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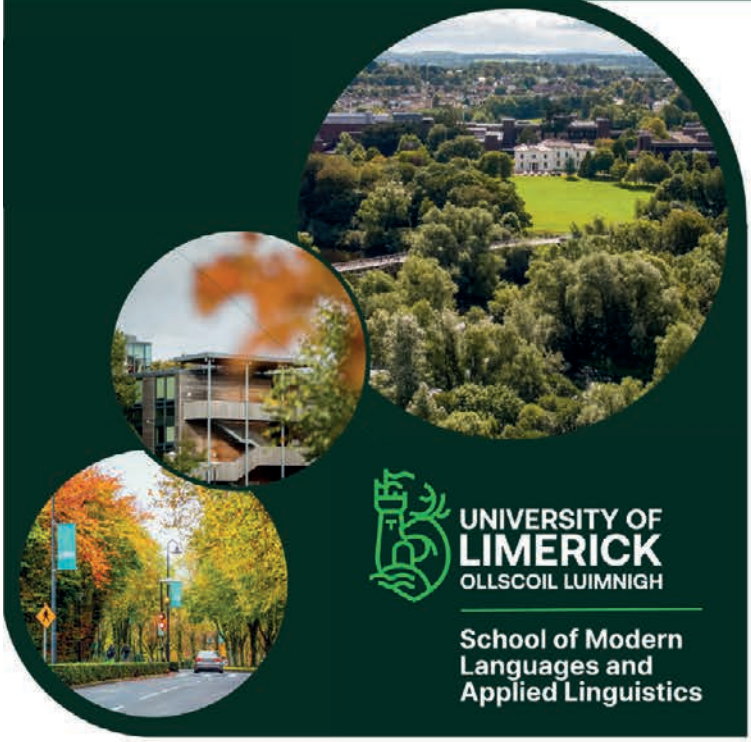
TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) MASTER OF ARTS (FULL TIME)



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School of Modern Languages and Applied Linguistics

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From the Editor

Freda Mishan, University of Limerick

This year's issue of Folio demonstrates the *raison d'etre* of MATSDA in that it contains no less than four contributions to our 'Materials Spot'. That Folio - and MATSDA - are now attracting innovative and dynamic materials developers confirms both the need for a language learning materials development organisation and that it inspires experimentation and originality. That the materials here come from practitioners in such a diverse range of countries – Japan, Hawaii, Tunisia and Uzbekistan - suggests what a widespread and burgeoning practice materials development has become.

The materials showcase a range of approaches, sources and media. Naoya Shibata and colleagues illustrate Tomlinson's text-driven approach applied to poetry. Tom Court uses video animation to raise awareness of the pragmatics of making refusals. Mongi Gaja and Abdessamad Hammami present a 'skills for life' unit, like Shibata et al's, making use of literature. Diana Mazgutova and colleagues follow up on their article in last year's issue of *Folio* with more materials from their Uzbekistan teacher education project, this time on applying critical thinking to reading and writing. Of the other articles in this issue, Diana Coetzee and Khalid Ibrahim's description of the painstaking process of selecting and evaluating materials to be used in a text-driven approach to materials development dovetails nicely with Shibata et al's, which applies the approach. Bringing us another popular approach, task-based language teaching, is Rita de Cássia Barbirato, with a description of teachers being trained in task design for use with young learners at Brazilian primary schools. The sample tasks produced, such as creating a new planet - and a superhero - once again illustrate practitioner creativity at its best. Last but by no means least, an intriguing materials evaluation study contributed by Marjon Tammenga-Helmantel and colleagues use a specifically designed tool for textbook analysis to evaluate whether teaching materials used in the Netherlands align with the plurilingual approaches in foreign language learning and teaching advocated there. Finally we are delighted to have a review of the much-anticipated *Routledge Handbook of Materials Development for Language Teaching* edited by Julie Norton and Heather Buchanan, by Johanna Stirling.

Although the contributors to this issue work in contexts as internationally diverse as Brazil, Hawaii, Japan, Tunisia, the Netherlands, the USA and Uzbekistan, what they have in common is their originality and creativeness - and their willingness to share their research, products and ideas. I conclude as ever by paying tribute to the generosity of this issue's contributors, and I encourage others to 'thrown their hats into the ring'.

Freda Mishan, Editor
Limerick
September 2022

Greetings from the President

Brian Tomlinson, MATSDA President

Welcome to another issue of *Folio* and to the prospect of renewed MATSDA activities after a year of Covid determined postponements.

The planning has begun for the next MATSDA Conference, which will be held over two days in late June 2023 in Tuscany, Italy. The theme of the Conference will be *Materials for Testing* and it will be hosted by Centro Studi Mugello, a Bilingual International School in Borgo San Lorenzo near Florence. The Conference will take place either in a villa in Borgo San Lorenzo or at a Conference Centre in Florence. The plenary speakers who have accepted invitations so far are Dave Allan, Neus Figueras Casanovas, Alan Maley, Hitomi Masuhara and Brian Tomlinson. Decisions are in the process of being confirmed and details of the Conference will be available soon on the MATSDA website (*www.matsda.org*).

The book publishing the proceedings of the MATSDA/University of Liverpool 2019 Conference has now been published as Fernández, C. & Adon, B. (Eds.). (2022). *Using Language Learning Materials: Theory and Practice*. Newcastle: Cambridge Scholars. This is a collection of papers written by parallel presenters from the MATSDA/University of Liverpool 2019 Conference on *Using Language Learning Materials: Theory and Practice*. We intend to continue our connection with Cambridge Scholars and publish a book of proceedings from our 2023 Conference.

Hope to see you in Tuscany in June.

Brian Tomlinson
President of MATSDA

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Plurilingual approaches in teaching materials: A tool for textbook analysis

Marjon Tammenga-Helmantel, Nadine Boon, Eva Knopp and Sabine Jentges

Introduction

Policies of language learning and teaching worldwide are slowly but steadily undergoing a paradigm shift referred to as the 'multi/plurilingual turn' Piccardo & Galante, 2018). At the heart of this paradigm shift lie two interrelated changes in perspective, namely (1) that modern societies are increasingly heterogeneous and multilingual resulting in the coexistence of several languages and language varieties within and across speech communities and (2) that an individual's linguistic knowledge is similarly heterogeneous and not neatly separated into individual language systems. It should rather be understood as an 'integrated plurilingual repertoire, which the speaker can call upon flexibly according to the needs of context' (Piccardo & Galante, 2018, p. 148). This second change in perspective in particular is stressed by stakeholders and academics in the field (e.g., the authors of the CEFR, Council of Europe, 2020) through separating the long-established concept of multilingualism as (1) 'the coexistence of different languages at the social or individual level' (Council of Europe 2020, p. 28) from plurilingualism as (2) 'the dynamic linguistic repertoire of an individual user/learner' (ibid.).[1]

In view of this change in perspective, foreign language (FL) learning and teaching should build on and extend the plurilingual repertoire of individual language learners to prepare them for communication in diverse, multilingual settings. This is advocated in international frameworks for language learning including the Common European Framework of Reference for Languages (CEFR, Council of Europe, 2020) and the Framework of Reference for Pluralistic Approaches to Languages and Cultures (FREPA, Candelier et al., 2012) as well as in several national FL-curricula, such as in Finland and New Zealand or in proposed curriculum reforms, such as in the Netherlands (Ontwikkelteam Engels/MVT, 2019) and Austria (Krumm & Reich, 2011).

Even though language education policy is slowly embracing plurilingualism, 'practical applications in the language classroom are still uncommon' (Piccardo & Galante, 2018, p. 151). The above-described paradigm shift is not received uncontroversially across contexts. While, for instance, the focus on a specific standard native-speaker norm in FL-learning and teaching has long been controversially discussed in the World Englishes/English as a Lingua Franca (ELF)-debate (e.g. Matsuda, 2003), the extent to which FL-learners and teachers agree with this standpoint is to a great extent dependent on the status of the target language, the culture of FL-teaching and the status of language politics in the respective FL-teaching setting (He & Zhang, 2010; Walkingshaw & Oanh, 2014; Ó Murchadha & Flynn, 2018; Tajedding, Alemi & Pashmforoosh, 2018). In addition to this, studies investigating language teachers' attitudes and practices have shown that even when teachers agree with and even welcome the above-described paradigm shift, they find it difficult to implement plurilingual approaches into their own classroom practice and fall back on traditional 'monolingual approaches' to language teaching (de Angelis, 2011; Van Beuningen & Polišenská, 2019; Haukås, 2016; Heyder & Schädlich, 2014). Several comprehensive approaches to plurilingual education that are applicable to various multilingual learning contexts attempt to close this gap between theory and practice (e.g., Cenoz & Gorter, 2015; Duarte & Günther-Van der Meij, 2018; Hufeisen, 2011a; Sierens & Van Avermaet, 2014). These valuable contributions propose methods and learning activities that promote plurilingual approaches in the language classroom and present examples of good practice.

So far, the role that teaching materials can play in these plurilingual approaches to language learning and teaching is not yet widely explored, particularly when it comes to the role of textbooks (although see Hufeisen, 2011b and Kofler et al., 2020 for exceptions). Since FL-teachers in their everyday practice often heavily rely on textbooks (e.g. Andon & Wingate, 2013; Guerrettaz & Johnston, 2013; Tomlinson, 2012; Tomlinson & Masuhara, 2010; for the Dutch context: Fasoglio et al., 2015), textbooks can play a crucial role and support

1. In this article we adhere to this differentiation but acknowledge that many publications in the field of multilingualism and language learning do not make this distinction and refer to both situations as 'multilingualism'.

teachers in adopting a plurilingual perspective. In this article, we present an instrument that enables teachers and developers of teaching materials to reflect on plurilingual approaches in existing textbooks for the FL-classroom. The instrument can also be used for the development of course materials that align with plurilingual approaches. After presenting the rationale behind and set-up of the tool, we demonstrate its use in the analysis of a Dutch textbook for German as a foreign language (GFL). We then discuss the findings of this analysis and evaluate the tool's strengths and weaknesses.

Plurilingual approaches to foreign language learning

Sierens and Van Avermaet (2014) argue that plurilingual approaches in education should encompass three strategies to respond to modern-day linguistic diversity. Their first strategy concerns the introduction of a constructive and open language policy at school that 'includes all the languages students and their parents speak' (p. 14). While this strategy pertains to school-life in general, their second and third strategies are more specifically concerned with language education and, hence, also apply to FL-learning. These two strategies form the basis for our analysis instrument.

Strategy two, 'language awareness raising', aims at making learners aware of their own plurilingual repertoire and the plurilingual character of society. Sierens and Van Avermaet argue that such an approach makes students 'receptive to linguistic diversity and [creates] a positive attitude towards all languages' (2014, pp. 16-17.), including linguistic varieties, home languages and foreign languages. While they advocate that language awareness raising should particularly focus on 'the home languages and linguistic varieties already present in the classroom' (Sierens & Van Avermaet, 2014, p. 17), we would like to argue that FL-teaching can extend this perspective to also include the plurilingual character of societies in countries and regions where the target language is spoken. Thus, students generally learning a standard variant of the foreign language should also be exposed to and made aware of language variation in the target language. An awareness of such intra-linguistic variation concerning the target language also better prepares the learner for real life communication in that language (Canagarajah, 2007). Teaching materials should, hence, show and address the linguistic diversity of the target language including regional, social, stylistic, pragmatic, and/or diachronic variation. Recent FL-teaching paradigms, such as the DACHL principle (D = Deutschland 'Germany', A = Austria, CH = Confoederatio Helvetica 'Switzerland', L = Luxembourg/Liechtenstein, cf. Hägi-Mead et al., 2018) and the World Englishes paradigm (Ali, 2011; Huang, 2019) have already pleaded in that direction.

The third strategy that Sierens and Van Avermaet (2014) introduce is called 'functional plurilingual learning'. This strategy focuses on the deliberate inclusion and use of the learner's prior linguistic knowledge in learning. For FL-teaching, this means that learners are encouraged to make use of their integrated plurilingual repertoire when learning a foreign language. Teaching materials can promote utilisation of the learners' prior linguistic knowledge (e.g., de Angelis & Jessner, 2012; Ehlich, 2007; Hofer & Jessner, 2016; Hufeisen, 2011b). Especially activities that encourage learners to compare and contrast the FL with other languages support learners to make connections between the languages that they already know or are in the process of learning. Empirical research has shown that such explicit focus on interlinguistic variation has positive effects on learners' proficiency development in the target language (Sierens et al., 2018).

As mentioned above, there has been little systematic research with respect to the role teaching materials can play in fostering plurilingual approaches in FL-teaching materials. This might partly be related to the above discussion on the inclusion of plurilingual approaches in the language classroom; the concept has been addressed to different degrees across different contexts, both in terms of the status of plurilingualism in society as a whole and the FL-curriculum of the country in which the materials are used and with respect to the target language. Most studies, with the exception of Kofler et al. (2020), focus on either one of the two strategies described above. Only a few studies have investigated to what extent course materials expose learners to intra-linguistic diversity (e.g. Geist, 2018; Hu & McKay, 2014; Kofler et al., 2020; Maijala et al., 2016). Geist (2018) includes the analysis criterion 'language awareness raising aspects' which covers the subcategory 'getting familiar with language diversity'. Kofler et al. (2020) and Hu and McKay (2014) find that reference to and activities focusing on intra-linguistic diversity of the target language are scarce and, if at all, often limited to a few words or sentences. By contrast, Maijala et al., (2016) show that Finnish and Dutch teaching materials adopt a plurilingual approach for GFL. This plurilingual approach, however, is restricted to knowledge of cultural trivia, such as greetings, regional dishes and holidays from different German-speaking countries and regions. Benschop et al. (2021) confirm the presence of plurilingual awareness raising activities in their analysis of Dutch textbooks for Spanish, English and French.

