yousefpoori Naeim offer an interesting in-depth approach to the teaching

of a single lexical item, and from almost the other side of the world, in Argentina, Dario Banegas deals with three sets of principles for designing CLIL materials. Our regular technology expert, Barry Bakin, weighs in with a guide to using e-networks to support traditional printed materials.

Our Publisher slot in this issue features Andy Cowle from North Star Publishing, with his very open and honest thoughts on starting out as an independent publisher. Finally, this issue's guest interviewee, Adrian Underhill talks about his beliefs about materials for teachers and his experience of working with authors as the editor of Macmillan's successful *Books for Teachers* series.

I'd like to thank all those who have contributed so willingly to *Folio* during my time as editor and who have endured the long wait from submission to publication so patiently. My successor is Freda Mishan (University of Limerick), who is already getting ahead with contributions for Volume 15. I'm delighted to be passing the baton to her as I know that *Folio* will prosper and continue to develop under her expert guidance. Contact Freda on: [Freda.Mishan@ul.ie](mailto:Freda.Mishan@ul.ie)

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](mailto:matsdamembershipsec@nile-elt.com)

# Cambridge Delta MA English Language Teaching



These programmes provide academic and professional development for English Language Teaching practitioners looking for career advancement in innovative teaching, curriculum and creative materials development, teacher education or training and other related activities.

They are both offered as full-time and part-time study modes at our beautiful Headingley campus. You will have the opportunity to develop your expertise in a specialist area, such as teacher training, EAP, ESP, ESOL, teaching young learners or business English.



## Cambridge Delta

The Delta can be studied on its own or as part of the MA English Language Teaching. This course is for native and near native speakers of English with English language teaching experience.

**Entry requirements:** 2 years' teaching experience and a relevant first degree. Non-native speakers will require a minimum of IELTS 7.5 or equivalent. Delta applicants will be required to do a preliminary task and attend an interview.

[www.leedsmet.ac.uk/elt/courses/delta](http://www.leedsmet.ac.uk/elt/courses/delta)

## MA English Language Teaching

This programme offers practical classroom experience, observation and language awareness for teaching purposes. It is for experienced and less experienced teachers who are either native or non-native speakers.

**Entry requirements:** Relevant first degree and an interest in English Language Teaching. Non-native speakers will require a minimum of IELTS 6.0 or equivalent.

[www.leedsmet.ac.uk/elt/courses/ma](http://www.leedsmet.ac.uk/elt/courses/ma)



Our highly qualified and expert team have many years of experience successfully training teachers and developing innovative materials including multimedia resources. For more information please contact the Course Leader, Heather Buchanan, on +44 (0)113 812 7440, [h.buchanan@leedsmet.ac.uk](mailto:h.buchanan@leedsmet.ac.uk) or [elt@leedsmet.ac.uk](mailto:elt@leedsmet.ac.uk)

Accredited by the



UNIVERSITY of CAMBRIDGE  
ESOL Examinations

Authorised Centre

# Recognising and Creating 'Good' Materials for Teacher Education

*Briony Beaven, Munich Adult Education Institute, Germany*

**A**dense handout on top-down and bottom-up reading skills and a 'Find Someone Who' questionnaire about classroom behaviour. What do they have in common? Both are examples of teacher education materials. Their difference in topic and approach signal a difficulty with regard to making any generalisations about 'good' teacher training materials, namely the wide variety of circumstances, contexts, purposes and approaches that typify English language teacher education.

Firstly, the motivation for learning and the domain of the learning will affect materials requirements. Teachers may be asked to learn due to developments or innovations in their own institution or organisation but alternatively because they have chosen to learn as individuals. They learn through teacher seminars or workshops held in training rooms but they also learn in the field by creating and reflecting on lesson plans, by teaching and getting feedback on their teaching, and by observing other teachers. Materials for teacher education may be designed for use in the training room or for teachers to use while involved in one of the above-named field activities.

Secondly, approaches to English language teacher education are influenced by different ideas of how teachers learn and what they need to learn. Materials are self-evidently only one component of teacher education courses, but a component that changes according to course objectives and conceptions of teaching and learning. Materials are more likely to lead to productive results if the conceptions of teaching and learning that underlie them are in harmony with the trainer's/trainers' conceptions of teaching and learning and with the stated aims of any particular training course. Teacher learning has been characterised variously as the acquisition of skills or competences (Britten 1997, Blackmore 2000, Cambridge ESOL 2004), the development of thinking processes related to teaching (Woods 1996, Borg 2003), the social construction of personal, practical teaching knowledge (Roberts 1998), reflective practice (Schön 1983, Wallace 1991), and changes in and self-awareness of teachers' attitudes and feelings towards their professional lives (James 2001). It can be viewed through the lens of these different theories but teacher learning can also be regarded as occurring along a spectrum from minimal to maximal self-agency. This spectrum is sometimes simply expressed as the difference between pre-service and in-service training but the route from novice to competent practitioner

to expert, involves a number of transitions – from supported teaching capability to conscious decision-making, to an entirely self-regulatory process which may include a strong role for intuition (Glaser 1996, Berliner 2001, Tsui 2003). Writers of training materials for teachers may therefore need to bear in mind a multiplicity of teacher developmental stages, not merely the simple dichotomy of pre-service and in-service.

Finally, more mundane factors at work in the provision of teacher training programmes also lead to the term 'ELT teacher training' having no one clear meaning. Some teacher training for ELT takes place in universities and involves several years of study leading to nationally accepted qualifications. Then there are higher degrees and components of higher degrees in for example, applied linguistics, which also aim to prepare teachers for English as a foreign language or to provide them with an extra qualification. There are also the privately run courses leading to certificates and diplomas for which the two best-known validating bodies are Cambridge ESOL and Trinity College. These courses vary in length from four weeks to a year. Lastly there is a huge range of taster courses at pre-service level, as well as refresher, development and themed courses offered by providers of all kinds including language schools, adult education institutes, regional ministries and cultural institutes (Beaven 2004). Arising from these quotidian matters of length and frequency of course provision are issues of training course impact and of planning for maximum impact, for example through cyclical syllabuses as opposed to the widely spread 'one-shot' teacher workshop.

## Guidelines for teacher training materials

Given this range of variables one can easily understand why Geddis & Wood denominate teacher education practice as a 'profoundly ill-structured domain' (1997:624). The lack of structure and commonality render it extremely difficult to lay down general principles for teacher training materials but the following guidelines might be usefully borne in mind both by those creating materials for teacher education and by those selecting materials for courses:

1. There needs to be an awareness of the *paradigm of teacher learning* that supports the materials.

Materials may have the aim of developing teachers' classroom skills, or of getting teachers to think more deeply about received knowledge, for instance by contrasting two theories on an aspect of teaching. Their purpose could be to surface teacher attitudes and feelings to their practice, or to encourage reflection on practice. Materials may be designed to foster collaboration and social learning or might be directed at individual change. If the materials appear eclectic in their approach to learning, the different elements need to be well integrated.

2. Materials may be *experiential* (activity based) or may simply deliver *information*, and it should be clear which, or both, of these goals is intended. Experiential materials can be written for the training room or for use in the field. Materials that aim to extend teacher knowledge may be directed towards knowledge about teaching or knowledge for teaching.
3. Materials for teachers, like materials for learners, need to take account of the target group's *previous knowledge and experience*.
4. It should be clear whether materials are intended for use with teachers in *many contexts* or only *one context* and whether they have been designed for teachers who all work *within one institution* or prepared for a group of teachers *from different institutions*. On the whole, materials written with a close understanding of a particular group of teachers are more likely to be effective than materials supposedly created for teachers in any kind of educational system or institution anywhere in the world.
5. Any set of materials should demonstrate *variety* in task type, layout and presentation, interaction patterns and amount of cognitive demand, since materials used in teacher training will create a model for teachers' classroom materials and the range of activity types they regard as 'normal', whether consciously or unconsciously.
6. Teacher training materials need to be professionally presented but, unless they are published materials, the standard and style of *presentation* should be *attainable by the attending teachers*. Teachers, especially new ones, may take the training materials as a model for their own classroom materials.
7. The *objectives* of the piece of material or set of materials should be either transparent or stated.
8. Ideally, materials will follow the *principle of economy*, so doing more than one training job at the same time.

## Three pieces of teacher training material and their relationship to the guidelines

Bearing in mind Guideline 4 above, readers will want

to remember that the sample materials below were prepared for specific groups of teachers and may need adapting to suit other groups of teachers.

### A. Giving good instructions

This piece of material is based on the concept of teachers needing to acquire practical classroom skills. It delivers information and is experiential. It assumes limited classroom experience or capability. It could be used in many contexts and with teachers from one institution or many. The worksheet is clearly 'home made' but is neat, correct, and laid out so as to differentiate clearly between headings, tasks and informational material. It is illustrated by a visual of the type that any teacher with a computer and Internet access could emulate.

#### Giving good instructions



#### Starter

*In twos or threes brainstorm ways of giving instructions successfully, especially with low-level learners. Then share your ideas with the other teachers.*

#### Task One

*Look at these instructions and decide if they are likely to work well.*

We're going to write ideas about how life used to be, oh and how it is now, that is since everybody has had mobile phones. Well, maybe you can remember we mentioned mobile phones last week and I think televisions as well. Can you just look this way a minute, Mandy, you don't need to write now. And Simon. I'm trying to tell you something. Anyway we'll do that comparison of life before and life now. You can get started. No, not by yourselves. In groups I think. How many of you are there? Mm. Let's see, oh just work with some people near you. Jane, aren't you in a

group? Oh dear, perhaps...

## Task Two

*Look at the instructions below. Are they better? Why? What stages does the teacher go through? Would they suit other activities?*

1. Focus everybody's attention, e.g. "OK", "Right", "Now."
2. Make sure you have eye contact with all the learners, and that they are quiet.
3. Remind them of previous experience of the topic you want to introduce, e.g. "We were talking about mobile phones last week."
4. Say what is going to happen now, e.g. "We're going to do a task about mobile phones and other inventions now."
5. Make it clear that you are now saying how they will begin, e.g. "Now this is what you are going to do ....."
6. Structure the task, e.g. "I want you to think about life before and after there were mobile phones. What differences are there?"
7. Set up interaction patterns e.g. "We'll do this in groups. Listen, I'll give you a number. The people with the same number are in your group."
8. Manage behaviour using gesture and expression when they help, e.g. "Stand up, please. [Raise your lower arms, palms upwards]. Find the people in your group and sit with them. The 1s here, the 2s ....."
9. Set a time limit, e.g. "You've got five minutes to write down differences in life. What was life like? What did we use to do? Before the mobile phone. And since we have had mobile phones. How are our lives different now? What do we do now?"
10. Check understanding, e.g. "So what are you going to do, Sandra?"
11. Recap if necessary, e.g. "..... So that's what I want you to do. On the big sheets of blue paper [*Hold up and show one*]."
12. Show learners that they should start the task now, e.g. "Right. Off you go."

## Task Three

*Work in groups. Your trainer will give you a classroom activity for learners of English, a different activity for each group. Prepare instructions for this activity. Then give your instructions to your fellow teachers with any materials they will need. When you are listening to the*

*other groups' instructions do what you are told, even if it is not what you think is intended to happen in that activity!*

*Stop after each group has given their instructions and evaluate each other on whether your instructions were clear and helpful.*

## B. Observing your trainer

This worksheet assumes previous teaching knowledge, skills and experience. The material aims to raise teachers' awareness of classroom language and of different teacher roles. It can be located within a constructivist paradigm through its intention to relate teachers' new learning to their previous pedagogical knowledge and to provide the opportunity for tacit knowledge to surface. The material evidences a belief in valuing what teachers know and can do; teachers are regarded as capable of and willing to assess their trainer. The material is also based on the supposition that teacher collaboration and social learning are of benefit to both the teachers concerned and to the trainer, who through this task is anchored firmly within the social structure of the training course as a peer or participant. It is highly experiential, focussing on 'noticing' classroom behaviour and drawing inferences from that behaviour. It implicitly encourages variety in training as the trainer knows that they will be 'under the microscope' in one course session, a circumstance known to concentrate the mind wonderfully! The material also models for teachers the necessity of referencing sources and acknowledging any external input of ideas or content.

### What kind of teacher is your teacher trainer?

Decide together on a day/session when you will observe your trainer. Divide the different categories for observation amongst you. Conduct your observations and then pool your thoughts in an informal class meeting or online. Tell your trainer that you have completed the observation and give the trainer feedback.

### Classroom language: Instructions

Write down word for word some examples of instructions that occur during the lesson. Do they focus attention, introduce topic clearly, structure the task, set up interaction patterns, manage behaviour, check understanding and make it clear when you should start?

### Classroom language: Organisation

Write the words the trainer uses to:

- Begin the training session,
- Move from one activity or topic to the next,
- End the session.

Is the language clear? Do the transitions make sense? Does the session begin clearly and end appropriately and definitely or does it fade out in a vague way?

### Classroom language: Praise and acceptance

Write down a couple of examples of praise or acceptance used by the trainer. Are they appropriate? Helpful? Not condescending?

### Classroom language: Questions

Write down three questions used by the trainer. What type of questions are they?

- Referential questions (trainer does not know the answer, wants information or seeks opinion) or display questions (trainer knows the answer)?
- Open (what, where, why...?) or closed (yes/no questions)
- Checking understanding
- Analytical questions
- Evaluative questions

### Trainer's role

Put a cross next to the role when you see your trainer acting within that role. Also note what exactly the trainer is doing at that point.

- Planner?
- Manager?
- Information giver?
- Diagnostician?
- Language resource?
- Listener?
- Monitor?
- Participant?

*Based on an idea by Andrew Carte (personal communication 2008)*

## C. Getting learners to reflect

This material arises from a belief that it is useful for teachers to think more deeply about received knowledge, in this case the theory that learners can benefit from reflecting on their learning. The piece of material is suited to teachers who already have some knowledge about the nature of 'reflection' and a fair amount of classroom experience so that they will understand the examples given on the worksheet without too much difficulty. At this stage of their careers teachers may well agree in principle with the idea of learner reflection but not necessarily be sure how to put it into practice. The material aims to increase practical, pedagogical knowledge on the topic of reflection by providing an example and then asking the teachers to suggest further

classroom activities for each of the reflection areas. It will suit a variety of contexts, but some of the reflective activities may not be appropriate in all settings. It is economical in that all the statements on the worksheet can be modified to enable teachers to reflect on their own learning within the training course where they worked on this piece of material. For example, 'Learners can reflect on their personal language needs' is turned into 'Teachers can reflect on their personal language needs' while 'Learners can reflect on the lesson they have just had' becomes 'Teachers can reflect on the training session they have just had.' If the teachers then go on to produce examples from their training course they will have fruitfully meditated on their experiences to date during their training course as well as having reinforced their learning on student reflection.