A more substantial body of research has studied the utilization of prior linguistic knowledge and the incorporation of interlinguistic comparison in FL-teaching materials, i.e. the third strategy identified by Sierens and Van Avermaet (2014). Many of these studies have investigated which languages are drawn upon when making reference to prior linguistic knowledge (Benschop et al., 2021; Flinz, 2018; Haukås, 2017; Jarząbek, 2013; Kofler et al., 2020). A more

substantial body of research has studied the utilization of prior linguistic knowledge and the incorporation of interlinguistic comparison in FL-teaching materials, i.e. the third strategy identified by Sierens and Van Avermaet (2014). Many of these studies have investigated which languages are drawn upon when making reference to prior linguistic knowledge (Benschop et al., 2021; Flinz, 2018; Haukås, 2017; Jarząbek, 2013; Kofler et al., 2020). They indicate that, overall, references to other languages are scarce. In most cases, comparisons are made between the target language and English or the language of schooling (Flinz, 2018; Haukås, 2018; Kofler et al., 2020). References to heritage languages rarely occur but have been found to feature in books for learning English and French in primary schools in Switzerland (where heritage languages include Portuguese, Albanian or Turkish, see Kofler et al., 2020, p. 114). Studies further indicate that contrastive exercises mainly focus on vocabulary and to a lesser extent on grammar (Flinz, 2018; Jarząbek, 2013; Kofler et al., 2020). This research indicates that some books explicitly teach the learner how their experience with learning their L1 or a foreign language can support them learning a new foreign language (Flinz, 2018; Kofler et al., 2020; Łyp-Bielecka, 2016), while others pay little attention to this (Haukås, 2017; Jarząbek, 2013). Finally, studies show that German coursebooks for primary education in Germany (see Geist, 2018) and foreign language coursebooks for secondary school in Switzerland (see Kofler et al., 2020), which do feature interlinguistic comparisons, make little use of the reflective potential that reference to learners' prior linguistic knowledge would allow.

The Plurilingual Approaches in Textbooks (PlATe) tool

To systematically evaluate whether teaching materials align with the above-described plurilingual approaches in FL-learning and teaching, we have developed a tool for textbook analysis. Two questions are central to our tool:

1. Do teaching materials address intralinguistic variation and if so how and to what extent?

2. Do teaching materials make use of the FL learners' prior linguistic knowledge and incorporate interlinguistic comparison and if so how and to what extent?

The tool comprises three components. First, there is a central grid for the analysis of individual items in the textbook. These items can be exercises, texts (written or audio), tables or figures (e.g., in a grammar overview). To answer the two central questions related to (1) intralinguistic variation and (2) prior linguistic knowledge and interlinguistic comparison, all items that appear to involve one of the two approaches are identified and analyzed. Items that involve intralinguistic variation are differentiated according to the type of variation they address (i.e., regional, diachronic, register and other variation). For items that involve prior linguistic knowledge and interlinguistic comparison, the grid registers which and how many languages are involved and whether these languages are the language of schooling, the target language, regional variants of the target language, another foreign language taught at school, a heritage language, or other languages. In order to detect what type of knowledge the items under investigation foster, PlATe determines whether an individual item fosters declarative knowledge, language use or reflection. To provide the full picture, the analysis of each item also registers where it is found (i.e., part of the textbook series, page number, exercise number), the item's topic (e.g., history, tourism, etc.), its linguistic domain (e.g., lexicon, morpho-syntax, pronunciation, etc.), the learner activity, the instruction type (i.e., deductive, inductive, implicit and explicit, see Marx, 2014) and exercise type following the subclassification of Maijala and Tammenga-Helmantel (2019). In addition to this central analysis grid, we have two additional analysis grids to register loose vocabulary and grammar items displaying intra- and interlinguistic variation.

PlATe provides a detailed picture of intra- and interlinguistic variation found in teaching materials. As such, it enhances Kofler et al.'s (2017) analysis grid in that it refines the description of intra- and interlinguistic variation in exercises and provides more information about the exercises' objectives (knowledge, use, reflection), scope (theme, linguistic domain) and pedagogy (inductive, deductive etc.).

Sample analysis of *ZugSpitze*

In the following, we demonstrate the use of PlATe by analyzing *ZugSpitze*, a Dutch GFL course book series published in 2018 by ThiemeMeulenhoff. *ZugSpitze* consists of six course books from CEFR level A1 to A2+ level. The books are used in the first three years at Dutch secondary schools. The students are between 12 and 15 years of age.

Each volume in the series covers reading and listening materials, grammar and vocabulary overviews, and exercises. The books are structured as follows: they start with an introduction to the volume's topic, which is always a city, region, or country in a German-speaking area (e.g., Austria, Berlin), followed by *Schritte* (i.e., learning 'steps'). Each step focuses on a skill with a specific learning outcome (e.g., writing: *You are able to write simple sentences about yourself and other people*). Exercises, learning tips and vocabulary overviews support the learner to achieve this learning outcome. Whether or not the learners succeeded is tested at the end of each step.

PIATe (Plurilingual Approaches to Teaching Materials) – Central analysis grid		
Location in textbook	- part of the textbook series (eg. coursebook, workbook, etc.) - page and exercise number	
Type of plurilingual approach	intralingual variation	type of variety/-ies involved - regional - diachronic - register - other
	interlingual variation	type of language/-s involved - language of schooling - target language (TL) - regional variations of TL - other FL offered at school - heritage language - other
Level of knowledge	- Knowledge (declarative knowledge, eg. finding out facts about languages/varieties) - Use (procedural knowledge, eg. learning to apply linguistic knowledge) - Reflection (reflective knowledge, eg. reflecting on languages or language varieties)	
Topic	What is the topic of the text/activity (eg. leisure, language situation in Switzland etc.)?	
Linguistic domain	- Phonetics/Phonology - Morphology - Syntax - Pragmatics - Semantics - Lexicon	
Learner activity	What is the learner supposed to do in the activity (eg. reading a text, discussion with peer etc.)	
Didactic method (cf. Marx, 2014)	- implicit (ie. without rule formation)	
	- explicit (ie. with rule formation)	- deductive (ie. rule given to learner) - inductive (ie. rule explored by lerner)
Exercise type (cf. Maijala & Tammenga-Helmantel, 2019)	- Choose-the-correct-answer - Fill-in-the-blanks - Written exercises - Communicative oral exercises - Grammar games - Translation exercises - Reflective/analytical exercises - Revision exercises	

Table 1. Central analysis grid

After completing approximately four to seven steps – this varies from volume to volume – the learners can review and test what they have learned in those steps. A final section allows the learners to revise. Every volume concludes with overviews of vocabulary, grammar, and pronunciation.

The first and second author independently analyzed volume 1 of *ZugSpitze* using PlATe. Volumes 2-6 were analyzed by the second author and a random

sub-sample was additionally analyzed by the first author. Both analyses were highly comparable to each other. The second and fourth authors established the vocabulary lists in cooperation. In the following, we will present our findings using PlATe as our analysis tool.

Does *ZugSpitze* expose the learner to intralinguistic variation?

The analysis of individual items using PlATe's central analysis grid, indicated that exposure to intralinguistic variation is fairly common in *ZugSpitze*. Apart from volume 1, one 'step' in each volume covers a German language variant.

In volume 2, this is the Berlin dialect (the *Berliner Schnauze*). The learners are offered one vocabulary translation exercise (p. 11) using the *Berliner Schnauze* implicitly raising their knowledge about this regional variant of German. Learners must guess what, for example, the dialect words *icke* (Standard German: *ich*) and *Juuten Abent* (Standard German: *Guten Abend*) mean.

Volume 3 includes three exercises with the standard variant of German spoken in Austria. The first two exercises focus on lexical knowledge. The learners match Austrian vocabulary to the standard German forms (e.g., Austrian: *Erdäpfel* – German: *Kartoffeln*, 'potatoes') and subsequently listen to a song and translate the Austrian words into Dutch (e.g., Austrian: *nimma* – Dutch: *nooit*, 'never'). In the third exercise, learners listen to a dialogue and answer true/false-questions of which some are related to lexical and pragmatic knowledge (e.g., '*Uma viere bedeutet um 16:00 Uhr* – "*Uma viere*' means at 4pm').

The topic of volume 4 is Switzerland. There are three exercises comparing standard German and standard Swiss German tapping into the learners' explicit lexical knowledge of regional and standard variants. Learners are asked to read a text and either answer questions or match words with their translations (e.g., Swiss German: *Glacé* – German: *Eis*, 'ice cream').

Lexical information on the standard variant spoken in Liechtenstein is presented in volume 5. Learners listen to a song, answer multiple choice questions, and look for standard Liechtenstein vocabulary equivalents to some standard German words (e.g., Liechtenstein: *müad* – German: *müde*, 'tired').

Volume 6 covers Luxembourg. The first two exercises refer to explicit lexical knowledge of the regional variant; the learners combine pictures to words and standard Luxembourgish sentences to their standard German translations (e.g. Luxembourgish: *Dat as flott!* – German: *Das ist toll!*, 'That's cool!'). The second exercise includes vocabulary and phonology; a table shows how Luxembourgish vowels are pronounced referring to the pronunciation of Dutch vowels (e.g. *ë* and *eu*), and, thus, touches upon use and reflection as well. The third exercise is a mini quiz with a multiple-choice question focusing on lexical knowledge of Luxembourgish (What does Luxembourgish: *Äddi a merci* mean? – answer: German: *Tschüs und danke!*, 'Goodbye and thank you!').

In the overarching analysis of vocabulary items that cover intralinguistic variation, 24 occurrences of linguistic variation were identified. 16 are from standard variants of German associated with different regions (e.g., *Grüezi* from Swiss-German, *alles paletti* from colloquial German, *Wiesnwirte* from Bavarian/Austrian-German). Seven words are either colloquial or stylistic/register variations (e.g, *Kripo*, short for *Kriminalpolizei*, 'criminal police' and *Kumpel*, 'mate'), one of these is an acronym (i.e, Hdsl, for *Hab dich so lieb* 'love you so much'). Three are explanations of the words' etymological origins: *Brezeln* ('pretzels'), the name *Luxembourg* (from *Lucilinburhuc/Lützelburg*, 'little castle'), and the German news broadcast for children, Logo, a creative name based on the word *logisch* ('logical').

To conclude, *ZugSpitze* focuses on intralinguistic comparisons; each volume presents one of the many regional standard variants of German. Generally, the learners are presented with regional vocabulary in the texts throughout the volume and can practise with standard regional vocabulary in the exercises.

Does *ZugSpitze* incorporate and make use of the learners' prior linguistic knowledge?

Our analysis of the involvement of prior linguistic knowledge and interlinguistic comparison brought to light that, throughout all six volumes, only one exercise refers to knowledge that learners have of languages other than German. This exercise is in volume 2 (p. 15) and explains the pronunciation of the German consonants [g] and [l] by comparing them to their pronunciation in Dutch and English. It is explained that [g] is pronounced as in the English word garden and that the [l] in German is 'thinner' than in Dutch. Learners listen to a recording of some examples and then pronounce them themselves, first individually and later in pairs. Subsequently, they compare the Dutch and German pronunciation of these consonants based on a list of examples. This exercise taps into the learners' knowledge and use of other languages, but while there is comparison, no explicit reflection is required. Other than that, we came across one pronunciation exercise in volume 1 (p. 24) in which interlinguistic comparison could easily be added

to contribute to learners' crosslinguistic language awareness: the learners practise the pronunciation of several German words with a vowel chart. By comparing this vowel chart with the vowel chart of other languages, for instance, Dutch and/or English, learners could easily compare and contrast the pronunciation of German vowels to their Dutch and/or English counterparts.

The grammar overviews include four different comparisons between Dutch and German. There is one orthographic comparison, namely, that in contrast to Dutch, German capitalizes nouns. The three other comparisons are at the morphological level. First, learners are taught that when a Dutch noun takes the neuter gender (definite article: *het*), its German equivalent is also often a neuter noun (definite article: *das*). Second, it is mentioned that Dutch also displays some relics of genitive case, when explaining the German case system. Third, it is explained that although singular is possible, German generally opts for plural *manche Kinder* 'some children', just like Dutch. No exercises are directly linked to this information.

Nine vocabulary items from a foreign language were found across the entire textbook. All of these were English loanwords (e.g., *channel, follower, likes*). Most examples illustrate the use of language in social media, i.e. register/style variations and might, thus, be considered both instances of intralinguistic and interlinguistic variation.

We conclude that *ZugSpitze* offers very little explicit opportunity for learners to use their prior linguistic knowledge. With one exercise and nine foreign vocabulary items in six volumes, references to familiar languages are fairly limited.

Discussion and conclusion

The few studies that investigated the inclusion of intralinguistic variation in teaching materials generally found that there is little attention to regional differences of the target language (Hu & McKay, 2014; Kofler et al., 2020). In *ZugSpitze*, however, there is regular exposure to intralinguistic variation: one 'step' with several exercises dedicated to either dialects or standard regional variants of German is included in every volume, apart from volume 1. In addition, 24 occurrences of mostly regional and colloquial vocabulary are counted. This seems to indicate that it is a conscious choice of the authors to include this in their teaching materials. Although not explicitly stated as a goal by the authors, they raise the learner's awareness of the pluricentricity of the German language and, additionally, prepare the learners for real-life communication in the target language, for instance on their vacation in Austria. However, little of the information that is provided on intralinguistic variation goes beyond the level of knowledge. Exercises that foster the use and reflection on these instances of variation in a more explicit manner would be valuable additions.

The utilization of the learners' prior linguistic knowledge remains fairly limited in *ZugSpitze*; the grammar overview provides some comparisons between German and Dutch, but nothing was found in exercises. These results are in line with several previous studies (Flinz, 2018; Haukås, 2017; Kofler et al., 2020) that showed that references to other languages are scarce. It remains unclear why so few explicit comparisons to Dutch are made given the typological closeness of the two languages. This might be related to the textbook's objective to foster target language use; using German as much as possible has resulted in the avoidance of references to Dutch.

Piloting PlATe on *Zugspitze* has shown it to be an appropriate instrument to systematically explore the plurilingual perspective in teaching materials. The tool allowed us to get a detailed picture of concrete instances that foster language awareness, both in terms of intra- and interlinguistic variation. However, our analysis also revealed some shortcomings of the tool. During our analysis, we realized that the list of exercise types that was taken from Maijala and Tammenga-Helmantel (2019) did not fit our analysis as well as we had hoped. This might be related to the fact that their classification was for grammar exercises. Future analyses using PlATe should, hence, attempt a revision of the exercise type classification. Moreover, we consider it desirable to include quantitative measures in our analysis grid. This would enable a comparison between teaching materials.

PlATe is intended to support foreign language teachers and developers of teaching materials. Teachers are provided with an extra lens to critically look at teaching materials; it helps when selecting new or alternative course books that align with a plurilingual approach. Additionally, publishing houses can use the tool when developing these materials. These challenges are by no means exclusively Dutch, and neither is PlATe. Its functioning was demonstrated for a Dutch GFL course book, but its application is neither restricted to this foreign language nor to the Dutch teaching context. Nevertheless, using PlATe in another linguistic context might require some adaptations so that the analysis is according to the language landscape. Researchers from other linguistic contexts are invited to pilot PlATe and give us feedback. It would also be interesting to compare local and global teaching materials. Analyses could explore whether local teaching materials exploit the advantage they supposedly have over global course books in that they consider the prior linguistic knowledge of the local learners.

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FOLIO 22/1

Teachers designing task-based materials to teach English for young learners in Brazil: What can we learn from this experience?

Rita de Cássia Barbirato

Introduction

Considering Brazil's language teaching context, we can understand the language classroom as one of the main sources of contact with a foreign language for learners. This means that language teaching materials have an important role as they provide opportunities for learner interaction and engagement. Thus, materials need to provide experiences in the language classroom that might maximize meaningful learning opportunities for learners (Kumaravadivelu, 1994) that could more strongly contibute to acquisiton.

We recognize that teaching materials are not the only or the most important element in the classroom, but they are important. Understanding that they are made up of activities, we understand that it is necessary to pay attention to the nature of the activities designed within teaching materials and look for ways to create more meaningful, interesting activities for children learning a foreign language in the classroom.

We point to the use of teaching materials based on communicative tasks (Prabhu, 1987; Ellis, 2003; Nunan, 1989; Van den Branden, 2006) as a very suitable way for teaching young learners. We would support this with reference to Vigostky's claim (1993, 2001) that learning experiences for children should be centred in the interaction with the environment, in a meaningful process in which learners have well-defined social and historical roles which should be considered in the acquisition process.

In Brazil, although we believe more research is needed about task-based teaching materials, we already have some signficant empirical studies investigating the potential of tasks, for example: Xavier, 2000; Barbirato, 1999, 2005; Emidio, 2017; Casolli, 2011, 2020; Carandina, 2019; among others.

However, a small number of studies have been carried out focusing on teaching a FL with teaching materials based on tasks for children (Xavier, 1999; Périco, 2018). An important feature recognized in the studies is that all of them involve the designing of teaching materials based on tasks and present empirical data from classroom contexts with results that point to positive contributions of the use of tasks for the acqusition process.

Our experience in teacher develpment courses has shown that most teachers are interested in understanding the concept of task. They also demonstrate the desire to develop and use tasks in their classes. However, the concept seems to be a very distant and difficult reality for them to achieve.

In this paper, we present and discuss data from an experience in a teacher development course in Brazil focusing on the development of teaching materials for teaching English as a foreign language (FL) to children from public primary schools.[1]

Two main research questions were posed to guide the study:

To what extent were the teachers able to apply the task-based theory that they studied in the module, in

1. We will use the following terms in English to correspondend to the organization of Brazilian school system: Early Childhood Education (*Educação Infantil*, from 0 to 6 years old), Preschool (*Pré-escola*), Elementary School I (*Ensino Fundamental I*, comprising 1st to 5th years of schooling) Elementary School II (similar to middle school or junior high, comprising 6th to 9th years of schooling), and High School (*Ensino Médio*, comprising 10th to 12th years of schooling). (Tonelli, Selbach & Seccato 2022). In Brazil, there is the public educational system, which is subsidised by the government and students do not pay to study. There is also the private system, where students (their parents) pay to attend the classes. The organization of the levels are the same in both contexts.

the designing of teaching material?

How could the process of developing teaching material based on tasks contribute to their professional development?

To answer these questions, we conducted this study on the designing of tasks for young learners. For that, we analysed tasks developed by the teachers/participants of this study.

Defining the term 'task'

When it comes to the designing of teaching materials based on tasks to teach English for children, we must consider that tasks are not isolated, that is, they come along with certain theory that tries to explain how foreign language acquisition may occur. Aligned to such theory, there are important concepts about what a language/foreign language is and what teaching and learning a foreign language mean.

Considering the definition of what a task is, first of all, we might highlight the confusion that is commonly found in the area of teaching and learning languages (Ellis, 2003) about what a task really is. We can notice that some teachers can, mistakenly, consider all types of activities that can be done in the class as tasks (Willis, 1996). Almeida Filho and Barbirato (2000) have tried to contribute to clarifying the terminological aspect around the concept by determining the term activity as a broad term. So, following this understanding, everything we do in the classroom can be considered an activity but not all activities can be considered task.

Aiming at clarifying what the term task means, many authors have presented definitions for the term task. Nunan (1989, p.10), for example, defines task as

> a type of activity which has as its objective to engage the learner in the comprehension, manipulation, production or interaction in the target language, so that such engagement focuses his/her attention on the construction of meaning more than on the form.

To Ellis (2003) task can be defined as a type of activity which *focuses primarily on the meaning and on the use of the language*. Although these two definitions agree and are very aligned with our point of view in this article, we can notice that there is not one unique understanding of the term task. So, it is important to establish criteria that can help us define what a task is. For us, a task has to have a communicative result and focus on meaning.

Besides these two nuclear criteria, focus on meaning and communicative outcome (Barbirato, 2005, 2016), other recognized criteria determining task are that it:

- resembles other activities the learner meets outside the classroom;
- promotes opportunities for learners to think
- has communicative purpose
- has the potential to create interaction
- promotes learner-centredness
- is organized around a theme
- is meaningful and interesting to the learners.

Involving teachers in the discussion and designing of tasks can be an interesting way of developing their professional comprehension of language education and of their roles as language teaching professionals. It can contribute to expanding teachers' perspectives, to take into account that, along with teaching the target language, learners might also learn about other domains, such as cultural, affective and cognitive ones.

According to Van den Branden (2006, p. 217) the use of task-based language education promotes a different understanding of teachers' roles in the process. They assume the responsibility of creating more opportunities of interaction in the classroom and share with learners the responsibility of constructing knowledge. Such roles, among others, fit very much with the sociointeractional perspective (Vygotsky, 1993, 2001) defended in the national education curriculum (Base Nacional Curricular Comum (BNCC) 2017) that orientates the process of language education in Brazilian public primary schools.

An important point to be considered in the use of tasks is that through them we can engage learners in those types of cognitive processes that occur in communication situations that may happen outside the classroom. These processes involve two different aspects that might occur simoultaneously but with different emphasis, that is, learners are paying attention primarily to the meaning but they might secondarily focus on language form while using language communicatively.

Thus, the use of task-based teaching has been claimed by researchers (Prabhu, 1987; Ellis, 2010, 2019) as an alternative to the use of gramatical syllabuses based on two main assumptions: (1) grammatical sylabuses are not effective in promoting acquisition; (2) task-based syllabuses are suitable to what we know about the language acquistion process (Ellis, 2003).

Methodology

For the purpose of this study, as stated earlier in the introduction, we analysed eight tasks, from task cycles designed by English primary teachers participating in a teacher development course focusing on the designing of teaching materials to teach English for children, as well as three non-task type activities.

We have chosen to conduct the research via qualitative analysis of data. The study can be characterized as exploratory and documentary. The data for our analysis were the tasks designed by the participants of the research during the development course in which they took part and which was the context for our study. All the participants were meant to design tasks, but these needed to be analysed according to the defining task criteria (see above), to ensure that what they had designed were indeed tasks.

So, the research was composed of the following steps: firstly, the participants attended the development course and developed tasks, as part of the course, then we analysed those tasks designed according to the defining task criteria.

We analysed the tasks based on the criteria we presented earlier in this paper which defines to us what a task is. So, we analysed if there might be, in the tasks designed, any of those defining task criteria. We tried to find if there were any criteria that were recurrent (Bardin, 2011), we looked for any other characteristics in the designed tasks that might turn up during the analysis in order to to try to understand if those 'intended' tasks were indeed tasks. Next, categories were created according to the task-defining criteria and according to some points such as having a communicative outcome and to have the focus on the meaning. Then the data was analysed.

The tasks

The chosen tasks were part of task cycles (Prabhu, 1987) designed for the teachers from the course. We considered that one task from each of the eight task cycles would be enough to conduct the analysis to fit the scope of this paper.[2]

To choose the tasks for the analysis, we looked for those which seemed to us to be the closest to the principles stated in the theory presented in the module (Prabhu, 1987; Nunan, 1989, Van den Branden Van Gorp & Verhelst, 2009, Littlewood, 1991; Ellis, 2003.)

Before beginning the process of design of the task sequences, some options of themes were given by the professor of the course to the teachers. They had then to choose one of the given themes and develop the tasks sequences based on them. The theme options given were the following: solar system, superheroes, enviromnent, sea life, mystery tales, animal life. Some of these themes are suggested in some national documents that guide the teaching of languages (BNCC, 2017) aiming at providing opportunities for interdisciplinary work with other school subjects from the learners' curriculum.[3]

Context of research: The teacher development course

The context for this study was a teacher development course focused on the development of teaching materials to teach English as a foreign language (EFL) for children from public primary school in Brazil. It was offered by a professor (author of this paper) from the Department of Languages from a public federal university in the interior of São Paulo State. It was taught a hundred percent online. Google Classroom and Google Meet were used for asynchronous and synchronous activities respectively.

The course was aimed at teachers from public primary schools, pre-service teachers and post-graduate students. The complete course was composed of four modules, each of them with a duration of two months, 60 hours of study. All the four modules focused on specific themes related to the development of teaching materials to teach English for children. The course began in July 2020. The first group began with 30 teachers participating and ended with 20.[4] Since then, another three groups of teachers have enrolled in the course.[5]

Data for this study was produced and collected with the first group of teachers, from different regions of the country, while they were taking part in Module 3 which was, specifically, about task theory and design to teach English for children.

In this module, teachers were presented to theory about the concept of task, task-based syllabus and task cycles (Prabhu, 1987; Ellis, 2003; Van den Branden, 2006). Along with the presentation of theory, sequences of tasks were presented and discussed with the teachers during the lessons. The teachers were supposed then to develop, in pairs, their own task cycles,[6] composed of pre-task, task and post tasks, and present them at the end of the module.

2. Although we do understand that tasks are not conducted in isolation, we have isolated them only for analysis purposes.
3. While this may appear to have similarities to a CLIL approach, our work does not fit into the CLIL perspective for syllabus design, as it does not have the main characteristics of CLIL, for example, the school subjects are not taught in the target language, only the language classroom is in the target language.
4. Some teachers had to quit the course for several reasons including professional and personal ones.
5. At the time this paper was written the course was still open. Further information about it can be found on *https://box.ufscar.br/cursos*
6. The teachers were supposed to design teaching material for children in Elementary School I (*Ensino Fundamental I*) comprising 1st to 5th years of schooling in Brazil.

Results and discussion

We are aligned with theory that claims that one of the most important criteria that defines a task is to have a communicative outcome. So we were prepared to give certain emphasis to it in the course. Discussions were developed with the teachers in the interactive online lessons and we noticed that this was quite a difficult point for them to understand. In fact, from our perception of the lessons, we understood that, in order to recognize that one of the main concepts of task is that it has to have a communicative outcome (and be able to realize this in tasks), teachers need to be shown examples of tasks in action. They could understand the theory, but they were still not able to put this into practice in activities they designed.

This fact was important to show us that the presentation and discussion of theory was an important part of the work for the teachers but to design tasks with communicative outcomes they also needed to see task samples to recognize the communicative outcomes.

With this in mind, the professor of the course designed some task sequences and analysed them with the teachers in order to help them to design their own. As we can observe in the following excerpts, most of the teachers succeeded in designing tasks with a communicative result.

Task 1

The first task[7] we present here comes from a sequence based on the theme sea life focusing on sea plastic pollution, designed by two teachers participating in the course who teach EFL in a public primary school.

Before introducing the task, the teachers contextualized the theme with images to make learners aware of plastic objects that are thrown away and can go into the oceans causing sea life pollution.

In the task, learners were asked to list the four most harmful aspects relating to plastic use and sea pollution. Listing is considered a task (Willis, 2006) and the communicative outcome is the final version of the list that did not exist before - the learners have to construct it. So, we can conclude that it is a task once its focus is on meaning and it has a result or outcome.

This task also demonstrates the potential to create opportunities for interaction (Nunan, 1989) and to promote logical thinking (Barbirato, 2005) once there is the possibility for discussion in pairs, which might involve making choices, selecting and taking decisions in order not only to list but also to choose the four most important negative aspects of sea pollution.

We believe that, more than the objective of designing tasks, to be able to realise such characteristics is important because they can contribute to maximizing meaningful learning in the language classroom and in this way, enhance the chances for acquisition to occur.

Tasks 2 and 3

We next present two tasks that come from the task-based sequence about the Brazilian Coast Sea Turtle, linked to the theme sea life, developed by another pair of teachers. They also began by introducing the theme with a text. After the introduction, the teachers designed two tasks.

In the first task, the students are asked first to watch a vídeo, then to read a text,[8] both about the same topic. Then they are asked to make a comparison between information from the vídeo and information from the text. The task requires students to compare information. Finding differences and similarities is considered a task (Nunan, 1989, Willis, 2006). The outcome in this task is the possible similarities and/or differences that might be found from the comparison.