### Getting learners to reflect

*Look at the list of ways in which learners can reflect, and the examples. Tell a partner if you have used any of the example activities with one of your classes. If so, how did it work? If not, is there one idea you would like to try out? Complete the list with further examples and then share the ideas with the whole group.*

- Learners can reflect on their personal language needs

#### *Examples*

- 1) Completing a questionnaire about their needs in English.
- 2) .....

- Learners can reflect on the lesson they have just had

#### *Examples*

- 1) Remembering all the activities they have done in the lesson.
- 2) .....

- Learners can reflect on their whole course

#### *Examples*

- 1) A questionnaire asking the learners to reflect on their course and look to future plans.
- 2) .....

- Learners can reflect on their own participation in the course

#### *Examples*

- 1) In group work, one group member is an observer, who counts the number of times the other group members contribute.

2) .....

- Learners can reflect on how they can best learn

#### Examples

1) Learners meet the idea of a word network, they try one out, they compare with other word learning techniques they have used.

2) .....

- Learners can reflect to assess their own communicative skills

#### Examples

1) Learners get a list of 'can do' statements. They decide which already apply to them.

2) .....

- Learners can reflect on areas they need to work on by themselves

#### Examples

1) The teacher suggests three 'homework' activities and elicits the purpose of each. The learners choose which is the most appropriate activity for each of them to do.

2) .....

## Conclusion

In this article I have attempted to define and provide examples of principled teacher training materials. However, teacher training materials cannot be 'good' in isolation. They are only as good as their realisation on a training course. No piece or set of materials will be maximally effective in the training room or in the field unless the trainer understands the concepts underlying the materials and how and when they can be optimally used. Given the close links between materials and their implementation on training courses one might argue that learning to create materials for teacher training is an item that should figure prominently in any train-the-trainer course syllabus. Skills in this area allow teacher trainers to write their own materials, targeted to their context, their educational system, and their teachers' needs. Nevertheless, most teacher trainers, including myself, have at busy periods reached for ready-made training materials. An awareness of how materials are put together should ensure that even when this less than perfect solution is adopted the materials are adapted and supplemented as appropriate for a given target group of teachers. Finally, if teacher trainers become aware of the issues, opportunities and constraints that shape published teacher training materials, they can be more effectively and efficiently consulted and involved when new, published teacher

training materials are planned.

## References

Beaven, B. (2004) How Eight English Language Teacher Trainers Made the Transition From Teaching to Training. Unpublished dissertation. Exeter: The University of Exeter.

Berliner, D. C. (2001) "Learning about and learning from expert teachers." *International Journal of Educational Research* 35, 463-482.

Blackmore, P. (2000) "Some problems in the analysis of academic expertise". *Teacher Development* 4:1, 45-64.

Borg, S. (2003) "Teacher cognition in language teaching: A review of research on what language teachers think, know, believe and do." *Language Teaching* 36:2, 81-109.

Britten, D. (1997) "A plea for flexibility." In I. McGrath (Ed.) *Learning to train: Perspectives on the Development of Language Teacher Trainers* (pp. 13-22). Hemel Hempstead: Prentice Hall Europe.

Cambridge ESOL. (2004) *CELTA Syllabus*. Cambridge: Cambridge ESOL.

Geddis, A. N. & Wood, E. (1997) "Transforming subject matter and managing dilemmas: a case study in teacher education." *Teaching and Teacher Education*, 13:6, 611-626.

Glaser, R. (1996) "Changing the agency for learning: acquiring expert performance." in K.A. Ericsson (ed) *The Road to Excellence: The Acquisition of Expert Performance in the Arts and Sciences, Sports and Games* (pp. 303-311). Mahwah, New Jersey: Lawrence Erlbaum Associates.

James, P. (2001) *Teachers in Action: Tasks for In-service Language Teacher Education and Development*. Cambridge: Cambridge University Press.

Roberts, J. (1998) *Language Teacher Education*. London: Arnold.

Schön, D. (1983) *The Reflective Practitioner*. New York: Basic Books.

Tsui, A.B.M. (2003) *Understanding Expertise in Teaching*. Cambridge: Cambridge University Press.

Wallace, M. J. (1991) *Training Foreign Language Teachers: A Reflective Approach*. Cambridge: Cambridge University Press.

Woods, D. (1996) *Teacher Cognition in Language Teaching*. Cambridge: Cambridge University Press.

**Briony Beaven** is the Munich Adult Education Institute (Germany) CELTA project manager and DELTA Tutor Team Leader. She is also a CELTA Assessor. Her special interest is the skills and knowledge base of ELT teacher trainers and she has led courses on working as a teacher trainer for the British Council, Norwich Institute for Language Education, the Umbrella Organisation of the Adult Education Institutes in North-Rhine-Westphalia and the Munich Adult Education Institute. Briony has written coursebooks and teacher training materials for Cornelsen Verlag and she edited the IATEFL annual volume of Conference Selections from 2005-2009.

brionybeaven@t-online.de

# Principles and Procedures of Materials Development for Language Learning (Part 2)

*Brian Tomlinson, MATSDA President*

Part 1 of this article, in Folio14.1, covered three principles, all based in Language Acquisition theory, and this second part covers three more, again with implications for materials development and working practical examples

## Principle of Language Acquisition 4

L2 language learners can benefit from using those mental resources which they typically utilise when acquiring and using their L1.

In L1 learning and use learners typically make use of mental imaging (e.g. seeing pictures in their mind), of inner speech, of emotional responses, of connections with their own lives, of evaluations, of predictions, of personal interpretations. In L2 learning and use learners typically focus narrowly on linguistic decoding and encoding. Multi-dimensional representation of language experienced and used can enrich the learning process in ways which promote durable acquisition, the transfer from learning activities to real life use, the development of the ability to use the language effectively in a variety of situations for a variety of uses and the self-esteem which derives from performing in the L2 in ways as complex as they typically do in the L1. See Tomlinson and Avila (2007) for example, for principled suggestions as to how making use of multi-dimensional mental representation can help L2 learners.

There is a considerable literature on the vital use of the inner voice in L1 and the infrequency of use of the inner voice in the L2. What the literature demonstrates is that in the L1 we use the inner voice to give our own voice to what we hear and read, to make plans, to make decisions, to solve problems, to evaluate, to understand and 'control' our environment and to prepare outer voice utterances before saying or writing them. When talking to ourselves we use a restricted code which consists of short elliptical utterances expressed in simple tenses with the focus on the comment rather

than the topic, on the predicate rather than the subject. It is cotext and context dependent, implicit, partial, vague, novel and salient to ourselves. However L2 users rarely use an L2 inner voice until they reach an advanced level – though there is evidence that the use of an L2 inner voice at lower levels can enhance L2 performance and can be facilitated by teachers and materials. For further details of the characteristics and roles of the inner voice see de Guerro (2005) and Tomlinson and Avila (2007).

There is also a considerable literature on the role of visual imaging in language use and acquisition. It demonstrates that visual imaging plays a very important role in L1 learning and use, that it tends not to be used by L2 learners and that L2 learners can be trained to use visual imaging to improve their learning and use of the L2. For details of research on mental imaging and its application to materials development see in particular Tomlinson and Avila (2007).

## Principles of Materials Development

1. Make use of activities which get learners to visualise and/or use inner speech before during and after experiencing a written or spoken text.
2. Make use of activities which get learners to visualise and/or use inner speech before during and after using language themselves.
3. Make use of activities which help the learners to reflect on their mental activity during a task and then to try to make more use of mental strategies in a similar task.

## Examples of Materials

I build into all my materials activities which encourage and help the students to visualise, to talk to themselves in inner speech and to make connections with their lives. For example, before asking the students to read a poem about a boy's first day at school I asked the students to visualise their own first day at school and then to talk to themselves about how they felt.

## Principle of Language Acquisition 5

Language learners can benefit from noticing salient features of the input.

If learners notice for themselves how a particular language item or feature is used, they are more likely to develop their language awareness (Bolitho et al 2003) and they are also more likely to achieve readiness for acquisition. Such noticing is most salient when a learner has been engaged in a text affectively and cognitively and then returns to it to investigate its language use. This is likely to lead to the learner paying more attention to similar uses of that item or feature in subsequent inputs and to increase its potential for eventual acquisition.

### Principles of Materials Development

1. Use an experiential approach in which the learners are first of all provided with an experience which engages them holistically. From this experience they learn implicitly without focusing conscious attention on any particular features of the experience. Later they re-visit and reflect on the experience and pay conscious attention to features of it in order to achieve explicit learning. This enables the learners to apprehend before they comprehend and to intuit before they explore. And it means that when they focus narrowly on a specific feature of the text they are able to develop their discoveries in relation to their awareness of the full context of use.
2. Rather than drawing the learners' attention to a particular feature of a text and then providing explicit information about its use it is much more powerful to help the learners (preferably in collaboration) to make discoveries for themselves.

### Examples of Materials

I use a lot of language awareness materials in which the students experience a potentially engaging text, respond to it personally and then focus on a particular feature of the text in order to make discoveries about it. For example, the students read about a student whose parents gave him a graduation party. They then discussed the reasons why the parents gave him the party and the reasons he was reluctant to attend it. Next one half of the class analysed the father's use of the interrogative and the other half analysed the son's use of the imperative. They came together in groups to share their discoveries and then they wrote a version of the text in which the mother (rather than the father) tried to persuade the son to attend the party.

## Principle of Language Acquisition 6

Learners need opportunities to use language to try to achieve communicative purposes.

When using language in this way they are gaining feedback on the hypotheses they have developed as a result of generalising on the language in their intake and on their ability to make use of them effectively. If they are participating in interaction, they are also being pushed to clarify and elaborate and they are also likely to elicit meaningful and comprehensible input from their interlocutors.

### Principles of Materials Development

1. Provide many opportunities for the learners to produce language in order to achieve intended outcomes.
2. Make sure that these output activities are designed so that the learners are using language rather than just practising specified features of it.
3. Design output activities so that they help learners to develop their ability to communicate fluently, accurately, appropriately and effectively.
4. Make sure that the output activities are fully contextualised in that the learners are responding to an authentic stimulus (e.g. a text, a need, a viewpoint, an event), that they have specific addressees and that they have a clear intended outcome in mind.
5. Try to ensure that opportunities for feedback are built into output activities.

### Examples of Materials

I develop a lot of material in which the students have to produce a text which is a development from one they have just experienced. For example, in one unit the students had to make up an oral circle story about strange creatures on a beach as a development of their acting out of their teacher's narration of a story. In another unit they had to re-locate a story set in Liverpool in their own city. In another unit they had to design an improved version of a vehicle in a newspaper advert, then to write a newspaper advert and then to perform a tv advert for their vehicle.

## Conclusion

When developing classroom materials we should also, of course, consider principles of language teaching. My main teaching principle is that:

The teaching should meet the needs and wants of the learners.

From this my most important materials development principle is that:

Materials need to be written in such a way that the teacher can make use of them as a resource and not have to follow them as a script.

It seems, though, that most classroom materials are written for teachers and students to follow. It also seems that many of them not driven or even informed by principles of language acquisition and development. Some of them manage to help learners to acquire language because their writers have been effective teachers and are intuitively applying principles of teaching. Most of them would be a lot more effective if they were driven by the principles of acquisition I have outlined above.

(This paper is an adaptation of part of Tomlinson, B. (2010) Principles and procedures of materials development. In N. Harwood (ed.) *Materials in ELT: Theory and Practice*. Cambridge: Cambridge University Press.)

If you would like a fuller list of references relating to the themes of this article contact me at [brianjohntomlinson@gmail.com](mailto:brianjohntomlinson@gmail.com)

## References

- Arnold, J. (ed.) (1999) *Affect in Language Learning*. Cambridge: Cambridge University Press
- Bolitho, R., Carter, R., Hughes, R., Ivanic, R., Masuhara, H. and Tomlinson, B. (2003) Ten questions about language awareness. *ELT Journal*. 57(2), 251-259
- de Guerro, M. C. M. (ed.) (2005) *Inner Speech – Thinking Words in a Second Language*. New York: Springer-Verlag.
- Krashen, S. (1985) *The Input Hypothesis*. London: Longman.
- McGrath, I. (2002) *Materials Evaluation and Design for Language Teaching*. Edinburgh: Edinburgh University Press.
- Tomlinson, B. (ed) (1998) *Materials Development in Language Teaching*. Cambridge: Cambridge University Press
- Tomlinson, B. (ed) (2003) *Developing Materials for Language Teaching*. London: Continuum Press.
- Tomlinson, B. (2008) Language acquisition and language learning materials. In B. Tomlinson (ed) *English Language Teaching Materials*. London: Continuum.
- Tomlinson, B. (2010) Principles and procedures of materials development. In N. Harwood (ed.) *Materials in ELT: Theory and Practice*. Cambridge: Cambridge University Press.
- Tomlinson, B. and Avila, J. (2007) Seeing and saying for yourself: the roles of audio-visual mental aids in language learning and use. In B. Tomlinson (ed.) *Language Acquisition and Development: Studies of Learners of First and Other Languages*. London: Continuum: 61-81.

**Brian Tomlinson** is Visiting Professor at Leeds Metropolitan University, Visiting Professor at Azad University, Oxford and Academic Director of TEFL International. He has worked as a teacher, teacher trainer, curriculum developer and university academic in Japan, Indonesia, Nigeria, Oman, Singapore, UK, Vanuatu and Zambia and has given presentations in over sixty countries. He is Founder and President of MATSDA (the international Materials Development Association) and has published many articles and books.

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](mailto:matsdamembershipsec@nile-elt.com)

# Age is Only a Number: Evaluating and Modernising Dated EFL Materials

*Andrzej Cirocki, Gdansk University, Poland*

Language teachers, apart from regular teaching and designing classroom materials, are also obliged to take an active part in evaluating materials. The latter is a process of measuring the worth of learning materials as well as forming critical opinions about how learners are affected by them. Another reason why teaching materials need constant assessment and evaluation is that they are time-constrained. Therefore, in order to determine the value of materials, to check their re-usability, compliance with the teaching standards or programme's goals, as well as to estimate their appropriateness for a particular group of learners, numerous criteria should be established. Nevertheless, in establishing them, it should be remembered that "different areas of evaluation are important to different people, at different times, and for different reasons" (Rea, 1983, p.90). Hence, in this article an attempt will be made to outline some of the theoretical claims that have already been made regarding the importance of materials evaluation, as well as to demonstrate what such a process looks like in practice. At the very outset, I will present my learner-group profile and take a look at the structure of the course book I would like to teach them from. Then, I will concentrate on presenting the learning outcomes of the selected unit, specifying to what degree they are achievable from the existing material. Finally, I will outline some changes to the unit to make it meet the needs and expectations of the learner-group profile.

Let us begin with the class profile. The class concerned consists of fifteen nineteen-year-old Polish males (from a technical secondary school) at an advanced level of English who like reading historical, military and political texts. They come from different backgrounds and having diverse experiences, prefer practical activities in which they can draw on prior knowledge. The students differ in personalities, intelligences and learning styles (mostly visual and auditory learners). They are intrinsically motivated and learn English to be able to communicate fluently and accurately, as well as to prepare for the extended Matura exam (level B1/B2 according to the Council of Europe). Also, the class are fans of British English, which they find 'posh' and refined.