The second task requires the students to construct a mental map about Brazilian turtles. The communicative outcome in this task is this mind map. In both tasks, we can also recognize potential[9] for interaction among the learners and the teacher and the possibility for critical thinking in the sense that, to make the comparison and to make the mind map, it is necessary to discuss, make choices and take decisions. We can also notice that the focus is on meaning rather than on form.

There is the potential to create opportunities for the learners to use the language to talk about 'real life' information, to express their points of view instead of learning lexis/grammar. These are some objectives that we try to construct in the language classroom.

Task 3 and 4

These two tasks[10] come from the task-based sequence about the theme Superheroes. The first one is a listing task. This time, the students are required to imagine three things they think might happen if they could

7. For the complete task, see Appendix.

8. See Appendix for complete task. The original text written by the teachers was retained. Mistakes were not corrected so as not to alter the data.

9. We mention 'potential' because we are aware that, although being designed to encourage interaction, there is no guarantee that this will occur in the classroom. This will depend on other factors as well.

10. See Appendix.

have superpowers as superheroes. The communicative outcome would the final list.

In the second task from the same sequence, the learners are supposed to imagine and create a superhero. In this task, the outcome is the superhero created. Creativity is also involved in this task making it perfectly suitable to exploit children's imagination. Creativity and imagination are important features to be considered when teaching children. We also believe it is the kind of activity that we can do outside the classroom, in daily life. It would be commom for children to imagine being a superhero and what it would be like.

At this point, it is worth stating that, from our point of view, a task does not need to contain all the task-defining criteria, such as learner-centredness, organized around a theme, and so on, apart from the focus on meaning and the communicative result. Of these two criteria, the task may present some of the other ones but not necessarily all of them. It is important to notice as well that of the most important criteria, the other ones are not exclusivey linked to the concept of task, they might be found in other possible communicative activities.

Task 5

Here we have a task from the task-based sequence about the theme the Solar System. After studying about the solar system in the designed material, this task requires the learners to create a new planet, a creative task very suitable for young learners. The students should draw the new planet and then they should register it with the International Astronomical Union.[11] The communicative outcome is the new planet created and presented to other learners. Other task-defining criteria, such as potential for interaction, logical thinking and similarity with life outside the classroom can also be noticed in the task as well.

Discussion

Analysing the tasks developed by the teachers we can recognize that the main focus in all of them is on the meaning. That is due to the recognized fact that the aim in all these tasks is to teach about the theme chosen instead of a specific, pre-determined grammar structure. In Tasks 1 and 2, the focus on meaning can be recognized once the objective is to teach about ocean pollution and the importance of preserving sea life and helping raise awareness of it.

In all the task excerpts given in the Appendix, we can notice that there is not a pre-determined grammar structure. Instead, we can recognize the aim of teaching about the theme which was not used to teach about the language but to teach about real things that can be found in learners' lives, outside the classroom.

Analysing the tasks, we can also observe that the teacher development course contributed to helping the teachers to develop tasks with the primary focus on meaning, which, in our view, can ultimately raises the potential for meaningful learning in the classroom. As previously argued, having the focus on meaning can be considered not only an important criterion for defining tasks but also an important element in constructing meaningful learning experiences.

We might also conclude that once teachers were able to focus on meaning in their tasks, we think they might have undergone a reflective process about their concepts about language, and about teaching and learning a foreign language. It is important to highlight at this point that the teachers who developed the tasks had already been participating in the course for a semester when they got to study about tasks. In fact, they had already studied the first two modules which were about meaningful teaching and theme-based syllabus before going on to this third module dedicated to the study and design of tasks. This fact also demonstrates that the focus on meaning recognized in the tasks designed can be linked to teachers' changing atittudes to learning processes.

The experience in the course with teachers developing teaching materials based on tasks showed us that to focus on meaning is not fast or easy for them. In fact, they need time and most of all, they need systematic support (from teacher development courses, we believe) to overcome the challenge of designing meaning-focused teaching materials, which could point to a more meaning-focused teaching in a broader perspective.

Final remarks

The analysis of the tasks developed by the teachers from the development course reveals that tasks do have the potential to contribute to the creation of meaningful learning in the classroom because they focus students' attention primarily on the meaning. Learners can learn about meaningful subjects in which they can recognize themselves as active participants who have a defined social and historical role.

When it comes to teaching children, as they have a very dynamic nature, natural to their age and cognitive stage, we think they need to make sense of their learning. We agree that the ludic aspect of activities for young learners is important and helps a lot in the learning process but we would like to point out that even being ludic, the learning process should be meaningful. We believe that both features can be joined in the development and carrying out of tasks.

It is also important to highlight that the task does not

11. *https://www.iau.org*

exist alone in the learning and teaching process nor is it is the most important element in the process. Like the top of an iceberg, the task may be the most visible and concrete part of a much more complex process.

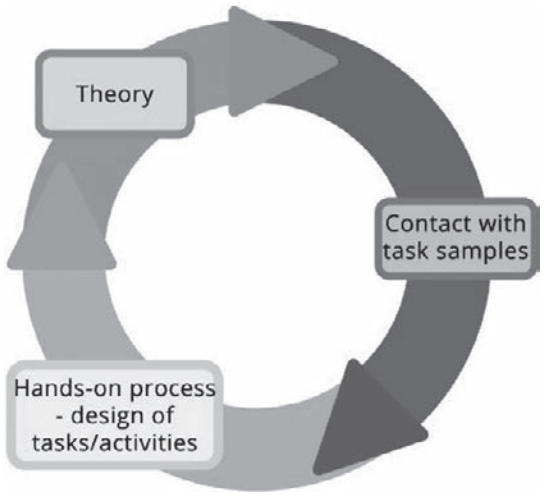
Concerning the first research question posed in this study (see introduction), the findings demonstrate that the majority of the teachers from the study were able to develop tasks according to task-based theory. This is very positive because it demonstrates that, more than focusing on the issue of designing tasks as an exercise from a training perspective, it is in fact an important means of reflective development for teachers, since it requires a change not only at the level of beliefs but at the level of approach (Almeida Filho, 2013), and in their concepts of what teaching and learning a language can mean. It also demonstrates teachers' great potential for creating meaningful learning opportunities in the classroom.

We consider that all the tasks produced focused on meaning. We do believe that what the participants had learned previously in the course also contributed to their ability to achieve meaningful-focus tasks.

Our results confirmed that the work of designing tasks does not happen in isolation and it is not possible without working through pre-conceived attitudes to teaching/learning that teachers hold. It also requires discussion and reflection (Schon, 1983; Novoa, 2009) based on teachers' practices, through materials analysis and considering teachers' contexts. Finally, designing teaching materials based on tasks has proved to be quite positive for teacher development.

This apart, the design of tasks with communicative outcomes revealed itself a great challenge to teachers. It demanded a lot of anaysis of tasks and also a process for teachers to try out task design, then an analysis offered by the professor. In fact, during the task development, there were many instances of detailed feedback from the professor aiming to achieve a final version of the task, revealing that developing tasks is a process. We believe that this difficulty in designing tasks with a communicative outcome might be related to the strong grammatical tradition that the teachers have. They are used to using controlled, automatic activities, focusing on lexical items, which do not demand anything other than reproducing vocabulary activities with closed, pre-determined answers. However, despite this challenge, in the end, the experience of designing teaching materials based on tasks was very positive for the teachers.

When it comes to the second research question, that is: 'how could the process of developing teaching material based on tasks contribute to their professional development?', the results reveal that theory does have a role and must be included in the process. However, it is necessary for teachers to be exposed to instances of actualization of the theory, more particularly, in this study, the teachers needed to visualize tasks and to analyse them with the mediation of a more proficient partner (the professor of the course). Finally, but no less important, they needed to design their own tasks/activities, in a 'hands-on' experience. We can visualize this idea in the following representation:



The image demonstrates a dynamic and linked process where the elements are mutually influential. We do believe more studies are necessary in the Brazilian context in order to go further into this theme but these results demonstrate that engaging teachers in the process of designing teaching materials can contribute a lot to changes in their approaches (Anthony, 1972; Richards & Rodgers, 1983; Almeida Filho, 2013), in their comprehension of the teaching and learning processes and also for their professional development. We do believe that designing teaching materials made a difference in this study and can be a rich route for other teacher development courses.

We highlight, however, the need for more investment in teacher development courses that not only focus on theory but also on teachers' practices, in 'hands-on' experiences with developing and using tasks in their classrooms in a supervised way so that they are able to reflect upon their practices (Schon, 1983; Novoa, 2009).

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Appendix

Task 1

LET'S THINK ABOUT PLASTIC USE!

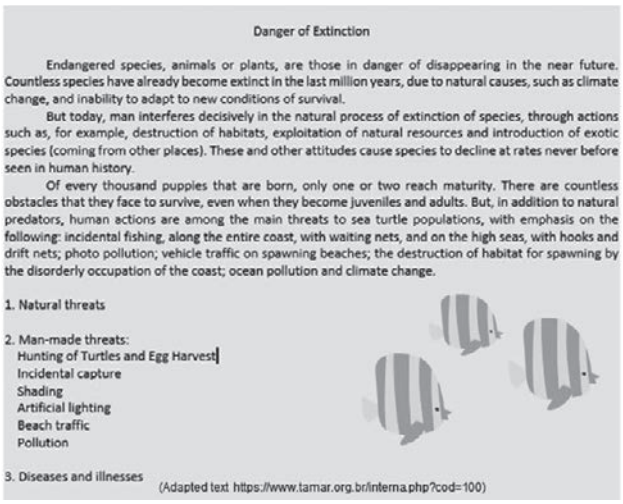
The problem is that most of us throw away more plastic than we really need, as for example: grocery bags, drinking bottles, straws, food wrappers and plastic packaging around toys.

Source: https://www.oceanwise-project.eu/2018/09/16/elementor-671/

TASK – WHAT CAUSES PLASTIC POLLUTION IN THE OCEANS?

In pairs, discuss and list the 4 most prejudicial attitudes relating to plastic use that can affect negatively sea life. Compare your list with other pairs.

Text for Tasks 2 and 3



Danger of Extinction

Endangered species, animals or plants, are those in danger of disappearing in the near future. Countless species have already become extinct in the last million years, due to natural causes, such as climate change, and inability to adapt to new conditions of survival.

But today, man interferes decisively in the natural process of extinction of species, through actions such as, for example, destruction of habitats, exploitation of natural resources and introduction of exotic species (coming from other places). These and other attitudes cause species to decline at rates never before seen in human history.

Of every thousand puppies that are born, only one or two reach maturity. There are countless obstacles that they face to survive, even when they become juveniles and adults. But, in addition to natural predators, human actions are among the main threats to sea turtle populations, with emphasis on the following: incidental fishing, along the entire coast, with waiting nets, and on the high seas, with hooks and drift nets; photo pollution; vehicle traffic on spawning beaches; the destruction of habitat for spawning by the disorderly occupation of the coast; ocean pollution and climate change.

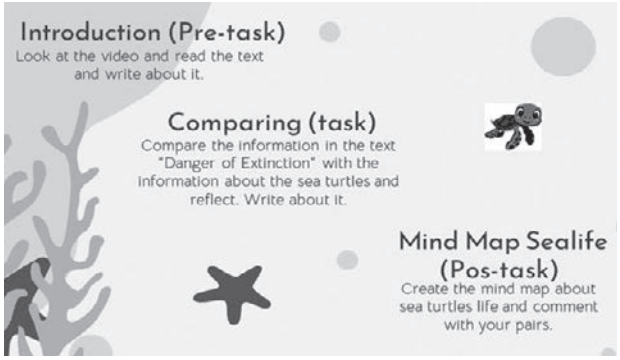
1. Natural threats

2. Man-made threats:
   Hunting of Turtles and Egg Harvest
   Incidental capture
   Shading
   Artificial lighting
   Beach traffic
   Pollution

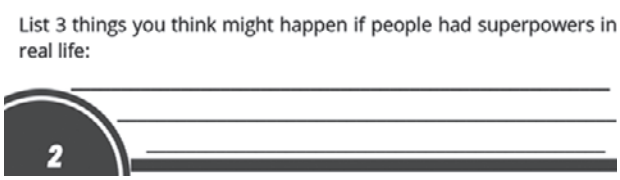
3. Diseases and illnesses

(Adapted text https://www.tamar.org.br/interna.php?cod=100)

Tasks 2 and 3

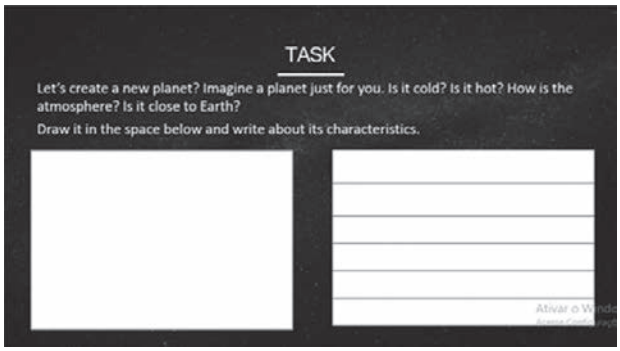


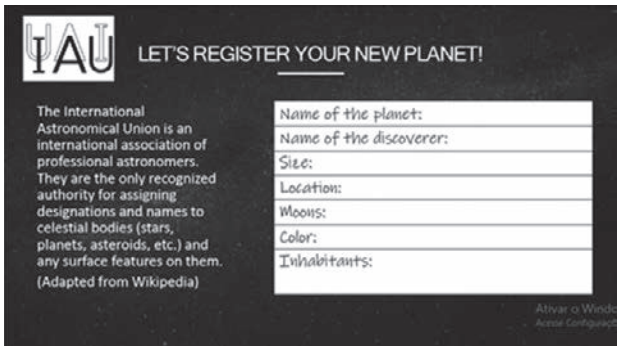
Task 3



Task 4

Task 5





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Selecting texts for materials development

Diana Coetzee and Khalid Ibrahim

There is little evidence that commercially produced global language learning textbooks facilitate durable language acquisition (Tomlinson, 2017). In the contexts where they are found useful, their potential is contingent upon certain concerted institutional efforts such as curriculum management, teacher coordination, availability of additional learning resources, and learner engagement (Hadley, 2014). Further, textbooks often tend to rely heavily on the explicit teaching of grammar rules (Arbury, 2010); they do not take into consideration the developmental acquisition of language features (Cook, 1998); and they fail to adequately apply pedagogic approaches based on applied linguistics research findings (Mishan, 2021). Grammar exercises are mostly 'closed,' to borrow Tomlinson's (2017) description. They focus almost entirely on meaningless corrections through such exercises as true/false, fill in the gap, and replace the word. In addition, it has been claimed that textbooks do not adequately foster creative and communicative use of language (Baleghizadeh, Goldouz &Yousefpoovi-Naeim, 2017).