With the class profile now clearly presented, I will now concentrate on the most urgent needs of the learners concerned. Firstly, the students' oral performance in the

target language leaves a lot to be desired. Accordingly, the students need to focus on clear and logical presentation of ideas, especially in longer speeches. Also, despite using correct pronunciation, they need to concentrate more on the suprasegmental aspects of speech, that is, stress and intonation which, when defective, sometimes results in misunderstandings, even communication breakdowns. Moreover, the class should work more on becoming confident speakers as they invariably feel insecure and frustrated while speaking. Hence, their speech is replete with long pauses and frequent hesitations, as well as being accompanied by unnatural body inflections, soft voice and stooped posture. Secondly, the students need to practise, both in the spoken and written modes, how to construct coherent and cohesive texts, how to negotiate certain positions and how to express agreement and disagreement, while at the same time practising the language of argument. Thirdly, the students' output indicates problems with emphatic sentences and the perfect aspect of tenses, which should be attended to through purposeful and authentic tasks. Finally, the class need to work on exam strategies and presentation skills in order to enter for the end of school exam in English with confidence and a positive attitude.

Bearing the profile of the learners in mind, *Headway Advanced* appears to be a perfect choice as a coursebook. It consists of 12 units and provides 120 hours of teaching. Furthermore, it is a course for adults who want not only to be fluent in communication, but also accurate in the usage of vocabulary and grammar. To achieve this it offers thorough explanations of lexical and grammatical aspects of English, systematically develops all four language skills and familiarises language learners with socio-cultural facets of the target language. Another reason why this course book is appropriate for this group of learners is the Matura exam, which checks students' knowledge of the target language in all the areas covered in the book. In terms of Maley's (2003, p.9) processes, at least three activity types can be distinguished i.e. *generic* (e.g. reflective or interactive), *techniques* (e.g. repetition or questioning), and *task-types* (e.g. brainstorming and problem solving). Furthermore, another big advantage is different types of task questions. For instance, apart from ordinary display questions that Maley (2003) defines as the ones to which teachers know

answers, there are *inference*, *opinion* and *interpretation* questions. Thus, it can be concluded that thanks to the interesting collection of communicative tasks there is every likelihood that students will become confident and competent users of the target language.

Having briefly presented the class profile, learners' needs and the course book structure, the next step is to develop the criteria on which the unit will be evaluated. Bearing in mind the class profile presented above, the following five criteria taken from Tomlinson seem to be appropriate for further discussion: (1) materials should maximise learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities; (2) materials should provide the learners with opportunities to use the target language to achieve communicative purposes; (3) what is being taught should be perceived by learners as relevant and useful; (4) materials should expose the learners to language in authentic use; and (5) materials should take into account that learners differ in learning styles (1998: 5). All of them are based on cognitive, affective, linguistic and socio-cultural principles, since successful language learning and teaching occurs only when all these perspectives are involved.

With the criteria specified, the stage is now set for the unit evaluation. However, it should be first made clear that the unit was widely and successfully applied in an EFL context in the 1990s. Hence, the criteria I have just selected will be employed to help me to decide, first and foremost, how this unit could be updated or modified for current teaching. In other words, I intend to make the unit material relevant and appropriate for the group of nineteen-year-olds so that it first complies with their needs and interests and second, is enjoyable to learn from. Tomlinson (2003a: 23) refers to this type of evaluation as a "pre-use evaluation", whereas Ellis names it "before-programme evaluation" (1998: 220).

The unit under study, *War and Peace*, adopts an objective attitude to the theme of war. It provides students with a range of activities, including speaking, listening, reading and writing, as well as extensive practice of the systems of English (grammar, vocabulary and phonology). However, to be more precise, the learning outcomes of this unit could be summarised in the following way (see Figure 1).

- be able to produce emphatic sentences
- have practiced supra segmental aspects of speech
- have practised receptive and productive skills

Figure 1. Learning outcomes.

Consequently, all the outcomes clearly reflect the communicative nature of the unit and if they were included in the unit, they would enable learners to plan, implement and assess their classroom experiences.

As can be seen, the evaluation criteria and the unit content most appropriately conform to the communicative approach to language teaching, which emphasises the practice of skills and also introduces learners to language as social action. Hence, three aspects need to be closely analysed so that it is possible to determine whether or not the learning outcomes of the selected unit are achievable, and if so, to what degree. Those three aspects of language learning, language awareness and cultural awareness are all component parts of the modern model of language teaching.

Language learning, to begin with, is perceived as a process of socialisation into a particular discourse community. This being so, the unit concerned should provide students with ample opportunity for meaningful social interaction, specifically to provide comprehensible input, as well as practice in various types of communication, and it successfully does this, engaging students intellectually, aesthetically and emotionally (Tomlinson, 2003b: 162). Further, the application of meaningful language data in the coursebook highlights the significance of context in interpreting the meaning of texts, whereas a great variety of contextualised oral and written texts provides learners with different language experiences and communicative purposes.

The next element requiring close attention in the unit is language awareness, which Scott defines as "explicit knowledge about language and conscious perception and sensitivity in language learning (...) and language use." (1994: 91) This aspect of language learning is of great importance, as learner development depends to a large degree on language awareness, requiring of students cognitive reflections on its nature, structure and functions. As far as the *War and Peace* unit is concerned, it provides comprehensive coverage of both grammatical and lexical systems of English, thanks to which learners learn how to select proper discourse types, simultaneously becoming competent FL users. Various types of activities also cater for different learning styles, stimulating both right and left brain hemispheres.

- By the end of this unit, the students are expected to:
- be able to discuss the issue of war and peace, including past, present and future events
  - be able to accurately apply vocabulary connected with the theme of war and peace
  - be able to write a text summary and a description of an event

The last aspect is cultural awareness which refers to the identification, understanding and appreciation of the culture where the target language is spoken. Of course, this process can be properly stimulated, and thus quickened, when learning is facilitated with culturally rich materials, for example, a variety of relevant and useful text types in course books. For instance, including literature in didactic materials promotes better understanding of the cultural nuances of the target country, for “through literature we can experience that insider view and appreciate traditions and beliefs different from our own” (Turner 1999: 214-215). In the unit, elements of culture are represented, among others, by a poem and a musical play, both of which are subsumed in the concept of “big-C culture” (Chastain, 1988: 203) as they deal with the arts, as opposed to day-to-day life.

The micro-evaluation of the unit would not be complete without suggesting some changes to the existing material. Despite the fact that the unit was produced 20 years ago, it successfully meets the class profile and the five criteria selected above. However, living in the 21st century, being surrounded by different technologies, witnessing issues of war and terrorism on a regular basis, plus following the recent view on the learning/teaching process all call for certain modifications in the unit. They are discussed below.

Firstly, in order to make this unit more student-friendly and student-informative, I would suggest starting with a learning outcomes box (see Appendix A), whose main role would be to specify what learners are anticipated to know, understand and do at the end of the unit. Thanks to this information, students could not only see that the unit is divided into subsections of intended achievement, but also think about its theme, as well as work systematically towards previously identified targets.

Another modification relates to bringing this unit up to date; the best way to achieve this would be by changing the title from *War and Peace* to *War, Terrorism and Peace*. In consequence, the discussion part would take a new form (see Appendix A). It would be divided into four sections (A to D) where the first two (listening to sound effects and watching film clips) aim at challenging the students’ perceptions and attracting their curiosity and attention. The third would include pictures, headlines, an article excerpt and controversial questions for discussion, whereas the fourth would seek to develop the students’ presentation skills for the Matura exam. The new form of the task is vital, since connecting pictures with text enhances learners’ text comprehension. Moreover, pictures not only provide non-verbal information and explain the setting, but also localise and personalise the task, frequently introducing cultural/contextual reference. The listening part would be especially useful

for the auditory learners, whereas the graphic/pictorial element would help the visual ones, who “learn best from visual displays of information” (Materna, 2007: 51). Thus, the new discussion part could serve as a challenging task through which students’ critical thinking and language confidence might be triggered.

Subsequently, since one poem has already been included in this unit, *The Responsibility* verse (in the original on p.58) could be removed to prevent task repetition. Instead, I would suggest modifying the three-sentence long writing part by providing students with a concise step-by-step presentation of how to approach descriptive writing (see Appendix B). I believe that a good course book should guide and show students how writing in English should be approached and what aspects should be taken into account so as to be able to successfully produce coherent and cohesive texts.

The final change to be introduced is a self-assessment section which addresses the issue of achieved learning outcomes in the unit concerned. This self-assessment section is extremely important for three reasons. According to Neary (2000: 124), it: (1) helps learners to understand their learning experiences, (2) allows for a great deal of feedback, and (3) develops students’ confidence and autonomy. In consequence, in order to enable my students to foster reflection on their learning as well as to help them to see their strengths and weaknesses in this process, I would include a chart as a concluding stage of the unit (see Appendix C).

All in all, it can be concluded that materials evaluation is an inevitable element of teachers’ work which informs them about the quality of teaching materials and the adaptations required. When done properly and systematically, it allows, as demonstrated above, for McGrath’s (2002: 74) principles such as *localisation*, *personalisation*, *individualisation*, and *modernisation* to be taken into account. Also, it stimulates teacher creativity not only in designing and implementing materials, but also in planning and assessing classroom organisation in general. When neglected or abandoned, on the other hand, it is bound to increase both already huge costs and numerous errors in design work, not to mention the violation of the code of professional ethics on the part of the teachers. But, would teachers ever think of resorting to the latter?!

## References

- Chastain, K. (1988) *Developing second language skills: Theory and practice* (3rd ed.). San Diego, CA: Harcourt Brace Jovanovich.
- Ellis, R. (1998) The evaluation of communicative tasks in Tomlinson, B. (ed.), *Materials Development in Language Teaching* (pp 217-238). Cambridge: Cambridge University Press.

Materna, L. (2007) *Jump start the adult learner: How to engage and motivate adults using brain-compatible strategies*. Thousand Oaks, CA: Corwin Press.

Maley, A. (2003) Input, processes & outcomes in materials development: Extending the range. *Folio*, 8(1/2), 8-12.

McGrath, I. (2002) *Materials Evaluation and Design for Language Teaching*. Edinburgh: Edinburgh University Press Ltd.

Neary, M. (2000) *Teaching, assessing and evaluation for clinical competence: A practical guide for practitioners and teachers*. Cheltenham: Stanley Thornes Ltd.

Rea, P. M. (1983) Evaluation of educational projects, with special reference to English language education. In Brumfit, C. J. (ed.), *Language Teaching Projects for the Third World* (pp. 85-98). Oxford: Pergamon Press and the British Council.

Scott, M. (1994) Metaphors and language awareness. In Barbara L. & M. Scott (eds) *Reflections on language learning* (pp. 89-104) Clevedon: Multilingual Matters.

Soars, J., & L. Soars, (1989) *Headway Advanced* Oxford: Oxford University Press.

Tomlinson, B. (1998) *Materials Development In Language Teaching* Cambridge: Cambridge University Press

Tomlinson, B. (2003a) Materials Evaluation in Tomlinson B. (ed) *Developing Materials for Language Teaching* (pp. 15-36) London: Continuum

Tomlinson, B. (2003b) Humanizing the coursebook in Tomlinson B. (ed) *Developing Materials for Language Teaching* (pp. 162 -73) London: Continuum

Turner, K. (1999). Working with literature. In Pachler N. (ed) *Teaching Modern Foreign Languages at Advanced Level* (pp. 209-229) London: Routledge.

## Internet Resources

<http://www.merineews.com/article/terrorism-a-nemesis-for-government-andmasses/138811.sht ml>

[http://commons.wikimedia.org/wiki/File:Polish\\_Army\\_soldiers\\_in\\_Afghanistan.jpg](http://commons.wikimedia.org/wiki/File:Polish_Army_soldiers_in_Afghanistan.jpg)

<http://www.bant-shirts.com/war-answer-t-shirtBLUE.htm>

[http://www.zazzle.com/religion\\_should\\_be\\_bumper\\_sticker-128288540152781195](http://www.zazzle.com/religion_should_be_bumper_sticker-128288540152781195)

<http://www.un.org/works/sub2.asp?lang=en&ts=18>

[http://news.bbc.co.uk/1/hi/northern\\_ireland/7930995.stm](http://news.bbc.co.uk/1/hi/northern_ireland/7930995.stm)

<http://www.superstock.com/stock-photos-images/1788-1008>

*Andrzej Cirocki is an Assistant Professor of English as a Foreign Language in the Faculty of Languages of Gdansk University, Poland. His research interests include second language acquisition, extensive reading, constructivism in glottodidactics, learner autonomy, language learning strategies, classroom research, materials design, and communicative language teaching. His latest book, Extensive Reading in English Language Teaching, has been published by Lincom in Germany. acirocki@yahoo.co.uk*

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

# Appendices

UNIT  
5

By the end of this unit, the students are expected to:

- be able to discuss the issue of terrorism, war and peace;
- be able to accurately apply vocabulary connected with the theme of terrorism, war and peace;
- be able to write a text summary with appropriate linking words;
- be able to describe an event;
- be able to produce emphatic sentences;
- have practised reading for gist and specific information;
- have practised listening for general understanding and specific information;
- have revised tenses, including the perfect aspect.

WAR, TERRORISM and PEACE

**DISCUSSION**

**A) Listen to the following sound effects and try to recognise them.**

a. ....

b. ....

c. ....

d. ....

e. ....

f. ....




1. What did they make you think of?
2. What kind of emotions did they evoke?
3. What images come to your mind when you hear war, terrorism and peace? What adjectives would you choose to describe them?

**B) Watch the following silent film clips and match them with proper sound effects.**


Film Clips	Sound Effects
1.	a. air raid siren
2.	b. bomb blast
3.	c. falling bomb whistle
4.	d. machine gun bursts
5.	e. flames
6.	f. dying soldier

1. Did you prefer the auditory or the visual part? Why?

**C) In small groups discuss the material provided. Then, answer the questions listed below.**

**'Real IRA was behind army attack'**  
 A Dublin-based newspaper has received a call supposedly from the Real IRA which claimed responsibility for the attack at Massareene army base. Using a recognised codename, it claimed responsibility for the attack in which two soldiers were killed. Four other people, including two pizza delivery men, were also injured when gunmen struck at the Artrim base.



Religion Should Be Used To Bring People Together.  
 Not Blow Them Apart.

- Do you think war and terror are ever justified?
- How can countries prevent conflicts when others are not willing to bring peace?
- What are the reasons for current wars and terrorist attacks? What do you reckon future wars will be fought about and how?
- What is the difference between a freedom fighter, a terrorist and a war criminal?
- Would you fight in a war to save your country? Why? Why not?
- "In war, there are no un wounded soldiers" (Jose Narosky) Do you agree with this quotation?