There is a plethora of evidence on the mismatch between commercially published materials and second language acquisition (SLA) research findings (such as Arbury, 2010; Cook, 1998; Jones, 1997; Masuhara & Tomlinson, 2008; Mishan, 2021; Tomlinson, 2013a; Tomlinson, 2013b; Tomlinson, Dat, Masuhara & Ruddy, 2001; Tomlinson & Masuhara, 2013). Tomlinson (2017) attributes the mismatch to a number of causes, which include 1) the inaccessibility of relevant research to teachers, materials writers, and publishers, due to the use of highly specialized language, 2) the evident separation between theorists and practitioners, and 3) the high demand for textbooks which train learners to gain explicit knowledge for test-taking as opposed to the use of language communicatively. With all this in mind, Tomlinson (2017) urges professionals to help learners develop communicative competence by adapting, supplementing, and developing materials which apply SLA research.

Materials writers and teachers would be advised to take advantage of the plethora of research literature that is now made available on SLA in order to take a more principled and systematic approach to developing materials in textbooks. Further, language teachers do not always have to rely on commercially developed textbooks as the main source of input for instruction. They can develop their own principled frameworks for selecting and developing new materials. In what follows, we outline a step-by-step process for how language teachers can create their own instructional materials, drawing from an overview of existing literature on SLA, as well as from our own experience of materials development. Many of the suggestions we offer in the following sections are drawn from our experience working with a team of teachers while developing materials for ON Language, the intensive English language program (IEP) school which I (Khalid) co-founded in 2015 and have been as its president and acting program director. Although we have been working with a small team of teachers, over five or six years we have managed to develop more than 400 units of materials by using the text-driven framework suggested by Tomlinson (2013).

The framework consists of eight stages: *text collection, text selection, text experience, readiness activities, experiential activities, intake response activities, developmental activities*, and *input response activities*. The first three stages concern identifying and selecting potentially engaging texts by teachers and materials developers. The last five stages concern elements of a lesson plan - that is, teaching and learning activities for learners based on the content of the text. During the text selection stage, texts which have the potential for engagement are selected so that a library of texts is compiled. Next, texts are selected from the library using pre-determined criteria-driven principles of second language acquisition. Once texts are selected, they are re-read or listened to a second time so that their potential effects are experienced. Experiencing the texts allows materials developers to see the possible ways learners can engage with the text. Next, *readiness activities* are developed to prime learners mentally by activating their schemata and helping them connect the text with their personal experiences. After that, *experiential activities* are created to engage the learners with the text while experiencing it through

visualization, imagination, or simulation. During the *intake response* stage, activities aim at helping learners to articulate their response to the content of the text they just experienced to further connect with the text and/or deepen their understanding of it. *Developmental activities* aim to foster learners' productive skills through writing and speaking by various activities such as extending, rewriting, or revising the text. Finally, during *input response activities* learners deliberately focus on a language-related aspect of the text such as grammar, vocabulary, structure, or pragmatics through discovery activities, which they then apply to their productive language output they worked on during the developmental activities stage.

The framework offers several advantages: it is based on principles of second language acquisition drawn from SLA research; it is flexible, providing teachers clear guidance but also the freedom to be creative; and it allows teachers to bring their personal subjectivity and creativity to the materials development process. What we outline here is a process for how to select texts for materials development. In the process we expand on the first three stages of Tomlinson's framework by articulating specific steps to serve as a guide for teachers as materials developers.

Forming a team

The review, planning, and development of any curriculum requires a team effort. In fact, materials development can be a cognitively exhausting experience, especially if it is carried out for a long period of time. It requires constant decision-making, from initial text identification to text selection and through the final stage of designing and developing learning and teaching tasks and activities. Leadership and management support at the departmental and institutional level is critical for the sustainability and success of such endeavour. Once consensus is built, a team of teachers can be formed to work on this as a project. The next step would be to start the process of curriculum development which can consist of two main stages: text selection and language learning tasks development, each stage consisting of multiple phases.

Text selection stages

During the text selection stages, the team identifies, evaluates, and selects texts from various sources such as books, news articles, short stories, children's books, magazines, bulletin boards and signs. Text identification can happen individually. Subsequently, text evaluation and selection are best carried out in pairs or groups. What follows is a detailed outline of how these processes can be implemented. Figure 1 outlines the four stages of the text selection process; each is discussed in the following sections.

Stage 1
Personal experiences
Text identification
Friends' experiences

Stage 2
Analysing texts
Initial evaluation
Reserving texts

Stage 3
Selecting principles
Principled evaluation
Conducting evaluation

Stage 4
Developing lessons
Text selection
Lesson revision

Figure 1. Text Selection Stages

Stage 1: Text identification stage

During the text identification stage, teachers search for and make preliminary selections of texts. Texts identified during this stage are based on individual impressions. No systematic or principled criteria are used yet. Teachers rely on their memories, experienced through personal encounters with texts. They can draw from two sources to identify texts: personal experiences and friends', as well as family and colleagues', experiences. Alternatively, teachers can search the internet if they cannot recall or obtain any texts from the previous two sources. What follows is a description of these two primary sources.

Personal experiences

Individual teachers can rely on their personal experiences with texts (written or spoken) which they have encountered in the past through pleasure reading, for example, or listening. Texts can be fiction or non-fiction encountered recently or in the distant past. One way to begin this individual process is to ask oneself the question 'What are some texts which have left an impact on me?' When I (Khalid) ask myself this question, I instantly remember a handful of texts (novels, short stories, excerpts, poems, paragraphs, songs, film scenes, political speeches, etc.) which have had an emotional and/or cognitive impact on me personally. Consequently, these texts have the potential to engage some learners.

Friends' experiences

Teachers can also ask friends, family, and colleagues to assist in identifying and selecting texts. What usually happens is that they instantly start going back in time

mentally, remembering a few titles or excerpts which had emotionally engaged them and which they vividly remembered, no matter how distant the experience was. Texts which friends have suggested include poems, short stories, sections from novels, blog posts, speeches, film clips, and personal anecdotes. Below are some poems a well-read friend recently shared.

Sample Text titles shared by friend

- Oranges/Gary Soto
- West Wind #2/Mary Oliver
- Advice I Wish Someone Had Given Me/Ann Darr
- Tell all the truth but tell it slant/Emily Dickinson
- Those Winter Sundays/Robert Hayden
- Why I'm in Favor of a Nuclear Freeze/Christopher Buckley
- The Road Not Taken/Robert Frost
- The Pulley/George Herbert
- A Clean, Well-lighted Place/ Ernest Hemingway
- The Tell-Tale Heart/ Edgar Allen Poe

Reading each of the above poems one can feel affected in various ways. Some stimulate critical thinking; some provoke emotions; some cause reflection on beliefs and values; some bring back childhood memories; and some create tension and discomfort. Texts such as these, and other written and spoken texts, not only engage for their meaning, but also for their structure, intent, and use of language. They make the reader pause and notice syntax, lexicon, semantic features, rhetorical devices, organization, body language (when the text is spoken and contains visuals such as films and videos), pragmatic elements and rhythm. Asking friends to share texts this way can save teachers the time and effort needed to search for impactful texts, especially when they may feel they have exhausted their internal resources.

Stage 2: Initial evaluation stage

To help teachers identify texts which meet at least some specified criteria, we have developed a brief guide. When a teacher comes across a text that has the potential to be engaging, they can use the guide to articulate and evaluate their reasoning for identifying the text. We have prioritized five features where at least two of them must apply to the text. The five features relate to the text's potential to be provocative, cognitively engaging, emotionally arousing, entertaining and problematic as follows:

- **Provocative**: the text challenges the reader's sociocultural beliefs and norms and invites them to examine their assumptions and rethink their opinions.
- **Cognitively engaging**: the text makes the reader pose questions about why certain characters in the text behave the way they do, why they say what they say, and what sociocultural norms or personal history might be motivating their linguistic and non-linguistic behaviour. If the text is non-fiction, it makes the reader think critically about the information, beliefs and opinions or problems offered in the text.
- The text is **emotionally arousing** in that if readers put themselves in the narrator or character's position, or imagine themselves as a part of the events and experiences included in the text, they may feel a range of emotions, whether positive or negative, and it could resonate with their personal experiences.
- The text has the potential to be **entertaining** to a reader, whether humorous, ironic, suspenseful, or the like.
- The text provides a description of a problem which invites creative thinking and solution-development, or fosters empathy and sympathy.

The above five-point criteria are meant to serve as a quick evaluation of the text. The evaluation is not extensive; it does not require much time and effort and it can be carried out individually. The purpose of the criteria is to help the teacher to move from subjective assessment to a degree of objective evaluation after encountering a personally engaging text. If a text passes the initial evaluation it is tabled and categorized for a more extensive evaluation stage.

Analysing texts

Texts which pass the initial evaluation need to be further analysed for language proficiency, or learner level. The ON Language curriculum consists of six levels of language proficiency and each level is divided into two sets of language skills - reading/writing and listening/speaking. A learner placed in Level One is a beginner who knows very little language, which is equivalent to A1 on the CEFR scale; a learner graduating from Level Five is considered advanced and is ready to take college classes in an English-speaking university, which is equivalent to B2 on the CEFR. A holistic scale with research-based criteria is used to analyse a text's appropriateness for a specific ON language level. First, text length, word count, and grammatical structures are noted. Then, the text undergoes a vocabulary analysis using Compleat Lexical Tutor website (lextutor.ca), a data-driven website developed for researchers and practitioners to explore a variety of linguistic features. The vocabulary

profiler titled 'VP-Compleat' is selected to determine the vocabulary type within a text. VP-Compleat matches the words in a text to a variety of frequency lists from language corpora such as BNC (The British National Corpus), COCA (The Corpus of Contemporary American English) BNL (Billuroglu-Neufeld List), and NGSL-3000 (The New General Service List). The number from VP-Compleat noted during this categorization stage is the percentage of tokens in the text that are within the first two thousand most frequent words from the above-mentioned frequency lists. This vocabulary profiling ensures that the text's comprehensibility matches the learners' language proficiency and level. What follows are the two main scales that guide the analysis of a text, by level (*see Tables 1 and 2*).

Reserving texts

Not all texts pass the above five-point initial evaluation described in Stage 2. However, this does not mean that they cannot be used for materials development. Since a text was selected because it was engaging in some manner, it could prove to be useful in a certain way. Therefore, texts which do not pass the initial evaluation are reserved for potential future use. They could, for example, serve as supplementary reading and listening input for out-of-classroom use, thus maximizing learners' exposure to authentic, appealing texts.

Stage 3: Principled evaluation

Once a bank of texts is created through the initial evaluation in Stage 2, the next step is carried out. It is after this stage that selected texts are used for developing teaching and learning tasks. The principled evaluation stage consists of two processes: selecting principles and conducting the evaluation.

Selecting principles

The team can start with discussing and selecting a set of principles derived from second language acquisition and learning. The principles are chosen from the selection proposed by Tomlinson (2010; 2012; 2016), which can be used as the criteria for selecting texts. It is useful to select principles which are most relevant to the teaching and learning context, students' needs, ones which have the most compelling support from SLA research and are easy to apply to materials development. Table 3 below contains the criteria based on the chosen principles. The universal criteria are derived directly from principles of second language acquisition mentioned above (Tomlinson, 2013); the local criteria are developed based on the student profile, determined through a needs analysis.

Once the principles are determined, teachers can turn them into criteria in the form of questions and assign a specific score to each criterion based on the extent to which the text meets the criterion (*see Table 3 overleaf*).

Conducting evaluation

After the evaluation criteria are created, teachers can work in pairs to review texts from the bank of classified and categorized texts and evaluate them. Having two teachers evaluate each text will provide more perspective and increase scoring reliability. In addition, when two teachers carry out the evaluation, they can discuss their reasoning and justification for each score they assign. Such discussion can often result in creative ideas for potential learning tasks that could be derived from the content of the text being evaluated. The total score for each teacher is calculated and the two totals are then averaged. Initially, articulating our reasoning took some time and much discussion and sometimes a struggle as no two teachers share the exact same beliefs, values

Level	Text Length	Number of Words	Grammatical Structures
Five	4 paragraphs-2 pages	450-1,000	Simple, compound, complex, compound-complex
Four	4-7 paragraphs	350-800	Simple, compound, complex, compound-complex
Three B	2-4 paragraphs	200-400	Simple, compound, complex
Three A	1-3 paragraphs	100-250	Mostly simple and compound, few complex
Two	1-2 paragraphs	50-100	Mostly simple, few compound
One	One paragraph	1-50	Simple sentences

Table 1. Text length and grammar structures

Level	One	Two	Three A	Three B	Four	Five
Vocabulary First 2 Ks	95%	96%	95%	94%	93%	90%

Table 2. Vocabulary type

and assumptions about different aspects of teaching. However, after some collaborative discussion we were able to examine and specify our beliefs, values and assumptions by bringing them to the surface through collaborative evaluation.