**D) Think how to make an interesting exam presentation on the following topic: *If you want peace, prepare for war.* Remember about the structure of the presentation (see exam booklet on page 15).**

**Writing**

Describe an event, major or minor, ancient or modern, in the history of your country. Choose something that really interests you, and include in your description the reason for your interest. You could choose something which, like the Christmas Truce, does not normally appear in history books.

**DESCRIBING AN EVENT**

**INTRODUCTION**

**INCLUDE:**  
the name/type, time/date, place and reason for celebrating the event

**BODY**

**DESCRIBE:**  
preparations for the event and the event itself

**CONCLUSION**

**DESCRIBE:**  
people's feelings or comments about the event

**TENSES**

**PRESENT**

For events or festivals which take place every year

**PAST**

For personal accounts of events you attended

**VOCABULARY**

**ADJECTIVES**

absolute darkness  
wild coast  
hissing waters  
mysterious rainbow  
torrential rain  
steep cliff  
impenetrable forest

**ADVERBS**

run hysterically  
stand hesitantly  
kiss passionately  
speak softly  
quarrel furiously  
fight bravely  
breathe deeply

**SENSORY WORDS**

soft sand  
chilly morning  
screeching laughter  
gushing waters  
rotten apples  
fluffy clouds  
flowery perfume

**WORDS/ PHRASES FOR**

1. **chronological order of events** (e.g. after, before, during, first, next, etc.)
2. **place order** (e.g. above, behind, between, etc.)
3. **order of importance** (e.g. firstly, therefore, for this reason, however, in fact, in the end, etc.)

**SELF-ASSESSMENT: HOW GOOD ARE YOU?**

Assess your skills and learning habits. Put a ✓ in the right column.

Learning outcomes and gained skills	A	B	C	D
1. I can discuss the topic of the unit				
2. I can use vocabulary from the unit				
3. I can write a coherent text summary				
4. I can describe an event in writing				
5. I can produce emphatic sentences				
6. I can accurately use English tenses				
7. I can read fluently the texts in the unit				
8. I can comprehend the recorded texts				
9. I can give/support arguments and negotiate positions in class discussions				
10. I can confidently express my opinions				
11. I can use exam strategies (e.g. oral presentation, writing a summary or describing an event)				

Learning habits	A	B	C	D
1. I attentively listened to my teacher				
2. I attentively listened to my classmates				
3. I carefully planned my work				
4. I clearly presented my work				
5. I tried to do tasks independently				
6. I successfully collaborated with my classmates				
7. I challenged my classmates' points of view				
8. I was creative and innovative				
9. I looked for extra information in other sources				
10. I attended all the classes systematically and punctually				

**My targets for future work**

I intend to ...

Appendix C

# Towards a more realistic FL grammar syllabus: a few thoughts from SLA research

*Eloy J. M. Romero-Muñoz, University of Namur (FUNDP), Belgium*

## Introduction

In the microcosm of SLA research, there is no shortage of theories and hypotheses to explain why and how languages are acquired. While the proliferation of competing, sometimes diametrically opposed accounts may in the end prove beneficial (Jordan 2004), the fact remains that our field is plagued with uncertainties. None of these differences of opinion have prevented the ELT publishing world from going round. Nor should they, of course. Educators and students cannot be expected to wait until someone conjures up the ultimate method, provided such a panacea exists in the first place. Moreover, however imperfect they may be, current practices and methods do seem to work for some students. Or, more accurately perhaps, some students and teachers *believe* they work, which, considering the importance of affective factors in language learning and teaching, means a lot. This paper is premised on the idea that, for all its uncertainties, SLA research *can* and *should* still play a role in language teaching, especially materials development. The purpose is to provide teachers and future materials developers with some objective, research-based content requirements for grammar teaching materials and thereby help them make informed decisions when choosing or drafting a new title. The paper ends with a short lesson plan in which the theoretical principles advocated in the paper are put into practice.

## Important premises

Before content requirements for grammar teaching materials can be identified and outlined, there is a need to establish why teaching form is believed to be conducive to L2 learning in the first place. This in turn leads to a need to elaborate on the very concept of 'form'.

## Why teach 'form'?

To teach or not to teach form? That is the question that has been dividing SLA researchers for a while. In

the not so distant past, the potential of Form-Focused Instruction was considered as limited, non-existent or even counterproductive. There was simply little room for an interface between learning (what you were taught in class) and acquisition (what you actually transferred in your brain). Or, to use Krashen's widely quoted terms, 'the only contribution that classroom instruction [could] make [was] to provide comprehensible input that might not be available outside the classroom' (1985:33-4). Following detailed treatments of instructional options in SLA, the pendulum started to shift in favour of formal instruction, culminating in Doughty and Williams' seminal volume on Form-Focused Instruction (1998). The shift has been quite radical in fact, for even if instruction does seem to have a facilitative effect for SLA, available findings have not always been considered with the necessary caution. However, as Doughty reminds us, 'the evidence to date for either relative or absolute effectiveness of L2 instruction is tenuous at best, owing to improving, but still woefully inadequate, research methodology' (2003: 256). To this day, the interface debate is still very much ongoing, polarised and, as of yet, highly undecided.

This paper makes the basic assumption that some focus on form is conducive to FL acquisition. As such, it takes an intermediate position in the interface debate. It is believed that acquisition is best achieved by repeatedly drawing the learners' attention to salient aspects of the language (Doughty and Williams, 1998). The role of the teacher or materials developer is to plan such meaningful exposure.

## What 'form'?

What 'form', then, should a learner be taught in a FL classroom? The answer to this question largely depends on your conception of form and of its role in language.

Traditionally, FL teaching materials have approached English through the prism of dead languages and theoretical linguistics, which has resulted in an abstract, decontextualised and atomistic representation of linguistic structures. For instance, the rule that

pronouns following a copula be should take the nominative ('It is *I*') rather than the accusative ('It is *me*') is in fact a Latin rule that was transferred to the English language. Corpus data shows that actual usage invalidates this normative view for most registers (Longman Grammar of Spoken and Written English, pp 335-7). Learning a language was, and for many still is, a matter of learning the words of a language (its morphology) and the rules governing them (its syntax).

This traditional 'words and rules' approach has largely been problematised by recent developments in linguistics, especially from usage-based models of language (Barlow and Kemmer, 2000). More than anything else, these theories have induced a change of perspective. It seems that language is an integral part of our overall cognitive development and is intimately linked with our bodily experience of the world – linguists use the terms 'embodiment' or 'embodied cognition' to refer to this view. Language acquisition is understood as a bottom-up, frequency-sensitive and usage-based process in which form results from the abstraction and reinforcement of recurring usage events or constructions. As Langacker (2001) reminds us, 'a usage-based approach is necessarily a *construction-based* approach. That is, constructions are basic rather than epiphenomenal, and rules are nothing more than schematic constructions' (4, author's emphasis). Recent developments in corpus linguistics have provided empirical data that confirms the ubiquity of such form-meaning pairings in actual usage.

In short, there is nothing wrong with a fragmented description of language from a heuristic viewpoint. We can still talk about the semantics of English prepositions, the phonology of English or the morphology of English verb forms. What we can no longer do, however, is pretend that these linguistic attributes do not combine in actual usage. Language teaching materials should therefore venture beyond word-level considerations to foster a realistic representation of the language in the learner's mind; the focus ought to be on constructions rather than rules, which has clearly not been the norm so far.

## Content requirements for FL grammar teaching: A usage-based assessment

Perhaps the first step in the direction of better FL pedagogy is to move from a form-as-*facts* to a form-as-*meaning* approach. Such a paradigm shift presupposes that we reconsider the very nature of grammaticality. The central idea here, borrowed from Rosch's experiments in cognitive psychology (1978), is that natural semantic categories are radial and graded rather than binary in nature. Membership in a category

is thus a question of degree, not of absolutes; some elements are more representative – Rosch uses the term 'prototypical' – of their category. Take the famous example of birds. A robin and a penguin are both birds, but the former will be more easily associated with the category 'birds' than the latter. Prototype theory allows us to treat rules and so-called exceptions in the same way. Exceptions are simply more marginal or less prototypical instances of rules and linguistic anomalies which have all-too-easily been dismissed as linguistic quirks, but which may in fact belie deeper misunderstandings about the nature of conceptual representations in a language.

This has crucial implications for FL teaching. First, the underlying conceptual nature of language may account for the limited effectiveness of feedback at the morphosyntactic level also known as 'declarative recasts'. The careful analysis of recasts has indeed demonstrated that learners attend primarily to meaning and not form (Nicholas et al., 2001). Second, as Danesi (2008) suggests, learners may make different mistakes depending on their linguistic background. When using teaching materials that are designed for a worldwide audience as most people do, you will likely be missing on important contrastive conceptual and formal aspects while at the same time wasting valuable class time on things that are 'transparent' for learners, not to mention the deficit in affective engagement. Besides, current research in materials development has demonstrated the added value offered by localised, teacher-generated and learner-centered materials (Mishan and Chambers, 2010). Thirdly, while conceptual errors have been shown to be more disruptive in communication than morphosyntactic ones (Danesi, 2008), many language courses still focus on teaching structurally. In the end, the structural syllabus postulates a linear progression that is at odds with both the increasing multimodality of our education (Kress et al., 2001) and the network-like configuration of our brain (Lamb, 1999).

One cannot deny the obvious attraction of a form-based taxonomy such as the one we find in most textbooks, for it allows teachers and learners to structure language teaching / learning (Romero-Muñoz, 2011). However, the kind of artificial layer it imposes on language might hinder rather than facilitate both teaching and learning. A strictly form-based compartmentalisation is bound to ignore overarching, mostly conceptual principles of the language. Take English tenses, for instance. Textbooks and reference guides typically pair the simple and continuous realisation of the same tense (present simple vs. continuous, past simple vs. continuous, etc.) and thereby obscure the more fundamental similarities among, say, all continuous verb forms (see lesson plan at the end of the paper). Recent advances in cognitive linguistics have gone a step further; they convincingly argue for a joint treatment of traditionally separate grammatical categories such as the progressive aspect and the

mass / count distinction (see for instance Niemeier & Reif, 2008). The problem with the morphosyntactic approach, then, is that it overstates idiosyncracies and, as a consequence, obscures the 'geometry' of linguistic meaning.

Another major step towards a better understanding of language involves the promotion of language awareness in foreign language teaching. Typical teaching suggestions for the English indefinite articles are a case in point. Textbooks – and from my experience also teachers – consistently give more or less the following rule of thumb: a in front of a consonant and an in front of a vowel. Students usually also receive a list of 'exceptions' (a university, a European country, an hour, an heir, etc.). It would be more accurate and far more effective to speak about sounds and not letters, for this is what determines the choice in this case as in many others (see for instance the pronunciation of other morphological suffixes such as –(ed) and –(e)s and the assimilation phenomenon). Of course you would need to engage in some metalinguistic considerations (What is a vowel sound? What is a consonant sound? What is the difference between spelling and pronunciation? Do you notice how certain sounds seem to 'go well' together?), but you could do that with simple, interactive activities. More importantly, you would also foster the belief that English is not as arbitrary as it seems.

One thing that needs to be avoided at all costs, however, is the assumption that because a language feature is attested we ought to include it in the syllabus. Larsen-Freeman (2003) calls this the 'reflex fallacy'. Naturally occurring discourse may sometimes resemble stream of consciousness, but that does not mean that our textbooks should too. As we said earlier, the role of the teacher is to plan meaningful exposure to the target language, which is more likely to happen in the presence of carefully selected input. Equally dangerous for our pedagogical endeavour is the desire to unveil the ins and outs of the language in minute detail, even if some of your students ask for it.

## The English tense system: a cognitively sound approach

So far, the belief in the underlying conceptual nature of language and the value of teaching form-as-meaning rather than form-as-facts has been central to the discussion. We have also pinpointed the many limitations of the traditional, discrete-item syllabus. What we did not say, however, was that rules were to be banned from language teaching altogether; the structural approach and the usage-based approach are not mutually exclusive. Favouring an alternative, meaning-based and inductive approach to grammaticality does not mean we adopt a postmodernist, 'anything goes'

philosophy. Far from it. Language forms should still be clearly identified as acceptable or not depending on the context of use. Rules provide a much-needed roadmap to sift through the amount of usage data that students have to process to gain an understanding of the grammaticality (or otherwise) of language forms. As such, from an affective point of view, rules may have a placating effect on learners, teachers and parents. On the other hand, recognising the role of rules in language learning does not mean that teaching endeavours should promote rules to the centre-stage. Whereas knowledge of the rules of a language may be an important component of language learning and teaching, declarative knowledge of this nature remains a means to an end.

In what follows, an attempt is made to approach the FL grammar syllabus in a more cognitively sound, yet realistic manner. I do so by offering suggestions for materials development on the English tense system. Traditionally (see for instance Aitken, 2002), the English tense system has been taught contrastively (that is by pairing two tenses, usually the simple and progressive variants or the perfective and the imperfective variants) and using categories such as 'a finished action in the past' (a) or 'action in progress at present' (b), which prove problematic for even the most common usage events as in (c), (d) and (e).

- (a) The phone rang yesterday
- (b) I am listening to the radio
- (c) ?I listened to the radio from 8 till 9
- (d) ?I was listening to the radio when the phone rang
- (e) ?I'm lovin' it! (McDonald's slogan)

As the question marks indicate, these sentences may prove hard to fit within traditional categories. Students will typically say that in (c) the action lasted for some time just as the phone must have been ringing in (d) and we should be using the progressive or that a stative verb cannot be put in the continuous as in (e). To avoid such pitfalls I suggest we start by teaching the conceptual nature of English tenses. As we said earlier (cf. 'reflex fallacy'), we should only focus on what is absolutely necessary to students. Most students will not need to know more than the following concepts:

Past: (an action has no connection with the present and is finished);

Simple: (an action is envisaged as having an identifiable beginning and / or end);

Progressive / Continuous: (an action is envisaged as having no identifiable beginning and / or end – it is viewed as a process).

Perfect: (an action is connected to another)

At this stage, students need not be confronted with terminology like ‘present simple’ or ‘past continuous’. They should instead be required to reflect on the meaning conveyed by those verb forms using carefully selected, explicitly contextualised and above all highly prototypical examples. The so-called ‘exceptions’ like statives can be accounted for if we foster the awareness that grammar encodes our subjective perspective, which Langacker (2001) refers to as ‘viewing arrangements’ (16), and that perspectivisation is flexible. Students will see that a verb like ‘love’ is prototypically *simple*, but may be used in the *progressive* in less prototypical cases as in (e) above. Once you have made sure a linguistic feature is understood at the conceptual level (for instance that students know the simple past refers to actions that are completely finished), you may provide more factual information about forms (essentially morphological information). Subsequently, you may resort to good old testing and drilling to ensure that more formal aspects are mastered.