Stage 4: Text selection

Once a text passes the evaluation, it is selected and categorized for use and language learning tasks can be developed. At ON Language, we use Tomlinson's (2013) text-driven framework described above for materials development. As noted there, the elements of the lesson include readiness activities, experiential activities, intake response activities, developmental activities, and input response activities. For a more detailed description see Tomlinson (2013). Appendix A is an example of a lesson plan developed based on the framework. Since all the instructional materials are developed locally, their first implementation in the classroom can sometimes reveal new, unexpected insights concerning lesson and task length, learner engagement, practicality, and intended outcome. Each lesson unit was developed to last for a two-hour session, and each task is designated a specific time. However, it is not uncommon that after its first implementation, a lesson or a task would take longer or less time than initially intended. Further, some texts and tasks, even after passing the evaluation criteria, might prove to be less, or more, engaging that envisaged. In addition, due to session scheduling, academic calendar restrictions, and learners' proficiency, certain units would need to be either rearranged or moved up or down a level. Finally, some lessons and tasks would sometimes deviate from achieving their intended learning outcome. The above insights emerging from classroom implementation of newly developed instructional materials provided valuable insights for further revisions of the materials.

Reflection and final thoughts

Teachers who have used this framework reported that it caused them to shift their teaching paradigm. They said the framework challenged them because, unlike the training they have been used to and the commercial coursebooks they have used, the framework does not start with a language-focused (grammar) rule. Rather, it starts with the learner by inviting them to bring something from their personal experience, something from their own world, into the language lesson as the starting point. Learners appreciate this because they feel respected, valued, and heard. Experiencing the text, enjoying the content, and reacting to something in it first, expands the range of cognitive

Materials Development Criteria	
Universal criteria	
1	Will the material provide rich, meaningful, and comprehensible input?
2	Will the material provide familiarity where learners can link content to personal experiences so as to reflect?
3	Will the material provide opportunities to make discoveries about target[1] grammatical structures?
4	Will the material provide exposure to target vocabulary?
5	Will the material provide recycled input for target grammatical structures?
6	Will the material provide recycled input for target vocabulary?
7	Will the material engage learners cognitively?
8	Will the material engage learners affectively?
9	Will the material provide cultural input so as to promote learner reflection on their own culture?
10	Will the material provide cultural input so as to promote learner awareness of L2 culture?
11	Will the material promote learner awareness about different language genres?
12	Will the material provide opportunities for cross-cultural pragmatics development?
Local criteria	
13	Will the material provide opportunities for developing critical thinking skills?
14	Will the material provide input for the development of American college academic skills?
15	Will the material provide input for the development of intercultural development?

Table 3. Text evaluation criteria

1. The word 'target' here refers to pre-determined grammar and vocabulary objectives for each level.

and emotional connections learners make before their interaction with the text is confined by and restricted to grammar rules, and before their affective filter is raised through accuracy-oriented form-focused activities. Although we do not always follow the stages in the framework strictly, nor does Tomlinson (2013) suggest that, having a framework such as this one provides needed structure and guidance when developing lesson plans, especially for teachers with little experience in materials development. Several teachers have told us that developing materials and lesson plans using this framework has helped them connect theory to practice, which was often a challenge for them in theory-focused graduate programs. To put the framework in practice, what follows in the Appendix is an example of a high-intermediate to advanced level reading and writing lesson which I (Khalid) developed with a colleague. All stages and phases of the materials developed that were outlined above are included to serve as a model for teachers interested in using the approach and framework.

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Appendix A: Sample lesson unit

Waiting

1. Readiness

a. Make a list of things you are waiting for or have waited for in your life.

……

……

……

……

……

b. In your opinion, what is more valuable: waiting patiently, or trying to do something to achieve what you want, now? Answer in a few complete sentences:

c. Share your ideas in a and b with another student.

2. Reading[2]

Read the text 'Waiting' in which the author recommends that we nurture the value of patience and suggests several benefits of waiting. As you read, underline the benefits you agree with, and which might have happened to you.

WAITING

The average farmer probably knows better than anyone the importance of waiting. She must wait for just the right time and best conditions for planting. He waits for the optimal moment for harvesting and perhaps even the perfect timing for selling and buying. Most farmers I have known are patient souls who understand, often through experience, the folly of rushing and hurrying. The one who quickly cuts the hay without regard for the weather learns the costly way that waiting is wisdom. Consider these few thoughts on the value of waiting patiently.

The key word here is "patiently." It implies calm and gentleness. Here's a test: What do you do when waiting at the red light at the intersection of Enota and Thompson Bridge Road?[3] That's a loooong one, if you're on Enota. It can be a full two minutes and thirty seconds, which is eternity when you're sitting in a car with somewhere to go; usually it's somewhere you need to be, and preferably not late. Do you talk to the light, challenge it to change so as to meet the demands of your schedule? Do you swear? Do you fume? Do you fiddle with the radio, or worse, your cell phone (not legal, you know)? There are options. You can whip into the Publix lot, hang a right, then another right, and beat the light on Thompson Bridge before it changes – but that's too full of haste and drama and usually very bad guessing that you just might get it right. It can also be dangerous, and usually foolish. (I have never tried this so I'm really not sure about it . . . but I have seriously considered it.) There is a better option: take ten long and deep breaths, think about something you enjoy or someone who brightens your spirit, and relax for two minutes and thirty seconds. You'll be surprised at the difference it will make in your mood. No red light required; you can do that any time.

We are used to speed, accustomed to instant. The microwave, Google, and FedEx have changed our brains, raised our expectations and partially ruined us. Waiting is harder than ever. Just ask anyone still waiting for the vaccine or wondering when we can leave the face masks at home. Fast may be good, but that doesn't mean it is better. Want some advantages to waiting?

Waiting allows you to be more fully present in the moment. While lingering at the stop sign you might notice the daffodils you'd have missed otherwise, or perhaps the bumper sticker that brings a loud, unexpected laugh. While wondering why it's taking so long at the doctor's office, you can seriously catch up on email or you could search the net for "why patience is a virtue." (There's a reason we call it the waiting room even though they refer to it as the lobby.) Emerson said, "Wait, and thy soul shall speak." Has your soul spoken to you lately? Probably not if you're in a hurry.

Waiting brings surprises. Something happens while you're waiting that you might have missed entirely had you been preoccupied with something "important." Barbara Brown Taylor said, "Our waiting is not nothing. It is something – a very big something – because people tend to be shaped by whatever it is they're waiting for." Samuel Beckett's, "Waiting for Godot" hints at this, although there are endless interpretations of this work (it has been called "the most significant English language play of the twentieth century"). Waiting invites surprise and supplies the time to receive it, too. You see more clearly while calmly waiting. Waiting is serendipitous.

So, while we wait for the "return to normal," maybe we'll begin to understand it as a gift. Honestly, I'm beginning to see this long pandemic pause in that light, well at least sometimes. And if these thoughts aren't enough to convince you of the value of waiting, here are three more that come from writers known for their wisdom:

"Everything comes in time to him who knows how to wait." *Leo Tolstoy*

2. Experiential activity.

3. This is in the city of Gainesville, in Georgia, USA.

"Waiting time is not wasting time. Waiting patiently in expectation is the foundation of the spiritual life." *Henri Nouwen*

Finally, if you want one with less aspiration and more pragmatism: "Dreaming is happiness. Waiting is life." *Victor Hugo*

Thus, we save carpe diem for another time! For now, wait a little longer.

Peacefully, patiently,

Bill Coates

3. Understanding and Applying[4]

a. The author identifies several benefits of waiting and gives examples. The first one, an idiom, is done for you. List them here and then add some more from your personal experience:

1.Waiting gives the farmer a ripe harvest.

2.……

3 ……

4 ……

5 ……

6 ……

7 ……

8 ……

9 ……

10 ……

b. Choose one of the above that is most important to you or happened to you and explain why to another classmate.

4. Discussion[5]

a. In groups, pick one of the following quotes and discuss what it means. Then, choose one of your group members to present the summary of your discussion to the entire class.

- "Everything comes in time to him who knows how to wait." *By Leo Tolstoy*
- "Waiting time is not wasting time. Waiting patiently in expectation is the foundation of the spiritual life." *By Henri Nouwen*
- Finally, if you want one with less aspiration and more pragmatism: "Dreaming is happiness. Waiting is life." *By Victor Hugo*

Write your notes to help you manage and remember the main points from the discussion:

b. The writer uses an example of a busy traffic intersection that makes one tempted to use a short cut just to avoid the inconvenience and discomfort of waiting. Use the internet to find where this intersection is. Try to find it on a map and if possible, in a picture.

5. Writing[6]

a. Write two or three paragraphs describing the value of one virtue in your life. Examples of virtues are *honesty, integrity, persistence, respect, love, compassion, mercy, justice, kindness, and humility.*

b. Prepare to present your virtue. Do not read from the text word for word. Rather, choose the main points with examples to present. You can write your main points:

……

……

……

……

6. Grammar[7]

a. There are four instances of the pronoun 'who' in this text. Find them and try to discover how they are used in a sentence. Work with another student to create 2-3 rules.

b. Look for more examples of the pronoun in other texts to see if they are used in the same way.

7. Revision[8]

Review your writing task to see if, or how you used the pronoun 'who.' Make changes to its use if necessary, or try to use the pronoun when appropriate.

4. Intake and response activities.

5. Intake and response continuation.

6. Developmental activity 1.

7. Input response activity.

8. Developmental activity 2.

FOLIO 22/1

MATERIALS SPOT

Text-driven materials development for lower-intermediate Japanese EFL learners

Naoya Shibata, Jessica Zoni Upton and Richard Hill

Learning materials (LMs) play a prominent role in language learning, and many LMs are published all over the world every year. However, numerous commercial materials often utilised in language classrooms are not necessarily designed based on principles of (instructed) second language acquisition (Tomlinson & Masuhara, 2018). Language learning settings also vary significantly due to various factors, including learners' target language proficiency levels, and their needs and learning goals. Therefore, in order to provide learners with many opportunities to learn the target language effectively, developing materials based on the reconsideration of (instructed) second language acquisition and the analysis of specific learning settings is vital. In order to propose useful tools and observations that could increase the potential for the success of LMs in readers' contexts, this paper uses the first author's teaching context as an example.

Teaching context

The authors of this paper teach at a private university in central Japan where English is used as a foreign language and all students major in foreign languages and other relevant fields. The first author teaches the *reading for understanding* courses for first-year students who have never studied or lived abroad at the Department of English and Contemporary Societies, where students mainly study the influence of English on society. Although the department does not set the explicit criteria for teaching and learning materials to utilise in courses, it aims to help students to develop their English abilities to study at foreign universities and communicate with people from other countries. Based on this broad teaching and learning objective, the department encourages both teachers and students to access language learning resources and materials, such as graded reader series and films. Furthermore, as English is not their daily language, the opportunities for students to utilise the target language are limited in their private lives. The first author teaches lower-intermediate English proficiency level courses in the department. Therefore, the proposed materials are designed for the target learners within the said teaching context.

Materials designed based on the text-driven approach

The department teaching objectives illustrate that the course should aim to assist learners in developing their overall language abilities (listening, speaking, writing, and certainly reading) sufficiently to be able to understand and convey their ideas and opinions in the target language. Furthermore, students in the department also need to express their experiences in English so as to establish a rapport with international students in the target language community. While the target class had no international students, learners can still develop their basic target language abilities to express themselves and communicate with others if they employ potentially effective materials. When learners can identify with the content of the materials and tasks, they can engage in language learning actively and cognitively. Tomlinson (2013b) states that a text-driven approach can enable learners to interact with texts whilst reflecting upon their personal experiences and sharing their ideas about the content of the text with others. This approach is thus considered appropriate in this teaching context.

The text-driven approach which Tomlinson & Masuhara (2018) suggest can encourage learners to engage in texts individually before using them as 'a stimulus for language use and a resource for language discovery' (Tomlinson & Masuhara, 2018, p. 35). The approach is utilised here for the development of the materials for these specific language learners. Tomlinson (2013b) proposes six stages for the text-driven approach: *readiness, initial response, intake, the first development activity, input response, and the second development activity* (*Table 1*).

As Table 1 illustrates, the first stage, a *readiness activity*, aims to get the students affectively and cognitively

involved with the materials. The second stage, an *initial response activity*, also called an *experiential activity* (Tomlinson, 2013a), provides learners with opportunities to picture the situations and contexts to explore the connection between the images and feelings they had in the first stage with respect to the text. The third stage, an *intake activity*, is designed to assist learners in comprehending the texts and further develop their mental representation with some guiding prompts to consider some parts of the texts deeply and discuss them with others. Through *developmental activities*, proposed as the fourth and sixth stages, learners seek to develop the texts by themselves or with others through 'meaningful language production based on the learners' representations of the text' (Tomlinson, 1999, p. 63). Tomlinson (2013a) suggests that these activities can also provide learners with many opportunities for language acquisition and skills development through collaboration with other learners and the instructor. According to Tomlinson (2013a), input response activities (the fifth stage), designed to help learners to discover the authors' main intentions and language in the text, are divided into two main tasks: *interpretation tasks* and *awareness tasks*. *Interpretation tasks* can provide learners with some prompts to further consider the authors' purposes of the text and story and discuss them with others so as 'to develop their critical and creative thinking skills in the target language' (Tomlinson, 2013a, p. 105). On the other hand, *awareness tasks* are created to help learners to raise their awareness of linguistic and text features, such as the use of idiom and conversational strategies. Based on their discovery from the awareness task, learners further revise and develop the texts they have designed in the previous developmental activities. The following section explores how Tomlinson's text-driven approach (2013a, 2013b) was applied to the first author's teaching context in order to aid students in accomplishing the department learning objectives.