## References

- Aitken, R. (2002) *Teaching tenses: Ideas for presenting and practising tenses in English* Brighton: ELB Publishing.
- Barlow, M. & S. Kemmer (eds) (2000) *Usage-based models of Language*. Stanford: CSLI Publications.
- Danesi, M. (2008) ‘Conceptual errors in second language-learning’ in S. De Knop and T. De Rycker (eds.) *Cognitive approaches to pedagogical grammar* Berlin and New York: Mouton De Gruyter. 231-56.
- Doughty, C. (2003) Instructed SLA: Constraints, compensation and enhancement. In Doughty, C. & M. Long, (eds) *The Handbook of Second Language Acquisition* Oxford: Blackwell. Pp. 256-310.
- Doughty, C. & Williams, J. (eds) (1998) *Focus on form in classroom second language acquisition* Cambridge: Cambridge University Press.
- Jordan, G. (2004) *Theory Construction in Second Language Acquisition* Amsterdam / Philadelphia: John Benjamins.
- Krashen, S. (1985) *The Input Hypothesis* London: Longman.
- Lamb, S. (1999) *Pathways of the Brain: The Neurocognitive Basis of Language* (Current Issues in Linguistic Theory series). Amsterdam and Philadelphia: John Benjamins.
- Langacker, R. (2001) ‘Cognitive linguistics, language pedagogy, and the English present tense.’ In Pütz M., S. Niemeier & R. Dirven (eds) *Applied Cognitive Linguistics Volume I: Theory and Language Acquisition*. Berlin & New York: Mouton de Gruyter. Pp. 3-39.
- Larsen-Freeman, D. (2003) *Teaching Language: From Grammar to Grammaticing*. Boston: Thomson-Heinle.
- Kress, G., C. Jewitt, J. Ogborn, & C. Tsatsarelis, (2001) *Multimodal Teaching and Learning: The Rhetorics of the Science Classroom* London, UK: Continuum.
- Mishan, F. & A. Chambers, (eds) (2010) *Perspectives on Language Learning Materials Development*. Oxford and Berlin: Peter Lang.
- Niemeier, S. & M. Reif (2008) Making progress simpler? Applying cognitive grammar to tense-aspect teaching in the German EFL classroom. In S. De Knop & T. De Rycker. *Cognitive Approaches to Pedagogical Grammar: A Volume in Honour of René Dirven* Berlin & New York: Mouton de Gruyter. Pp. 325-56.
- Nicholas, H., P. Lightbown, & N. Spada (2001) Recasts as feedback to language learners. *Language Learning*, 51, 719-758.
- Norris, J. M. & L. Ortega (2000) ‘Effectiveness of L2 instruction: A research synthesis and quantitative meta-analysis’. *Language Learning*, 50, 417-528.
- Romero-Muñoz, E. J. M. (in press) Review of *Cognitive approaches to pedagogical grammar* by S. De Knop & T. De Rycker (eds). Berlin and New York: Mouton, 2008. in *English Text Construction* 4:1 (no pagination yet)
- Rosch, E. (1978) ‘Principles of categorization’ in E. Rosch and B. B. Lloyd (eds.) *Cognition and Categorization* Hillsdale, NJ: Erlbaum. 27-47.

Eloy JM Romero-Muñoz is a PhD candidate in Applied Educational Linguistics at the University of Namur (FUNDP) in Belgium. He is currently looking at the status of grammar instruction in Belgian FL classrooms. His PhD project also assesses the values and flaws of Cognitive Linguistics for language teaching, especially materials development. His teaching duties include various courses in English grammar, composition, and translation at the BA level.

[eromerom@fundp.ac.be](mailto:eromerom@fundp.ac.be)

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](mailto:matsdamembershipsec@nile-elt.com)

# A discourse approach to teaching modal verbs of deduction

*Michael Howard, London Metropolitan University*

## Background

Despite the current emphasis on Communicative Language Teaching, many recently published ELT course books present grammatical structures as examples of English usage. Widdowson defines usage as the ability 'to manifest our knowledge of the language system of English' (1978, p.3). However, as he points out, 'we are not commonly called upon simply to manifest our knowledge in this way in the normal circumstances of daily life' (ibid). What we are called upon to produce are 'instances of use' (ibid).

As a teacher of EFL and EAP I have often found that although students can readily do the gap-fill type exercises that practise grammatical structures as usage, they do not often reproduce these when engaged in spoken communication or in Widdowson's term, language use. Perhaps this is not true of all grammatical structures but I find it so with modal verbs. In ELT course books modal verbs are typically introduced at intermediate/upper intermediate level and are usually described as ways of talking about certainty, obligation, deduction, etc. For example, the modal verbs *must*, *can't*, *might* and *could* are sometimes described as modals of deduction.

## Problem

Whilst not suggesting that presenting, practising and producing examples of usage is unnecessary for language learners, I would argue that to develop a fuller understanding of modal verbs and to provide an opportunity for students to use them communicatively beyond the gap-fill, a different methodology is required.

Modality forms part of what Halliday has called the 'interpersonal metafunction'. Coffin et al. describe this metafunction as the way we 'engage interpersonally and express points of view' (2009, p.226). The choices language speakers make help to construct interpersonal relations. Viewed in this way the choice of the modal *must* over *may* is not only about degrees of certainty, but also about how a speaker wants to convey interpersonal relations. The problem with teaching

modal verbs as usage, often in isolated sentences, is the inability to show how a speaker is engaging interpersonally and expressing points of view. I have provided my own example based on similar exercises found in published ELT course books and grammar practice books to illustrate this:

Complete the sentence using *can't*, *must*, *might* or *could*:

1. I'm sure she's at home. *She* \_\_\_\_\_ *be at home*.

By simply filling the gap in the sentence the student has only displayed knowledge of English usage. The student has been given no opportunity to develop awareness of or show their understanding of how 'the speaker' of this sentence is using modality interpersonally. To increase awareness of how modality functions interpersonally, students need to study modal verbs as they occur in discourse.

## Discourse

Discourse has been described as 'the relationship between language and the contexts in which it is used' (McCarthy, 1991, p.5). To show this relationship I have transcribed a recording from my own data:

Paul, John

P: Hey, look at that. What is it?

J: I think it's a racing car.

P: Yeah, it could be. Who do you think it's by?

J: Mmm, it might be a Ferrari, it looks like one. There's some information there. What does it say?

P: Err ... yes, you're right, it's by Ferrari.

J: It's in great condition. It says here it was built in 1930. It's over 70 years old.

P: It's amazing.

J: I read somewhere that all Italian racing cars were red.

P: You're probably right.

Of course, the transcript alone doesn't show the relationship between language and context so some background information is required. The dialogue is between two friends at a museum – a public place. They are looking at an exhibit and making deductions about it based on what they see in front of them along with their 'world knowledge'; to make these deductions they use the modal verbs *could* and *might*.

What I'm trying to show is that the modal verbs in this dialogue occur due to the relationship between language and context: the two being interdependent. John and Paul's use of the modal verbs *could* and *might* (along with other modals such as the lexical verbs *think* and *believe*, the adverbs *perhaps* and *probably*, and the conversation fillers *Err* and *Mmm*) help to express their points of view whilst maintaining interpersonal relations. To see how this works we can remove these modal constructs, compare it to the original and think about how interpersonal relations are affected.

## Teaching Method

I want to draw on McCarthy and Carter's 'Three I's' Methodology for studying modal verbs which takes account of their interpersonal function and the study of discourse. The Three I's stands for Illustration, Interaction and Induction (1995, p.217). They explain as follows:

'Illustration means wherever possible examining real data which is presented in terms of choices of forms relative to context and use. Interaction means that learners are introduced to discourse-sensitive activities which focus on interpersonal uses of language and the negotiation of meanings, and which are designed to raise conscious awareness of these interactive properties through observation and class discussion. Induction takes the conscious-raising a stage further by encouraging learners to draw conclusions about the interpersonal functions of different lexical-grammatical options, and to develop a capacity for noticing such features as they move through the different stages and cycles of language learning'.

For the Illustration phase a transcript such as the one I have reproduced above (along with the actual recording) can be used. The recording can be played to the students whilst they read through the dialogue. As I mentioned earlier, modal verbs are commonly introduced to students at intermediate/upper intermediate level. At these levels of proficiency students have sufficient metalanguage to be able to engage in both the Interaction and Induction phase of the methodology. During the Interaction phase a typical lesson will have students discussing certain features of context, such as where the dialogue takes place, who is involved in the dialogue, what relationship the speakers have, what the speakers are talking about, why they are

talking, etc. During the Induction phase students can speculate on the speakers' choice of language based on their previous discussion of the context. It is during the Induction phase that the relationship between discourse and context is made.

## An example

Illustration – students listen to and read the dialogue between John and Paul. During this phase they can make notes/underline anything that takes their interest; this can be discussed after the listening.

Interaction – in pairs/groups students discuss features of the context, e.g. John and Paul are friends, they have relatively equal status, they are visiting a museum, a museum is a public place, they are probably aware of other people in the museum, they might have some 'world knowledge' of the exhibition, they might have very limited knowledge of the exhibition, they are chatting to share ideas, they are maintaining social relations through their chat, etc. This information can be given as feedback and written up on a white board/projector.

Induction – students are encouraged to think about the speakers' choices of language, e.g. why the speakers use conversation fillers (*Err*, *Mmm*), modal adverbs (*perhaps*, *probably*) modal and lexical verbs (*think*, *believe*, *could*, *might*) and the purpose of asking each other questions. Again this feeds back to the class and discussion helps raise students' awareness of the interpersonal function different choices of language have.

## Following on

It is true that language students do not come to class to become discourse analysts and students need a practise activity to follow on from Illustration, Interaction and Induction. Typical course book activities for further practice present students with pictures and instructions such as 'Work in pairs and discuss what you think these pictures are'. I see two problems with this: firstly, I would argue, from experience, that examples of usage are not simply transferred to practice activities of this kind, and secondly, my experience with this activity has revealed a tendency for students to treat it as a guessing game, resulting in a different kind of grammatical structure being used and involving different interpersonal skills. For example, students commonly use declarative statements such as *It's a ...* or *I think it's a ...* or hedge their statements with a modal adverb *Maybe it's a ...*

A follow up activity which I have used draws on the ideas of Bilbrough in his book *Dialogue Activities* (2007). The classroom becomes a museum. Objects and pictures are distributed around the classroom for

students to walk around and look at. The objects and pictures need to be suitably ambiguous to provide an element of uncertainty as to what they are/represent: I use objects I've collected on my travels. The students then pair up: it's helpful if they can create new personas; I do this by asking 'What's your name? Where are you from? How do you know this person you are with? etc' as this provides an element of improvisation to the activity. The students then walk around 'the museum' looking at and discussing the exhibits.

By creating a context the improvised dialogues yield a surprising amount of modality. Of course, for a truly authentic communicative activity, the class could visit a real museum.

## Language use

The dialogue I have used in this article comes from my own recording of two speakers discussing museum exhibits. I am not suggesting that teachers need to record and transcribe language use for all classroom activities, but language does need to be presented to students within the context in which it occurs if they are to gain a fuller understanding of language use. By providing contextual information I have indicated that the speakers' choices of modality help to convey interpersonal relations as well as signalling degrees of certainty. Language use requires the study of language within its context, i.e. discourse. When discussing discourse, students can be asked to think about who the speakers/writers are, where they are, what they are talking/writing about, why they are talking/writing, or more specifically with spoken language how they are talking, e.g. by thinking about prosodic features and dysfluencies.

Whilst my example looks at modal verbs of deduction I have used a similar approach to other areas of

language use, both spoken and written. I have found it particularly useful with the passive, past perfect, past continuous and verbs for reported speech where practising usage does not necessarily transfer to use. When searching for classroom resources, I find it helpful to not only think about what grammatical structures are being used, but why they are being used in the particular context and how they shape discourse.

## References

- Bilbrough, N. (2007). *Dialogue Activities* Cambridge University Press.
- Coffin, C., Donohue, J. and North, S. (2009). *Exploring English Grammar from Formal to Functional* Routledge Taylor Francis Group: London and New York.
- Halliday, M.A.K. (1985). *An Introduction to Functional Grammar* Arnold: London.
- McCarthy, M. (1991). *Discourse Analysis for Language Teachers* Cambridge University Press.
- McCarthy, M. and Carter, R. (1995). 'Spoken Grammar: what is it and how can we teach it?' *ELT Journal* 49:3.
- Widdowson, H.G. (1978). *Teaching Language as Communication* Oxford University Press.

Michael Howard is a teacher of general English and English for Academic Purposes at London Metropolitan University. He has been teaching EFL for twelve years and has worked in France, Italy, Zambia, South Korea and the U.K. He has an MA in International English Language Teaching and Applied Language Studies and a Trinity Diploma in TESOL.

migor1970@yahoo.co.uk

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

# Learning Vocabulary through Etymology: A Practical Lesson

*Sasan Baleghizadeh and Mehrdad Yousefpoori Naeim,*

*Shahid Beheshti University, G.C., Iran*

## Introduction

Failing to remember previously studied words serves as one of the most commonly reported difficulties in vocabulary learning. This article makes an attempt to resolve this issue through a practical lesson, which is based on the etymology of the word *hermetic*. The lesson also goes further to include more aspects of vocabulary learning, such as usage. This sample lesson is examined both theoretically (part by part) and practically through teaching it in an advanced class and gathering the students' opinions about it, using a short questionnaire. These opinions indicate a positive attitude toward the lesson on the part of the students. At the end, some suggestions offered by the students for the improvement of the lesson are included, which could help teachers/materials writers in adapting the proposed lesson as well as developing new teaching materials.

Learning vocabulary has always been a major concern for language learners (Nation, 2002), and it is considered by many to be one of the two main components of language teaching, the other one being grammar instruction. The importance of vocabulary learning can be perceived by looking at the body of research done in this regard (e.g. Singleton, 2008), the variety of teaching techniques and materials developed (e.g. Gairns & Redman, 1998), and also the number of word lists offered for different purposes (e.g., West, 1953; Nation, 1990; Laufer, 1992; or Cobb, 2002).

One of the main questions in the learning of vocabulary is whether one should go for receiving explicit instruction or try to set the basis for incidental (implicit) learning. Although many studies have investigated the benefits of implicit learning, there is now a relative consensus among researchers that explicit vocabulary instruction needs to be an essential part of second language learning. According to Hunt & Beglar (2002), explicit vocabulary instruction is essential for beginner and intermediate students.

Another important issue that we need to bear in mind is that words are more than a set of phonological/morphological forms associated with some entities,

and, in the same line, learning words is more than just memorising them with their meanings. As Montrul maintains, "learning vocabulary in a second language is a complex task that involves much more than learning sound-meaning pairings; it also involves learning how lexical information is morphologically expressed and syntactically constrained." (2001:145)

Various kinds of techniques, strategies, and, of course, materials have been designed and developed for effective vocabulary teaching. Using word etymologies, however, remains as one of the least researched techniques for teaching vocabulary, and to the knowledge of the researchers, no serious materials have ever been developed on the basis of etymological accounts. There are two studies (Boers, 2001 and Boers et al., 2007) which closely examine the role of etymology, not concerning words but idioms, and they are experimental/statistical in nature and do not provide a practical framework for teaching etymologies. In this article we attempt to offer language teachers a sample lesson with theoretical and practical analyses to encourage development of similar lessons according to teachers' own specific classroom settings.

## The Lesson

*hermetic*



In the old days, hospital equipment was made of glass and surgical stainless steel and, after use, was washed and sterilized in an autoclave. These days, it's all disposable, and to make sure people aren't reusing it, as well as to keep it from getting dirty and possibly introducing infection into a patient on the operating table, it mostly comes hermetically sealed in plastic. This sense of shrink wrapped surgical isolation is what comes to mind for me when I hear the phrase "hermetically sealed."

I had always supposed that the hermetic process was some special technology for vacuum packing. Looking in the dictionary however, I see that it's named after a Greek god. There was more than one Hermes in Greek antiquity. One of them was the messenger of the gods who the Romans renamed Mercury. The other was Hermes Trismegistus who was also Greek, and whose last name means "thrice greatest" although I have been unable to learn why he was thrice greatest.

This Hermes was the god of mysterious sciences and alchemy. It is the alchemy part that allowed his name to be applied to everything from home canning to top secret security spy type treatment of information. By the mysteries of alchemy, people could melt closed glass or metal openings in containers, and thereby, seal them completely. Perhaps this kind of sealing by melting doesn't seem so mysterious today, but you don't tell a god that to his face, especially one thrice great.

Because this word has Greek roots, it is much older than the 400 years it has been in English. The playwright Ben Jonson was the first to use it in one of his plays. Ben Jonson was a contemporary of Shakespeare's and evidently a friend of his too.

### What it means

Match each sentence with the correct definition of *hermetic*.

1. Christendom had its own long tradition of interest in the occult, the *hermetic* philosophy, and the magical powers.
2. The container has a *hermetic* seal, which helps keep its contents fresh.
3. For the next 20 years, he lived a *hermetic* life in a far away desert.
  - a. *away from outside influences – solitary*
  - b. *airtight – completely closed*
  - c. *relating to an ancient Greek god, Hermes Trismegistus – cryptic or beyond comprehension.*

### How to use it

- *Hermetic* is an adjective, its adverb being .....

which comes from *hermetical* – the occasional variant of *hermetic*.

- Sometimes *hermetic* is written as *Hermetic*, when it refers to the occultism attributed to Hermes Trismegistus or to being cryptic and mysterious.
- *Hermetically* is very often collocated with *sealed*: a *hermetically sealed package*.

### How to remember it

The word *hermetic* is taken from the name of a Greek god, Hermes Trismegistus, who was famous for ..... (1), which helped people pack things tightly by ..... (2).

- (1)  natural sciences  
 alchemy  
 medicine
- (2)  melting metal or glass openings  
 having gods do that for them  
 a special technology for vacuum packing

### More examples

- The theory behind certain types of salt cooking is that heat and moisture are trapped under a *hermetic* crust, forcing seasoning to permeate the food rather than allowing them to escape ... (The New York Times, 1982)
- Some [works] are quite mundane and others *hermetic*. (The New York Times, 2001)
- Each Prada packet is *hermetically sealed* with argon gas, found in Mars's atmosphere. (Bazaar Magazine, 2001)

### Theoretical Analysis of the Lesson

The main features of the lesson are discussed below:

1. **A fun reading text with various topics:** The reading text chosen for this lesson is by no means monotonous or boring. The language of the text is rather informal with a few light-hearted interjections. Though it is not lengthy, the text covers four topics (hospital, Greek mythology, alchemy, and literature in paragraphs one, two, three, and four respectively).
2. **Different meanings of a word:** The first exercise, coming right after the reading text, deals with all three contemporary meanings of *hermetic*. The reading text provides one of the meanings directly (meaning b) and another one indirectly (meaning c), and the third meaning could be realised through the context and a lit bit of logical processing (meaning a).

3. **Grammatical and usage points:** The second exercise focuses on the grammatical aspects of *hermetic* and the way it is usually used. At first, the derivations of this word are introduced. Then, a distinction is made between the capitalised and uncapitalised *hermetic*, and finally, a collocation (*hermetically sealed*) which was earlier used in the reading text, is restated to provide the learners with an enhanced input.

Usage issues aside, collocations are of interest in second language teaching from the point of aiding vocabulary retention. As Decaricco (2001, p.292) states, the meaning associations in collocations “assist the learner in committing these words to memory and also aid in defining the semantic area of a word.” This claim holds true for the collocation presented in this lesson, as *seal* is closely related to the idea of being airtight (*hermetic*) in meaning. This would add to the associations of *hermetic* in the mind of the learners, and thus, it would probably become an aid to later retention of the word.

**Etymology aiding retention:** The third exercise pursues the goal of helping learners store the meaning of *hermetic* in their minds more easily and for a longer period of time. This exercise appears in the form of two short reading comprehension check questions to make sure that the learners will find out the relations between the etymological account of the word and its current meaning.

This section will hopefully help students store the meaning of *hermetic* more efficiently by making more associations for this word in their minds, and thus, making it more meaningful for themselves. This process of meaningful learning occurs when students realize how *hermetic* etymologically comes to mean what it means now (i.e., airtight): *Hermetic* → comes from the name of the Greek god *Hermes Trismegistus* → who was the god of *alchemy* → and used his alchemy skills in *melting* to pack things *tightly*.

#### 4. Examples from contemporary English

In this last section, three examples of *hermetic* used in contemporary English are given to further show how it is used in the real life language and also to conclude the lesson by once more reviewing the gist of the lesson. This section plays a motivational role as well; learners will probably notice that the word they have just learnt could be useful for them, as it is used by famous publishers. The lesson starts with a text talking about the intended word and ends with tangible instances of that word used in complete sentences.

## Practical Analysis of the Lesson

The above lesson was taught to seven adult female students on the 6th of June, 2010. It was an upper-

intermediate/advanced class held 5 days a week. The whole lesson took the teacher 20 minutes to teach, and 5 minutes was dedicated to the completion of the questionnaires after the lesson. The students did not have to write their names on either the lesson papers or on the questionnaires. The teacher asked the students if they knew the target word *hermetic* or if they had ever encountered it. None of the students could remember seeing the word before. The teacher told the students how much time they had to do the lesson, and she also asked them not to look up the words they did not know and instead try to focus more on the gist and the overall meaning of the text.

The questionnaire was a very simple and straightforward one, consisting of 6 questions (4 multiple-choice and 2 open-ended ones). The four multiple-choice questions with the percentages of the choices are reported below:

1. Would you like to have similar lessons to this in future?
  - Yes. (100 %)
  - No difference. (0 %)
  - No. (0 %)
2. Did you find the lesson interesting?
  - Yes. (85 %)
  - No idea. (15 %)
  - No. (0 %)
3. Do you think lessons like this can help you learn and remember words better?
  - Yes. (85 %)
  - No difference. (15 %)
  - No. (0 %)
4. Do you think the time set for this lesson was enough?
  - It was not enough. (57 %)
  - It was enough. (43 %)
  - It was more than enough. (0 %)

The first question (“Would you like to have similar lessons to this in future?”), which was the most general of all, was answered positively by all the students, and this is clearly good support for the overall lesson. The second question (“Did you find the lesson interesting?”) specifically concerns the motivational value of the lesson, which always remains as one of the main elements of any teaching materials. Question number three (“Do you think lessons like this can help you learn and remember words better?”) deals with the didactic value of the lesson, which was, after all, the main purpose of developing this lesson. Finally, the fourth multiple-choice question (“Do you think the time set for this lesson was enough?”) elicits students’ opinions about the time dedicated to this lesson. This question, in the light of the students’ earlier reactions to earlier

questions, could probably indicate that they enjoyed working on the lesson and wished they had had more time to spend on it. This idea was simply stated in the response of one of the students to question number 6 (an open-ended question – see below): “I think the time isn’t enough and at least 30 minutes is better to work on all parts of the lesson more carefully.” It is also worth mentioning that all the students managed to finish the lesson within 20 minutes, and this might further imply that their preference to have more time to do the lesson could be due to their enjoying the lesson or finding it useful.

Here are the two open-ended questions:

5. What part of the lesson did you like most?  
(1. The reading text 2. What it means 3. How to use it 4. How to remember it 5. More examples) why?
6. Please write down your ideas and/or suggestions about this lesson.

Question number 5 was an attempt to find the section favoured by most students. The following table reports students’ choices in this regard:

The Part of the Lesson	The Number of Students Liking It*
The reading text	3
what it means	2
how to use it	3
how to remember it	2
more examples	1

\* The students were allowed to choose more than one part.

Two major reasons mentioned by the students for choosing the reading text as the best part were 1. “It was like a story.” and 2. “It increases our reading speed in a short time.” One of the eye-catching reasons mentioned for choosing the “What it means” section was “when I match words with their meanings, it helps me to memorise them.” As for the “How to use it section”, one of the students said, “I like it because I know many words but I can’t use them.” No special reasons were brought by the students for choosing the last two parts (How to remember it and More examples).

### Concluding Remarks

No lesson is ever perfect, and this lesson is no exception. Aside from the positive points discussed about this lesson so far, there are many ways that this could be improved or adapted to match different teaching settings. Students always serve as convenient resources for receiving suggestions for such improvements. In our specific case, the same strategy was utilised, and here are some of the suggestions gathered:

- “We can make our own sentences with the new word and share them in the class.”
- “That would be better if the word was from our books. We already have many new words to learn there.”
- “I wish we had a discussion about the lesson or the story of the reading in the class after the lesson finished.”

### Acknowledgements

The authors would like to thank Ms. Maryam Jazayeri for teaching the lesson

### References

Boers, F. (2001). Remembering figurative idioms by hypothesising about their origins. *Prospect*, 16, 35 – 43.

Boers, F., Eyckmans, J., & Stengers, H. (2007). Presenting figurative idioms with a touch of etymology: more than mere mnemonics? *Language Teaching Research*, 11, 43 – 62.

Carter, R. (1998). *Vocabulary: applied linguistic perspectives*. London: Routledge.

Cobb, T. (2002). ‘Why and how to use frequency lists to learn words’. *The Complete Lexical Tutor for Data-driven Learning*. Retrieved 21April 2005, from <http://132.208.224.131>.

Decarrico, J. S. (2001). Vocabulary learning and teaching. In M. Celce-Murcia (Eds.), *Teaching English as a second or foreign language* (3rd ed., pp. 285–299). US: Heinle and Heinle.

Gairns, R. & Redman, S. (1998). *Working with words: a guide to teaching and learning vocabulary*. Cambridge: Cambridge University Press.

Hunt, A. & Beglar, D. (2002). Current research and practice in teaching vocabulary in Richards J. C. & W. A. Renandya (eds.), *Methodology in language teaching: An anthology of current practice* (pp. 258–266). Cambridge: Cambridge University Press.

Laufer, B. (1992). How much lexis is necessary for reading comprehension? in Bejoint H. & P. Arnaud (eds.), *Vocabulary and Applied Linguistics* (pp. 126–132). London: Macmillan.

Montrul, S. (2001). Introduction. *Studies in Second Language Acquisition*, 23, 145 – 151.

Morimoto, S., & Loewen, S. (2007). A comparison of the effects of image schema-based instruction and translation-based instruction on the acquisition of L2 polysemous words. *Language Teaching Research*, 11, 347 – 372.

Nation, I. S. P. (1990). *Teaching and Learning Vocabulary*. New York: Newbury House.

Nation, P. (2002). Best practice in vocabulary teaching and learning. In J. C. Richards & W. A. Renandya (Eds.), *Methodology in language teaching: An anthology of current practice* (pp. 267–272). Cambridge: Cambridge University Press.

Singleton, D. (2008). *Vocabulary learning strategies and foreign language acquisition*. England: Multilingual Matters.

West, M. (1953). *A General Service List of English Words*.

# Three Frameworks for Developing CLIL Materials

*Dario Luis Banegas, University of Warwick and Argentina*

**A**ny language learning process traditionally needs the mediation of semiotic resources such as print materials (Donato, 2000: 45) or nonprint materials (Reinders and White, 2010; Richards, 2001: 251; McGrath, 2002: 125-136). These materials need to be looked at within a given context and a syllabus derived from a specific approach (McDonough and Shaw, 2003: 4-14). But how should we see materials in ELT? According to Tomlinson (2008: 3-4, 2010: 83), successful materials development, regardless of whether based in Communicative Language Teaching (CLT), Task Based Learning (TBL) or Content and Language Integrated Learning (CLIL), should be envisaged as learning materials and the principles to follow need to show the central role that learners should play. In this article I will look at ways teachers can organise their own CLIL learning materials in EFL contexts.

## Materials and CLIL

CLIL has been widely adopted in Europe, but also in other parts of the world. Because the integration of content and language needs to be more context-responsive in terms of school curricula, and students' linguistic and cognitive levels and needs, there is a clear lack of marketed coursebooks, a concern which is often viewed as a drawback in CLIL (Alonso et al., 2008:46; Cammarata, 2009:562; Coonan, 2007:628; Lucietto, 2009: 12-13; Mehisto et al. 2008:22; Moore and Lorenzo, 2007:28-35; Stoller, 2004:267; Sudhoff, 2010: 34; Vázquez, 2007:103).

In the case of EFL, teachers who need more than one-off activities from coursebooks wrongfully claiming to have a CLIL component may want to produce their own materials in order to make them truly context-responsive. McGrath (2002:159) observes that one advantage of teachers adapting or devising their own materials within a content-based approach is that coherence may be easily achieved as it derives from the common theme or subject-matter content. Furthermore, flexibility may be sought through the negotiation of contents and the freedom to start with any given unit of work. However, due to the nature of this flexible approach, principles such as sequencing

and evolving complexity may be put at risk as the sequence of themes could be arbitrary. In relation to this, I believe that teachers can reduce this tension if they think of developing materials as building blocks which when put together fulfil the overall aims of a given course. In other words, each block, with its specific set of subject-related contents will follow the principles of flexibility and sequencing. Teachers may start with any given block since any of them, whatever the sequence, will contribute to the main aims established.

Regardless of content, a unit of materials needs to follow an order. In the following sections I will present three similar ways of organising materials, that is, sources and activities. These examples are based on my experience with teenage learners in Argentinian state education.

## Framework 1: Mohan's knowledge structures

Following Mohan (1986: 35), I will illustrate one possible sequence. Any materials, or subsequent adaptation, should start by relating their structuring topics to the learners' lives thus encouraging elicitation to benefit from what learners know already.

For example, if my aim is to introduce tourism management, I may ask students to describe some tourist destinations in Argentina, maybe places they have been to or that they know about. From their descriptions I can brainstorm some general ideas about tourism. Through an example of a tour I may introduce new language by making them notice connectors, discourse organisation and specific vocabulary. Next, learners may be asked to sequence and organise a tour for foreign tourists. Once they have covered this activity, they may contrast their sequencing with principled aspects which rule tours such as transportation, budgets, hotel and overall management among others. Finally, learners in groups may respond to a scenario in which tourists complain about some arrangements. Their decision-making will be contrasted again with a similar evaluation taken from another context, perhaps reported in a newspaper

article. It is interesting to see how learning is built up stage by stage from the particular to the more general allowing learners to apply reasoning thinking to arrive at more general conclusions that will be subsequently used to assess other concrete situations.