Stages	Learner Activities	Principles
1. Readiness activities	Thinking about something personal which will help them to connect with the content of the core text	1. Personal connection. 2. Visual imaging. 3. Use of inner speech.
2. Initial response activities	Linking the images and thoughts from the readiness activities to the text when first experiencing it.	1. Personal connection. 2. Visual imaging. 3. Use of inner speech. 4. Affective and cognitive engagement.
3. Intake response activities	Developing and then articulating personal responses to the text.	1. Personal connection. 2. Visual imaging. 3. Affective and cognitive engagement 4. Use of inner speech 5. Interaction
4. Development activity	Developing the text by continuing it, relocating it, changing the writer's views, personalizing it, responding to it, etc.	1. Personal connection. 2. Visual imaging. 3. Use of inner speech. 4. Affective and cognitive engagement. 5. Use of high level skills. 6. Focus on meaning. 7. Interaction. 8. Purposeful communication.
5. Input response activity	Focusing on a specific linguistic, pragmatic, discourse, genre or cultural feature of the text and in order to make discoveries about its use.	1. Personal connection. 2. Visual imaging. 3. Use of inner speech. 4. Affective and cognitive engagement. 5. Use of high level skills. 6. Interaction. 7. Noticing.
6. Development activity 2	Revising the first draft from 4 above making use of their discoveries in 5 above.	As for 4.

Table 1. Recommended stages of a text-driven approach. *Adapted from Tomlinson (2013b, p. 24)*

Description of the pilot unit

The pilot unit of the LMs for lower-intermediate Japanese EFL students in the first author's teaching context is presented below. Based on Tomlinson (2013a, 2013b) and Tomlinson and Masuhara's (2018) text-driven procedures, this pilot unit of LMs adapting Ratnavel's poem (2010) 'Oh My Success!'[1] was developed. The designed materials have six main stages: *readiness, experimental 1, experimental 2, intake response, developmental* and *interpretation.* In addition, a *self-reflection stage* was added to the material in order to provide learners with opportunities to reflect upon their learning and consider their future use of the target language. The readiness activity provides students with opportunities to prepare for the subject of the poem, 'success', by reflecting on their own unsuccessful experiences, in order to encourage affective engagement. Learners listen to the poem for the first experiential activity. In this activity, students seek to visualise the story. As the second experiential activity, they read the poem and visualise the story in order to compare the picture they conceived when they listened to it. In the intake response activity, students draw the picture of the image they made whilst listening to and reading the poem so as to engage in the poem affectively. After sharing their image with their conversation partner, they develop the poem based on their personal experiences in order to personalise the poem and further engage in the class activity. The interpretation task and the awareness tasks provide students with opportunities to consider the main purpose and messages of the poem and raise linguistic awareness in order to activate their cognitive engagement. Finally, learners reflect upon their learning through the poem and think about the future use of the target language in realistic contexts.

Oh, My Success

Activity 1.[2] Think about a failure you had when you were little. For example, try to picture a failure you had when you were in primary school. Think about a situation where you felt you failed in some way. Write about this experience. How did it feel? If necessary, you may want to refer to the following sample questions.

Describe what happened and how you felt when you experienced that failure.

What lesson did you learn then?

Did you recognise your mistake yourself, or did someone help you recognise it?

Does the lesson still influence your life? If yes, how? If no, why not?

Now, please share it with your partner. If you feel uncomfortable, please write a brief paragraph instead.

Activity 2.[3] You will hear a poem being read. As you listen, try to picture the experiences the speaker of the poem had.

Activity 3.[4] Now read the poem. Compare the picture you imagined when you heard it, to the picture you imagine when you read it. How far do you sympathise with the poet's experiences?

'Oh My Success!'

Adapted from anushmadhu Sanna Ratnavel (2010)

Oh my defeat! Long live!
You are my faithful wife and
No one would come
For your relationship,
Oh my defeat! You are my mirror,
You helped me to see my image,
O my defeat! You are eternal sculptor,
You are an evolution of man,
O my defeat! You are a melting plant,
You are giving weapons to combat my life
Oh my defeat! You are an affable heat, (Pleasant, friendly)
You are shaping my character to glorify,
Oh my defeat! You are a sharpening stone,
You are making me clever in life,
Oh my defeat! You are my brilliant school,
You taught me to convert the cyclone as my boat,
Oh my defeat! You are my philosopher and guide,
You are refining my ego,
Oh my defeat! You are not my wounds,
But my eyes,
Oh my defeat! Your flame tuned me to the level of beautiful flute,
Oh my defeat! You are not creating any loss,
But you are involving me to attain experiences,
Success brings addiction to oneself,
And we lose ourselves,
O my defeat! You are my remunerations,
I can buy the success with that money.

1. PoemHunter.com (2022).
2. Readiness activity.
3. Experiential activity 1.
4. Experiential activity 2.

Activity 4.[5] Draw what you pictured while listening to and reading the poem. Try to draw your image of the experience that the speaker/author of the poem had.

In your pairs, compare your drawings and impressions of the poem. Explain why you portrayed it as you did.

Activity 5.[6] Now write your own poem based on any experience/s of failure that you have had. Start it: Oh my defeat!! You were...

Oh my defeat!! You were...

Please share your poem with your partner. Try to explain the events and reasons to your partner if necessary. Try to develop the poem with them if you can.

Activity 6.[7] Please read the poem again and explore the main message of this poem based on the following questions.

Q1. Why do you think the poet wrote this poem, 'Oh my defeat!'?

Q2. What do you think is the main message of the poem?

Please discuss your ideas and opinions with your group. Try to ask each other follow-up questions to deepen your interpretation of the poem.

Activity 7.[8] Explore the language of the poem, based on the following questions. Discuss with your group.

Q. What tense is mainly used in this poem? Why do you think the author uses the tense in this poem?

Q. When the poet says 'You are my faithful wife' - who do you think 'you' refers to? Why do you think the poet uses this form?

Q. Any other linguistic patterns have you noticed in this poem? What are they? What generalisation do you think we can make based on these linguistic features?

Based on what you have noticed in this task, revise your own poems.

Self-Reflection. Write your learning reflection on this unit. What do you think you have learned from this unit? How did your classmates' opinions and reactions to your poem affect you? What did you think of your classmates' opinions and reactions to their poems? What expressions in the target language might be useful? Explain how you might use the language you have learnt in similar situations in the future.

Teacher's notes

In this section, some suggestions relevant to this pilot unit are proposed. For Activity 6 (development task), Activity 7 (interpretation task) and Activity 8 (awareness task), teachers can help learners' scanning

5. Intake response activity.
6. Developmental activity.
7. Interpretation task.
8. Awareness task.

abilities via guiding questions or prompts. In addition, a task to set general learning goals (see below) can be included at the beginning of the unit.

In order to develop scanning abilities in Activities 6, 7, and 8, guiding questions to encourage learners to scan the texts and understand the main topics more deeply may be created and added in the LMs. Sample prompts:

- *Think about a time when you experienced (insert topic). Write about your experience and how it made you feel. Try to recollect as many details as possible.* (If necessary, you may want to refer to the following sample prompts).
  - *Describe what happened and how you felt when you experienced it.*
  - *What lesson did you learn then?*
  - *Did the experience affect people other than yourself?*
  - *Does the experience still influence your life today? If yes, how? If no, why not?*
  - *If you could change one thing about that experience, what would you change?*

Furthermore, guiding questions related to the content of the text can also encourage learners to scan the poem and scaffold their understanding. Imposing a time limit might increase the challenge and raise learners' awareness of the necessity of completing tasks within the given time frame. However, as the main purpose of reading the texts in these activities is to understand the main text and develop the content of the assigned poem based on their ideas, possible answers for the activities can vary depending on learners' creativity and their comprehension levels. Therefore, guiding questions and a time limit would not influence learners' experience of the activity negatively.

The quality and quantity of exposure and comprehensible input are also possible issues in the LMs. Although learners can receive a lot of input and exposure through listening and reading activities as well as pair/group activities, the unfamiliarity of some of the language of the poem for learners might hinder them from understanding the content. In order to increase the amount of exposure and comprehensible input, additional reading texts in different formats, such as a social media post in which someone who is the same age as the target learners writes about a similar situation where they are thinking about experiences of success and failure, can be useful and effective. This can enable learners to encounter more authentic use of the target language, and this may raise their motivation to learn the language and the content more effectively.

In order to enhance the potential of the self-reflection section in the pilot unit, a unit goal-setting section can be created and added at the beginning of the unit instead of the end of the unit. An example of this is as follows.

What are your learning goals for your English language learning at the moment?

Learners can set their own general language learning objectives and after having done the task, compare them with the learning outcomes that they noted in the Reflection task at the end of the unit. By doing that, they can reflect upon their own unit goals by themselves more deeply and effectively and may understand the strengths of and challenges faced in their language abilities in order to set their next learning objectives for the future.

The text-driven approach can provide language learners with many opportunities to develop their target language abilities for meaningful communication in various settings whilst facilitating their affective and cognitive engagement. For example, the pilot unit of the LMs designed based on Tomlinson's (2013a, 2013b) and Tomlinson and Masuhara's (2018) text-driven approach was utilised in the reading for understanding course taught by the first author of this paper. This material and the adoption of the materials development approach however, can also be utilised in other writing courses. For instance, the third author is developing LMs for poem writing activities with third-year university students in his creative writing courses in the upcoming autumn semester. In terms of poems, although it would be ideal that language teachers write their own poems in the process of materials development, they can also refer to samples through various websites, such as Poem Hunter (2022), whilst considering their students' language proficiency. As every class is different, it is necessary to find ways to adjust the usefulness of LMs for them. Hopefully, this pilot unit and accompanying teacher's notes will be useful for language teachers, materials developers, and other practitioners to consider the adoption of the text-driven approach.

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Language Learner Literature Writers' Group

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

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

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

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

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

Tell all and sundry please.

Rob

FOLIO 22/1

MATERIALS SPOT

Skills for Life: 'Beyond to be or not to be'

Mongi Gaja and Abdessamad Hammami

Introduction

Nowadays, a well-rounded education should ensure not only the ability to read, write and calculate but also to empower learners with a set of psychosocial abilities to enable them to gain self-awareness, cope with the demands and challenges of everyday life, make sense of their own world and explore the world around them. Many learners may graduate from school without necessarily being able to engage easily with their next project as active citizens. So, to help them maintain their mental and emotional well-being and use that in positive and adaptive behaviour, it is incumbent upon passionate and innovative educators to promote life skills and highlight their importance in encouraging the development of higher order thinking and deep learning.

Life skills model

Life skills fall under four main dimensions of learning (cognitive, instrumental, individual and social), to use the UNICEF MENA Life Skills and Citizenship Framework.[1] This work is an attempt to embed some of the skills that are subsumed under those dimensions into learning English through world literary works because within the sphere of interculturality, world English literature can be one of the effective resources to learn about oneself and others.

Marrying literature and life skills

The rationale behind choosing literature as a vehicle to hone core life skills stems from a steadfast belief that people have always acquired these naturally. Our endeavour, hence, consists mainly in helping learners become conscious of their own life skills and be able to acquire new ones so that they can make more informed decisions when dealing with new life experiences and challenges. Furthermore, apart from the sheer pleasure that they can derive from reading about captivating adventures and events in literary works, students enjoy reading about believable characters who they can relate to and identify with. This hopefully will encourage the students to rethink their views, assumptions and attitudes, and subsequently help them enjoy a positive social, emotional and mental well-being.

Key considerations for text choice

The reading passages presented in this piece of material are excerpted from different literary works written by American and English writers. Though there is a use of authentic texts; i.e., texts which are not written for learning purposes, they are all abridged and adapted to make them suitable for the learners' language proficiency levels and be commensurate with CEFR[2] scales. In fact, as the module content is benchmarked at B1$^+$ level, we put in place a set of scaffolding strategies to support students' learning and help teachers with instruction. For example, we supplemented picture describing activities with a box listing words and expressions, and students can choose the appropriate ones to carry out the description task. As well as this, we have provided each grammar task with an example to serve as a model for students to follow.

Lesson structure

All the lessons open with a 'lead-in' activity meant to prepare the learners and motivate them to effectively engage with the remaining learning activities in each

1. UNICEF MENA, Reimagining Life Skills and Citizenship Education in the Middle East and North Africa, Regional Office for the Middle East and North Africa, December 2017 *https://www.unicef.org/mena/reports/reimagining-life-skills-and-citizenship-education-middle-east-and-north-africa*
2. The Common European Framework of Reference (CEFR) for teaching and learning languages.

lesson, and to offer a foretaste for subsequent in-depth exploration of the lesson topic. Each lesson is wrapped up with a self-assessment chart, a sort of exit ticket, to assess how well students understand the materials presented and to promote their autonomy and sense of responsibility towards their own learning. The target language, on the other hand, is introduced and practised in a graded, meaningful, contextualized and communicative way through both controlled and free practice activities. With respect to the estimated time that should be allocated to each activity in a given lesson, we believe that it should be left to the teacher's discretion. Some of the lessons may also require more time than others. That is contingent on a confluence of factors including the learners' language proficiency and motivation levels, their interests, and their needs as well as the availability of the teaching and learning resources in the different classroom environments. Regarding lesson layout, certain formats and tasks are repeated throughout the module in order to help learners and give them the confidence that flows from familiarity. For instance, in almost all lessons, learners work on flowchart completion, picture-based discussions, grammar-rule completion and self-assessment forms.

Skills for Life

Mongi Gaja and Abdessamad Hammami

Lesson 1

Overview

In this lesson students will be able to firstly identify the processes needed to reach a decision to solve a problem and then to map them out for themselves to make a quick and informed decision in a challenging real-life situation.

Learning objectives: By the end of the lesson learners will be able to:
- read a text and identify problem-solving processes.
- apply steps needed to solve a problem.
- make a sound decision under pressure.

Language skills in focus: Reading into speaking

Target function: Expressing opinion, agreement and disagreement; Sequencing

Language: Repeated comparative

Target vocabulary: *inspiration, burst, contemplate, alter, daintily, alacrity*

Life skills in focus: problem solving, critical thinking, decision making

Materials: a text (adapted from *The adventures of Tom Sawyer* by Mark Twain) + a flowchart template + envelope containing bubbles and boxes.