## Framework 2: A revised version of Bloom's taxonomy

Teachers may need to sequence their activities according to the following order of cognitive processes: remembering, understanding, applying, analysing, evaluating and creating (Anderson and Krathwohl, 2001). The categories go from low-cognitive to high-cognitive thinking skills; however, I do not think that teachers should design an activity for each of these categories as everything depends on the aim of the lesson, or the final output task. Also, they can cover these in two consecutive lessons.

Let's imagine that my aim is 'to talk about TV programme charts'. First, I may ask my students about their favourite TV programmes. They can discuss in pairs what they like about Argentinian TV and American sitcoms for example. To introduce new vocabulary I may give them a text in which different types of programmes are mentioned. I may ask students to recap the text by telling me what types there are without looking at the text (REMEMBER). Then I can give them an authentic TV programme chart and based on the brief descriptions of each programme, I can ask them to classify those programmes into types (UNDERSTAND). Imagine that now, I make them notice and infer connectors, and specific terminology which is used to describe each programme featured. I may ask them to get in pairs through an information gap activity. Pairs complete a TV programme chart in which connectors, times, and people are missing (APPLY). Based on that students watch shots from different programmes and organise them as a regular TV viewer would see those programmes (ANALYSE). I may ask them to judge whether those programmes may be suitable in the Argentinian context and if so how they can be timetabled to fit our culture (EVALUATE). Last, I can ask them to plan in groups a TV programme chart for a day and present it the following class together with a handout for their peers (CREATE).

## Framework 3: The CLIL Matrix

Coyle et al. (2010: 43-45) take Mohan and Bloom above into account, but they further develop concerns about cognitive challenge accompanied by language support. Their CLIL matrix proposes 'quadrants'. They move from building students' confidence, by resorting to the content and language they know through group or more interactive tasks to 'quadrants' in which learners deal with more individual tasks on the one hand, and further demands in terms of language and

content on the other.

In addition, the authors note that this matrix needs also to cater for a careful balance in terms of language and content learning. In a view similar to the taxonomy in Framework 1, teachers need to organise materials in the following order: familiar language, familiar content, new content and last new language.

To organise language activities better, Coyle et al. (2010: 36-38) develop a Language Triptych. Materials should expose learners to *language of learning*, that is, the learning of key words and phrases to access content, *language for learning* focusing on the language students will need to carry out classroom tasks such as debating, and *language through learning* to make room for unpredictable language learning that may arise as the lesson unfolds. If the lesson starts with a text, teachers need to look at its complexity, that is, its linguistic and cognitive challenge, to make sure that materials move from familiar language and content to new content and language. They can manage such a sequence by exploring bullet-point texts, tables and diagrams and more visuals. Teachers can also adapt texts through synonyms, cognates, and simplification of language and content load per sentence.

For example, let's imagine now that I am planning a lesson about population and migration. I can start by resorting to familiar language such as simple present asking students 'What do people do to escape civil war?' I can also ask them about their ancestors, whether they know why and how their great-grandparents arrived in Argentina. From these conversations I can elicit familiar knowledge such as 'immigration'. Through more oral examples, or documentary snapshots taken from YouTube I can introduce them to 'internal/external immigration/emigration' for political, economic, socio-cultural, and educational reasons also explaining the push and pull factors behind these migration types. I may introduce if-clauses by recapping the factors mentioned, 'What would you do if you wanted to get away from Buenos Aires and live somewhere quieter?' and completing sentences so that they use conditional forms to link migration types to push and pull factors. Students can then, in small groups, discuss these issues based on case studies from around the world and organise a presentation in which they retell and evaluate the case study they talked about.

## Conclusion

Because the integration of content and language has travelled outside Europe, it is an illusion to think that big publishers will produce CLIL materials which suit each context. Some attempts in materials development show that more often than not students who lack language proficiency are underestimated from a cognitive perspective (Tomlinson, 2008: 8).

Teachers, therefore, can recover their agency by having a stronger say in materials development. I admit that even when they can follow principles published elsewhere and some of the frameworks reviewed in this article, it is a challenging adventure as it is time consuming and it requires that teachers pay attention to content and language together. However, if teachers work as a team, efforts are divided and gains are multiplied. I believe we need to pay more attention to what teachers do by researching how they adapt marketed textbooks and what principles they follow when engaged in producing their own CLIL materials to suit their unique realities.

## References

- Alonso, E., Grisaleña J. & A. Campo (2008) Plurilingual Education in Secondary Schools: Analysis of Results. *International CLIL Research Journal* 1/ 1:36-49.
- Anderson, L. W. & Krathwohl, D.R. (2001) A Taxonomy for Learning, Teaching, and Assessing. A Revision of Bloom's Taxonomy for Educational Objectives.
- Cammarata, L. (2009) Negotiating Curricular Transitions: Foreign Language Teachers' Learning Experience with Content-Based Instruction. *The Canadian Modern Language Review/La Revue canadienne des la langues vivantes* 65/4:559-585.
- Coonan, C. (2007) Insider Views of the CLIL Class Through Teacher-Self-observation-Introspection. *International Journal of Bilingual Education and Bilingualism* 10/5:625-646.
- Coyle, D., Hood, P. & Marsh, D. (2010) CLIL Content and Language Integrated Learning. Cambridge: Cambridge University Press.
- Goodchild, L. (2009) A Pedagogic Framework for an Intercultural Approach to Literature. *Folio* 13/1: 9-11.
- Lucietto, S. (2009) Writing Materials for CLIL: A lost cause? *Folio* 13/1: 12-14.
- McDonough, J. & Shaw, C. (2003) (2nd edition) Materials and Methods in ELT. A Teacher's Guide. Malden: Blackwell.
- McGrath, I. (2002) Materials Evaluation and Design for Language Teaching. Edinburgh: Edinburgh University Press.
- Mehisto, P., Marsh, D. & Frigols, M. (2008) Uncovering CLIL: Content and Language Integrated Learning in Bilingual and Multilingual Education. Oxford: Macmillan Publishers Ltd.
- Mohan, B. (1986) Language and Content. Reading, MA: Addison-Wesley.
- Moore, P. & Lorenzo, F. (2007) Adapting Authentic Materials for CLIL Classrooms: an Empirical Study. *Vienna English Working Papers* 16/3:28-35.
- Reinders, H. & White, C. (2010) The theory and practice of technology in materials development and task design. In Harwood, N. (ed.) *English Language Teaching Materials. Theory and Practice*. Cambridge: Cambridge University Press.
- Richards, J. (2001) Curriculum Development in Language Teaching. Cambridge: Cambridge University Press.
- Stoller, F. (2004) Content-Based Instruction: Perspectives on Curriculum Planning. *Annual Review of Applied Linguistics* 24:261-283.
- Sudhoff, J. (2010) CLIL and Intercultural Communicative Competence: Foundations and Approaches towards a Fusion. *International CLIL Research Journal* 1/3: 30-37.
- Tomlinson, B. (2008) Language Acquisition and Language Learning Materials. In Tomlinson, B. (ed.) *English Language Learning Materials. A Critical Review*. London/New York, NY: Continuum.
- Tomlinson, B. (2010) Principles of effective materials development. In Harwood, N. (ed.) *English Language Teaching Materials. Theory and Practice*. Cambridge: Cambridge University Press.
- Vázquez, G. (2007) Models of CLIL: An evaluation of its status drawing on the German experience. A critical report on the limits of reality and perspectives. *Revista española de lingüística aplicada* 1:95-111. At <http://dialnet.unirioja.es/servlet/articulo?codigo=2575498> (Date accessed 6 December, 2010).

**Dario Luis Banegas is a teacher of English in Argentina. He holds an MA in ELT from Warwick University where he is currently working towards his PhD in materials development for CLIL through Action Research. Apart from teaching in secondary and tertiary levels since 2001, he is a curriculum and course designer for the Ministry of Education of Chubut, Argentina. His interests are: classroom research, materials development, content and language integration, curriculum design, state education, initial and continuing language teacher education.**

*dariobanegas@hotmail.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

# Create an “electronic Professional Learning Network” to support your traditional print-based materials

*Barry Bakin, Los Angeles, USA*

More and more publishers develop materials with an online component as Internet usage spreads in instruction. Most often, the online component is a “companion website” with related grammar or vocabulary activities. There is, however, a new type of online support that is gaining popularity: the electronic Professional Learning Network or ePLC. The terminology is relatively new so you may see different variations on the name, but basically, an ePLC is a professional support group carried out partially or entirely online using electronic means of communication which could include email, but can now take place within the framework of a website especially designed for supporting “social networks.” You may already, in fact, be a member or know somebody who is already a member of a social network of some type. The ubiquitous Facebook is a type of social network. Others you may know of are “Myspace” and “Linkedin.” Electronic Professional Learning Networks are simply social networks dedicated to a particular profession or educational goal. As more and more people around the world become familiar with social networking websites, publishers and materials writers will increasingly want to leverage their popularity when introducing or promoting the use of both new and older materials. A textbook user who doesn’t understand a passage or concept can get help from a member of the electronic Professional Learning Network of users of the same textbook by simply going online (to the ePLC) and asking a question or starting a discussion about the area they’re having difficulty with. Professional Learning Networks of all types provide encouragement to new users of a product or service and help prevent a new user from feeling discouraged when something “goes wrong” or not exactly as they expected. Internet-based Professional Learning Networks have the added advantage of being available to you 24 hours a day, seven days a week! If you self-publish, having a supplementary electronic Professional Learning Network can help to build “community” around your product, and attract other users and book buyers. Whether you work with major publishers on multilevel projects or develop ancillary materials to an existing textbook, put another arrow in your “quiver” of marketable skills by being able to

develop content and “extra attractions” that engage the users of print materials for companion ePLCs.

While in past years, developing most any type of website required enlisting the talents of expensive and highly trained web developers and consultants, nowadays there are many “hosting” websites with easy to learn interfaces and development “tools” that can be used by individuals with a good deal less background and technical experience. An individual with basic internet and computer skills can create a very sophisticated (in appearance and features) electronic Professional Learning Network in a very short period of time completely based on “templates” provided by the social network host site. Adding a feature such as a discussion group where members can post questions to the group and get responses, a blog area where featured members can post “blogs” of interest, or an area of the website to display videos or photos is simply a matter of selecting a desired component, activating it for your website, and filling it with content. Membership tools are built-in, and include ways to screen and sign up new members, send out email messages to the entire group, monitor and prevent spam (postings by individuals who are promoting something not related to the goal of the group), and keep track of usage and areas of highest interest on your website. If you run into trouble or have questions, the hosting websites are very likely to have active electronic Professional Learning Networks dedicated to helping you, the novice website developer, as you build your new website. You’ll quickly see the value of being part of an electronic Professional Learning Network in your own life as you look through past discussions that provide solutions to the very problem you’re experiencing.

What does creating and maintaining an ongoing electronic Professional Learning Network cost? Most of the hosting services have free options that cover basic features and management tools. Free options may include hosted ads that may or may not be desirable. Eliminating the ads will certainly involve some payment. If you want more sophisticated or technical options, the websites will often charge a monthly fee. Extra fees can also get you a customized

URL so that the name of your ePLC will not include the name of the hosting service. Remember, however, that you (the content developer or ePLC builder) may not be paying those fees; you may be passing those fees on to the publisher or entity you're working for. You just have to be familiar with the options and what benefits having those options may provide to the ePLC you're trying to develop. Certainly, for your first attempt at building an electronic Professional Learning Network, experiment with the free version at one or several providers before making a final choice or getting tied down to a specific website with locked-in charges.

Some providers of templates and tools for creating your own electronic Professional Learning Network are [www.ning.com](http://www.ning.com), [www.grouply.com](http://www.grouply.com), [www.bigtent.com](http://www.bigtent.com) and [www.buddypress.org](http://www.buddypress.org). (By no means exhaustive).

*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/>.*

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](mailto:matsdamembershipsec@nile-elt.com)

# An Independent Publisher's Perspective on Starting Out

Andy Cowle

**T**his year I started publishing ELT materials independently for the global market. Not one or two books to test the water, but going for broke with a list of a dozen supplementary skills titles and resource books, with a dozen more to follow next year. If all goes well, I'll do another dozen after that. I have set up my own company, I am running it full-time, and I am spending my own money. I would rather do nothing else, but it can be as mechanical as it is creative, as terrifying as it is inspiring, and as frustrating as it is rewarding.

In the last eighteen months I have had to find my editors, designers, illustrators and printers - good ones, experienced ones - and learn about their time-frames (the hard way!) and get to know their costs. They, in turn, have tried to understand what I want (you can never tell a designer too much), been incredibly supportive, and turned out work which has really impressed me. I outsource everything, I employ no-one, and this virtual, freelance team is scattered across several countries and time zones. I'm not the first. I won't be the last. It can be done.

It was never my plan to become an ELT publisher. Until very recently, I think I always thought this part of the business was the domain of others who have the right qualifications, interest, experience and vision. Originally, I was a language graduate, then I was an EFL teacher for four years in Germany and the UK, and then, for the next 20 years, worked in sales and marketing at all levels for ELT publishers and booksellers globally. When I was made redundant from a senior post three years ago, I decided to go freelance, at first doing sales trips or giving presentations for ELT publishers, then realising that I really should be making the books myself. Not because I know better, but because I think I know enough.

I do not have an editorial background. However, I knew the fundamentals of the publishing process, though I did not know every cost and all the timelines. Sales people usually don't. It's not that they don't care (well, some don't, but the best ones do); it's just that sales and marketing work demands energy and time for one area of the business, and editorial another. Division is inevitable, but at worst, large publishers have the two as separate mindsets and often poor communication

with each other. I've seen it many times with dire consequences. At best, they are integrated, but the only times I've seen the two in constant harmony have been in small publishing houses or solo operations, where there is simply no hiding behind the excesses of pre-existing sales and brand momentum, the chaos of hierarchy, or the noise of egos and blame. It's not that large publishers are not effective at developing good materials, because they clearly are; they have the resources and the manpower. But it's a rare member of that group that does not sooner or later bemoan the inter-departmental conflicts and rivalries that hinder effective communication, or the stressful, senseless politics that stand in the way of ELT publishing progress.

I've spent most of my professional life getting to know teacher and distributor networks, what they want, when, and for how much, as well as seeing how ELT materials are effectively promoted. Yet this is only a part of what is required, and I had always depended on other people to produce the titles for me. So, for me, confident as I am in where I can sell and the numbers involved, it made sense to take some educational (and expensive!) steps back to truly understand what is involved in creating useful, marketable and profitable ELT materials.

My titles are, and will be, resource books and practical guides for teachers, authentic skills books, some language practice titles, and more to come on story-based learning and visuals - for primary, secondary and adult learners. Coursebooks and dictionaries may well be the money-spinners, but a range of supplementary materials is a more manageable and flexible way to enter the market, money-wise, time-wise and sector-wise.

Some titles have been commissioned from scratch to simply offer the same as other publishers (you don't have to reinvent everything), and some may be better and even unique (see *Real Lives*, *Real Listening* series by Sheila Thorn). Some have been adapted from pre-existing materials (new or old), and some brought back to life from being out-of-print. I have forecasted realistically the unit costs and end-sale net prices, and delegated each part of the editorial and production process to people who know a lot more about it than I do.

And so many questions when you decide to commit to such an undertaking: Who will be the authors? Who will be the editors? Can they proof or just do copy? Who will design the layout? What should it look like? Who will do the covers? What do I want? What would the authors like? Where to find illustrations? Have them drawn or sourced from photo-stock? If your author wants you to use a recording or some pictures they've used over the years, how do you get copyright clearance? How do I do CDs? What is a good price? Who can do the voice-overs? Who can do the authors' contracts? Will they all want different things? (yes!) Do they want an advance? (oh yes!) Who is going to print it? How should it be bound? How many do I print? Do I a short print run in the UK or a big one overseas, where it is often cheaper? How many samples do I need? What will it cost to send them? Do I need an e-component? Should it be an app? Should it be all these things?

And then all the sales questions: Where do I warehouse my titles? Who will do the packing and invoicing? What should I budget for this? Who are the best distributors to sell for me? What terms do I offer? How many will they order? Will I get paid? Can they pay up front? Should I sell online? How does that affect exclusive arrangements? Do I need leaflets? How many? Who for? How do I gauge a response? Is e-mailing better or will it be spam? What should I put on my website? Which markets should I target? And so on.

Of course, I realise I'm now talking about running a business, but that is because I have chosen to do a number of titles at the same time for sales in so many markets. You need critical mass in a series of books, otherwise it's not really a business. You need some variety so that some things can work in most of the key markets, and you don't really want to pin all your hopes on one or two titles. Unless you're doing this alongside your day job.

But the questions are still the same for any consideration in materials development, and all the answers cost

money which needs to be evaluated against a realistic return – whether you are the publisher, or whether someone else is publishing for you. Publishing is a notoriously cash-poor business, and you or others have to invest a frightening amount of money before getting to the point where you invoice a distributor or school and wait to get paid – thirty days to a retailer, and at least sixty for a wholesaler – usually ninety, often more. Three months is a long time to wait to get your money back, when invoices from editors, designers and printers are still arriving, in that unforgiving and urgent way that invoices do.

So, logistically as well as pedagogically and as a publisher, I can say that my way forward is clear, and my business model as good as I can get it, but it's still a standing start in many ways with no guarantee of success. In the end it's about knowing your market, matching its needs, then managing the risk – cash flow will be key, and if I'm honest, that's what keeps me awake at night! Still, after eighteen months of finding out who, when, how, how long and how much, and writing cheques with no return, I am about to print, launch, deliver and start sending my own invoices. Thanks to those behind the scenes, I am sure of the quality and relevance of my titles, so now it's time to for me to get out there in sales mode once again, and see if I can be a new player.

*Andy Cowle has worked in ELT for 25 years as a teacher, publisher and sales & marketing specialist for ELT publishers and booksellers worldwide. He's worked in over 30 countries introducing ideas and new materials to teachers, and motivating language practitioners to try new things, connect language learning with the real world, and make lessons effective, memorable and fun. He now has his own publishing and training company North Star ELT, based in Glasgow.*

[www.northstarelt.co.uk](http://www.northstarelt.co.uk)

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](mailto:matsdamembershipsec@nile-elt.com)

Featured Writer:

## Adrian Underhill

1. *Adrian, you have written materials for teachers and you also edit a series of books for teachers. What got you started in writing for teachers?*

Just sharing ideas with teachers at International House in Hastings back in the 70's and 80's. There were so many new ideas going around at that time. Nobody thought for one minute that there was only one approach to learning a language, and everyone could name and describe any number of different approaches, Suggestopedia and Silent Way were happening, Tony Buzan was just starting up, Carl Rogers and the humanistic thing was reaching us, California was beaming us dreams, and all this against a background of Direct Method which in itself was exciting enough as it was quite different from what we had been through in our own language learning at school. The fact is that everyone was more or less involved in inventing EFL. It was an open invitation. "Come here, roll up your sleeves and innovate!" I'm not talking just about Hastings of course, but everywhere. And it was amazing to articulate what we thought, to try things out, and to trade them with others which meant writing them down. That's how it started. Myself, I am not a big time writer, though I enjoy it. What I prefer is talking *with* people and being in face to face workshops rather than scratching my head in front of a computer. I think with people better than on my own, so I guess you could say I prefer to write in a team. For me writing is a way of learning, and learning is a social activity.

2. *What has influenced you most in your approach to writing?*

As a self-taught improvising musician, the materials that most affected me were those that gave me the insight and understanding that made me free to improvise with increasing quality. They were materials that made me free of materials. And I always applied that to ELT writing too, the idea of the discipline that makes you free, getting an insight across so that the reader becomes free to improvise rather tied to a recipe. Methods are useful as long as the insight and the creativity that flows from them are centre stage.

3. *What do you see as your main strengths and weaknesses as a writer?*

A strength I sometimes have is trying to have a conversation with the reader, rather than lecturing them, even though writing appears to be one way. This requires clarity and succinctness, self-editing, and not being long when one could be short. I don't like a lot of words and get furious about long books that could have been shorter, which I see as either bad editing or author anxiety, just as anxious teachers talk too much. I also like to find ways to articulate something using images of some sort. I am quite visual, so diagrams and pictures on the page or in my mind are important, and also layout and presentation. I like materials to appeal to the eye and be well signposted. Educational writing should serve the reader's need to learn and not only the author's need to tell.



4. *Editing a whole series is a big undertaking. What hooked you into that?*

To save the world from recipes! Although recipe books are still the most popular, and there is a place for them and I consume them myself, I am more interested in learning to generate fresh recipes for each moment than I am in learning one thousand fixed recipes. In jazz this would be the equivalent of playing fresh phrases to suit the occasion rather than operating from a repertoire of previously learnt, habitual and no longer fresh 'hot licks' (as we call them). When I started this series editing role, teachers' handbooks were still very much in demand, and freebies and the web were still the exceptions as far as resources were concerned. But that has changed quite a bit, and the interesting questions are around ways of supporting and helping teachers to develop in the future, and how books will fit into that.

5. *What are the pleasures and tribulations of editing a series like yours?*

The pleasure is a body of work that is intelligent and purposeful and a finished product that helps the reader to have generative insights as well as more of these hot licks. And there is pleasure in the conversations with the author, how to help the author to frame what they are saying so that they

delight themselves with their discovery of their experience and their articulation of it, and seeing that this delight comes through in the pages. The tribulations concern making the insights visible, tangible and useful for the readers, and in meeting deadlines and so forth.

6. *How strong is your editorial hand in the development of the series?*

I am series editor so I am looking at things overall, from a certain altitude, rather than at ground level. I am looking more at the educational strategy of the book, its layout, content and design. I work with a wonderful editor who does the detailed stuff, who has marvellous judgment and sees the detail without getting lost in it. People like these make a huge difference to the quality of the final book.

7. *What is the most important message you give to an author writing for your series?*

Write whatever you like and edit it quite fiercely, so that you end up being concise. Cut back to the essence of what you are saying, and be clear when you are advocating, when you are informing and when you are illustrating, and when you are questioning the reader. Do all four and keep a balance, somehow.

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

What readers say, especially when they have found that what I have written or helped edit inspires them to inquire into their own practice, to question it, and perhaps make a difference to their practice. Conversations about how one of our books has triggered a teacher's learning, or could have done differently, are very rewarding to me.

9. *In British ELT we are often accused of paying too little attention to established traditions of teaching and learning in other parts of the world.*

I agree with that and I think it was and is a productive accusation. I do think that in general we could write with more awareness that we do not own the truth, and we could inquire more often and assert less often, and be a little more sensitive to unintended pomposity in our writing. But the whole question of encouraging writers within communities that have not yet had the confidence or opportunity to grow local knowledge and wisdom is very important in these times. And this applies both to 'other parts of the world' as you say, but also to our own world ... we need to encourage inquiry rather than imply certainty, and the growing of local knowledge rather than subservience to (imagined) universal knowledge.

10. *What is the value of a series like yours to teachers in, say, Eastern Europe or Asia?*

I really could not generalise. I know we are supposed to be sensitive to cultural differences etc, but I always look for similarity, the underlying curiosity, humanness, and delight in relationship and learning, which I think lurks below all the cultural stuff. I know there are lots of things that appear to challenge what I've just said, but I believe it anyway. Different cultures may expect different things from books, but I think we make a very good start if we can be brief, clear, and interesting, and if, as I keep saying, we use what we have to say to encourage readers to push against it to find out what they themselves have to say. I acknowledge the great power of culture and all the apparent differences, but underneath it all I find that there is essence.

11. *Do books for teachers really make a difference?*

Some say less so now because so much is available through other channels. These days a book is more than just the physical block of paper, and it can have multiple influences and repercussions. That is fascinating. And of course a good book really does make a mark, whether for a lot or a few. It finds its place.

12. *How do you see the interplay between the social nature of learning (which is so important to you) and the reading of books for teachers? Can the two be usefully brought together in any way?*

Yes, It seems we usually see book reading as a private activity, which is fine, but I am amazed that we do not use books more systematically for social learning, for example through staff room reading groups leading to small experimentations in practice, leading to further conversations, leading to writing something in response, leading to collective book review, leading to .... And there are many possible variations on the methodology just of reading groups. And they don't even have to be in the same place or the same time. It could be as simple as each person reading a different article and summarizing it verbally to colleagues, and then each undertaking to experiment an aspect of that idea in practice just to see what happens, and then to compare notes with the others, and so on.

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

Letting go of both the grip and the illusion of a method, of the right way, and instead getting people to question and to reflect on personal and shared experience, and articulate their experience, so that we could each become a better learner from experience, or as Francisco Varela would say, a black belt at describing and learning from experience.

**Adrian Underhill** is a freelance ELT consultant and trainer, working mainly on staff training and organisational development. He is series editor of the Macmillan Books for Teachers, which currently has 15 or so titles, one of which he wrote, *Sound Foundations: Learning and Teaching Pronunciation*. He also serves on the advisory panel for the development of the Macmillan English Dictionaries. He has been teacher, trainer, and director of the International Teacher

Training Institute at International House in Hastings and he is a past president of IATEFL. His current interests include the new (post-heroic) approaches to leadership that are now emerging, applications of complexity theory to learning and to human organisations, forms of reflective practice (especially action inquiry), and the art of deep improvisation in learning and teaching.

## FREELANCE REGISTER

# 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](http://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

### Clarke, Sarah

Qualifications BA French and German, B.I.I, CELTA, DELTA  
 Services Developing materials for General English teaching – grammar and lexis based; syllabi for summer courses (for learners aged 8-16); material for learners aged 3-18; material for specialized areas (i.e. food management, health and safety); material for overseas' students studying in the UK.  
 Address Flat 4, 10-12 Osborne Grove, Sherwood. Nottingham. UK  
 Tel/fax +44 (0)7780663912  
 Email saclark04@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

### Devi, Allu Uma

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 Flat no.305,Greenland towers,Hyderabad-16.A.P.,India  
 Tel India 040-23408854  
 Email umagreenlands@yahoo.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

### ESLai.com

Qualifications Interactive Content Development Specialists  
 Services ESLai.com is a division of contentAI.com, which provides the interactive narrative engine and services for eLearning and mLearning  
 Website <http://eslai.com>  
 Address Portland, Oregon, USA

### 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

### Guerra, Mary Jane

Qualifications Bachelor's in Education, major in International Education, TEFL and TESOL certifications.  
 Services English for Specific Purposes content and materials developer, EFL teacher trainer and consultant, International Baccalaureate History teacher and teacher trainer, SPEAK test evaluator.  
 Address Boston, USA  
 Tel (857) 254-8420  
 Email visionaireconsultants@gmail.com

### Harding, Tanya

Qualifications Masters of Material Development, Leeds Metropolitan University (in progress); BA (General Studies - University of Alberta and University of Athabasca); CERTEFL (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](http://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 ft 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

### 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** 12, Westcliffe Road, Birkdale, Southport, PR8 2BN, UK

**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.etsverywhere.com](http://www.etsverywhere.com))  
[www.kevinmccaughey.com](http://www.kevinmccaughey.com)

**Address** 20649 Trinity Ave. Saratoga, CA

**Tel** (408) 867-1447

**Email** kevin@kevinmccaughey.com

### McLaughlin, Pat

**Qualifications** MA Applied English Linguistics; B.Phil (Ed) TEFL; Cert Ed; Cert TEFL; MA TESOL Course Leader, Department of Education, University of Gloucestershire; Fellow of the Higher Education Academy.

**Services** Coursebook writer training: conduct needs analysis; train writers; lead training programmes and textbook writing to publication.

**Address** Three Sisters, Gulladuff, Merville, Donegal, Ireland.

**Tel** 00353 74 938 2033

**Email** pmclaughlin@glos.ac.uk

### 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](http://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](http://www.connexions.com.au)

**Address** 756 Houghlahans Creek Road, Pearce 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

### Raman, Madhavi Gayathri

Qualifications MA English Lang. & Litt. B.Ed, PGDTE (CIEFL, Hyderabad), M.Phil (ELT) (CIEFL, Hyderabad), Ph.D (ELT) (CIEFL, Hyderabad)  
Services Textbook writing for primary secondary and tertiary levels, training teachers and students to develop materials for the various language skills, developing materials for and teaching mixed ability adult learner groups from diverse backgrounds, developing proficiency tests in English for ESL speakers.  
Website <http://www.efluniversity.ac.in>  
Address Asst. Professor, Dept. of Materials Development, School of English Language Education, The English and Foreign Languages University, Hyderabad - 500 605, India  
Tel +91 40 27098131; 27689512 (direct line)  
Email gayathriraman@yahoo.com

### 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](http://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](http://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@ymail.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

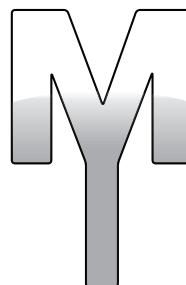
### Tomlinson, Brian

Qualifications BA English, PGCE, MA ESL, PhD Applied Linguistics  
Services Curriculum development, materials development, materials development training, teacher development, test development  
Address 12, Westcliffe Road, Birkdale, Southport, PR8 2BN, UK  
Tel +44 (0) 1704 569809  
Email brianjohnstomlinson@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](http://www.matsda.org.uk) for new information.

## ***... writing an article or letter to FOLIO?***

## ***... advertising in FOLIO?***

Please contact:

Freda Mishan, *Folio* Editor  
School of Languages, Literature, Culture and Communication  
University of Limerick, IRELAND  
Tel: +353-(0)61-202432  
Email: [freda.mishan@ul.ie](mailto:freda.mishan@ul.ie)