Lead-in

Discuss:

Photos by Karolina Grabowska from Pexels

a. Circle the words or expressions you can use to talk about the pictures. The first one is just an example done for you.

car boot	van	truck
pleasure	good day	rent
easy	take away	tired
on top	upset	heavy
load	stuff	net
happy	goods	extra
moving house	back seat	cardborad box

b. Look again at the pictures. What problem do the couple have?

c. What can they plan to solve the problem?

Reading

1. Look at the picture. What do you think this text is about?

Image by Pixabay from Pexels

Tom was whitewashing the fence. But his energy did not last. He began to think of the fun he had planned for this day, and his sorrows multiplied. He got out his worldly wealth and examined it—bits of toys, marbles, and trash; enough to buy an exchange of work, maybe, but not half enough to buy so much as half an hour of pure freedom. So he gave up the idea of trying to buy his friends. At this dark moment an **inspiration** burst upon him! He took up his brush and went tranquilly to work. Ben Rogers hove in sight presently. He was eating an apple.

Tom went on whitewashing—paid no attention to him. As Ben drew closer, Tom's mouth watered for the apple, but he stuck to his work. Ben said: "Hello, old chap, you got to work, hey?"

Tom wheeled suddenly and said: "Why, it's you, Ben! I wasn't noticing."

- "I'm going in a-swimming, Don't you wish you could? You'd rather work, wouldn't you?" said Ben.

Tom **contemplated** the boy a bit, and said: "What do you call work?"

- "Why, isn't *that* work?"

Tom resumed his whitewashing, and answered carelessly:

"Well, all I know, is, it suits Tom Sawyer."

"Oh come, now, you don't mean that you *like* it?"

The brush continued to move.

"I don't see why I oughtn't to like it. Does a boy get a chance to whitewash a fence every day?"

That put the thing in a new light. Ben stopped nibbling his apple. Tom swept his brush **daintily** back and forth—stepped back to note the effect and added a touch here and there.

Ben was watching every move and getting more and more interested. Presently he said:

"Say, Tom, let *me* whitewash a little."

Tom considered, was about to consent; but he **altered** his mind:

"No—no—I reckon it wouldn't hardly do, Ben. You see, if it was the back fence I wouldn't mind.

"Oh come, now—let me just try. Only just a little. I'll give you the core of my apple."

"No, Ben, I'm afraid—"

"I'll give you *all* of it!"

Tom gave up the brush with reluctance in his face, but **alacrity** in his heart. And while Ben worked and sweated in the sun, the retired artist sat on a barrel munching his apple.

Adapted from *The adventures of Tom Sawyer* by Mark Twain

2. Read the text quickly (skim). Check (✓) the statement that best sums up the main idea of the text.

a. People enjoy the work when they love doing it. ❑

b. People value things that seem difficult to attain. ❑

c. Friends lend a helping hand when we need them. ❑

Check with a partner.

3. Find the words in bold in the text. What do they mean? Write the words next to the correct definition.

a. cheerfulness

b. in an attractive, careful way

c. changed

d. looked at somebody in a careful way for a long time

e. a sudden good idea

Check with a partner.

Group work

1. What steps did Tom go through to solve his problem?

Complete the flowchart below with the appropriate word and sentence strips.

Tip for Teachers

Print all the boxes and bubbles on laminated paper. Cut them up into separate pieces. Put the students into groups of three or four, provide

*them with a flowchart template (***Flowchart 1***) and ask them to piece the chart back together according to the example provided.*

*As groups finish, ask them to move around the room and observe other groups and compare answers. Your feedback could be done via putting on the wall four sheets featuring the flowchart with the right answers (***Flowchart 2 in the Appendix***), inviting students to look and compare their answers. For the sake of variety and to save time you could either project the finished flowchart using a video projector or hand out each group a copy of the finished flowchart (***Flowchart 2***). As a follow-up activity, ask students to think of another item (the missing step) to include in the empty box (step 6) on flowchart 2.*

Taking a decision

"He got out his worldly wealth and examined it—bits of toys, marbles, and trash; enough to buy an exchange of work, maybe, but not half enough to buy so much as half an hour of pure freedom."

Considering some possible strategies

"At this dark moment an inspiration burst upon him! He took up his brush and went tranquilly to work."

Setting the end-goal

"So he gave up the idea of trying to buy his friends."

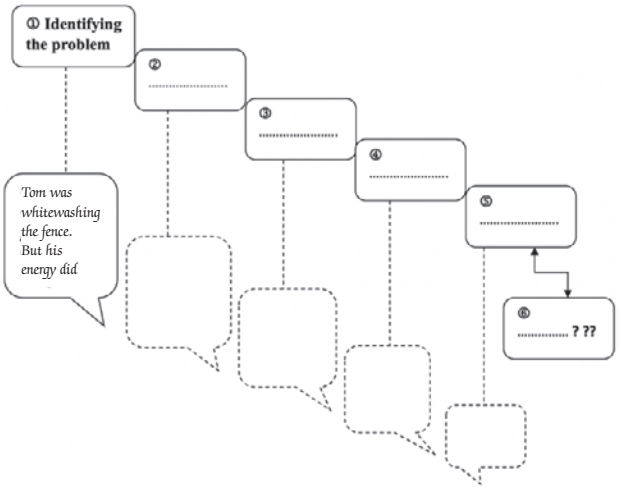
Considering the limits of some solutions

"Tom was whitewashing the fence. But his energy did not last. "

Identifying the problem

"He began to think of the fun he had planned for this day."

Flowchart 1 - Tom's problem-solving plan



Check your answers with other groups.

2. What step could Tom add at the end of his plan? Check (✓) the right option.

a. Think of another trick to play ❑

b. Move forward and forget all that happened ❑

c. Look back at what he did ❑

Think – Pair – Share

1. Think individually about the statements below, then discuss your thoughts in pairs and finally share them with the whole class.

a. Tom is a good actor.

b. Tom's response to the problem is appropriate.

c. The fence scene reflects Tom's cunning.

2. Check (✓) the adjectives that best describe Tom. JUSTIFY your answer.

honest ❑ mischievous ❑

unimaginative ❑ crafty ❑

Grammar

Repeated comparatives

Study the following sentences:

a. Ben was watching every move and getting **more and more** interested.

- Is Ben's interest changing continuously?
- Is Ben's interest increasing or decreasing?
- Is 'interested' a short or long adjective?

b. Watching Tom's movements, Ben's desire to whitewash the wall grew **stronger and stronger**.

- Is 'strong' a short or long adjective?

Complete the rules

- When we want to emphasise continuous change, we use **two** _____ **separated by** _____.
- We use '_____ **and** _____' for long adjectives.

Pair work

Fill in the blanks with the right comparative form of the words between brackets. Then complete Tom's plan.

Number 1 is done for you.

Tom grew **1** (bored) **more** and **more bored** at the prospect of spending the rest of the day whitewashing the fence. With the passing of time, his muscles got **2** (weak) _____ and _____. Suddenly, he saw in the distance his friend Ben. While he was getting **3** (close) _____ and _____, Tom was thinking of a plan...

Writing

All things considered !

Apply the problem-solving process to solve ONE of the problems below. Write your answers on a flowchart.

1. In a math exam, you had difficulty finding the product of some complex mathematical operations. The calculator was not allowed, let alone a mobile phone. Time is running out. What should you do?
2. It's Wednesday afternoon, while you're really pressed for time studying for tomorrow's math exam, a friend calls and offers you a free ticket to an early evening derby match involving your team. The stadium is just a half-hour drive from home. What decision would you make? Why?

Self-evaluation

Self-evaluation form

- Rate your decision-making skills.
  (1 is unsatisfactory and 5 is excellent)

  1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

- Which problem-solving step you think is most important for you?

  _____

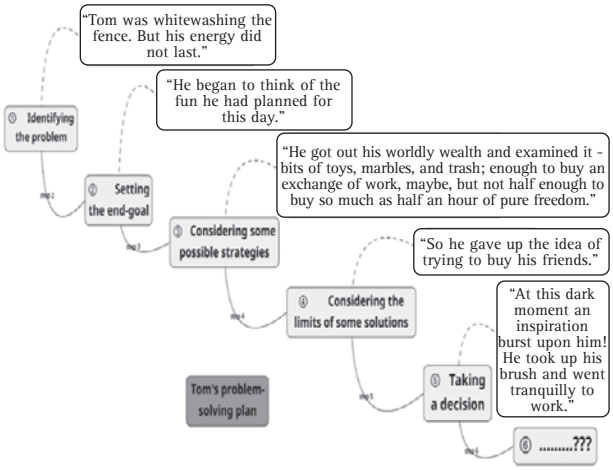
- Describe one way you can further improve your real-life decision-making skills.

  _____

Appendix

Reading: Group work activity

Flowchart 2



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Lesson 2

Overview

In this lesson, students will learn about communication and persuasion techniques with a view to raising their awareness of misinformation and manipulation.

Learning objectives: By the end of the lesson learners will be able to:

- define persuasion techniques.
- identify persuasion techniques used in a speech.
- produce and deliver a coherent speech in the context of persuasion.

Language skills in focus: Reading into speaking

Target function: persuading others

Language: second conditional

Target vocabulary: *demonize, preserve, welfare, plead, murmur, privilege*

Life skills in focus: communication and persuasion skills

Materials: text (adapted from **Animal Farm** by *George Orwell*) + a flowchart template

Lead-in

Discuss

- Do you remember times when you picked a proposition or adopted a view that not everyone would agree with?
- What sort of persuasion strategies did you use to win them over to your side?
- Did you try to appeal to their hearts or minds?

Here are some hints to start you off:

- Use facts and sound arguments
- Give false information
- Make up stories and tell lies

Reading

1. **Look at the picture. What do you think this text is about?**

Photo by Alexas Fotos from Pexels

(These extracts are from Animal Farm, an allegorical novel by George Orwell, first published in England in 1945. The book tells the story of a group of farm animals who get fed up with their cruel and oppressive human master, Farmer Jones, so they kick him out. Life on the farm is good for a while and there is hope for a happier future of less work, better education and more food. However, trouble starts as the pigs, Napoleon and Snowball, fight for the hearts and minds of the other animals on the farm. Napoleon seizes power by force and ends up exploiting the animals just as Farmer Jones did.)

The mystery of where the milk went to was soon cleared up. It was mixed every day into the pigs' mash. The early apples were now ripening, and the grass was covered with windfalls. The animals had assumed that these would be shared out equally. However, the order went forth that all the windfalls were to be collected for the use of the pigs. At this some of the other animals **murmured**. All the pigs were in full agreement on this point. Squealer, a small fat pig, was sent to make the necessary explanations to the others.

"**Comrades**!" he cried. "You do not imagine, I hope, that we pigs are doing this in a spirit of selfishness and **privilege**? Many of us actually dislike milk and apples. Our sole object in taking these things is to preserve our health. Milk and apples, (this has been proved by Science, comrades) contain substances absolutely necessary to the well-being of a pig. We pigs are brainworkers. The whole management and organization of this farm depend on us. Day and night we are watching over your **welfare**. It is for your sake that we drink that milk and eat those apples. Do you know what would happen if we pigs failed in our duty? Jones would come back! Yes, Jones would come back! Surely, comrades," cried Squealer almost **pleadingly**, skipping from side to side and whisking his tail, "surely there is no one among you who wants to see Jones come back?"

Now if there was one thing that the animals were completely certain of, it was that they did not want Jones back. So it was agreed without further argument that the milk and the apples should be reserved for the pigs alone.

Adapted from *Animal Farm*, George Orwell.

SCAN ME

2. **Read the text quickly (skim). Check (✓) the best title.**

   a. Doing the donkey's work ❑
   b. Selling ice to Eskimos ❑
   c. With one voice ❑
   d. Tomorrow's another day ❑

   Check with a partner.

3. **Look at the underlined words in the text and match them with their meanings. Then check your answers in a dictionary.**

   1. murmur ❑
   2. comrade ❑
   3. privilege ❑
   4. welfare ❑
   5. plead ❑

   a. an advantage
   b. health and happiness
   c. complain but not in a public way
   d. a friend
   e. ask for something in a strong and an emotional way

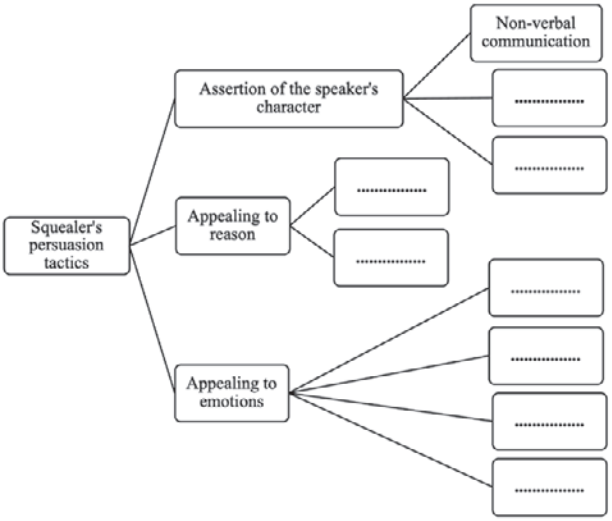
4. **Read Squealer's speech (para. 2) and pick out expressions that match the following persuasion strategies. Then compare with a partner. Number 1 is done for you.**

Persuasion strategies	utterances
1. Mind reading	"You do not imagine, I hope, that we pigs are doing this in a spirit of selfishness and privilege?"
2. 'What if' scenario	
3. Using rhetorical questions	
4. Using metaphors	
5. Repetition	
6. Using terms of endearment (friendly and sympathy terms)	
7. Demonization (completely evil) of the enemy	
8. Using facts and evidence	
9. Non-verbal communication	

5. **Group work**

   Use the persuasion strategies in Q.4 to complete the chart below.

> **Tip for Teachers**
>
> *Put the students into small groups and hand each group the below template of the flowchart and a set of cut-up strips. Each strip details one strategy. Groups work together to place the strategies in order on the chart. Check the correct order as a class.*



6. **Read paragraph 3 and find out which strategy is most effective in making the animals change their minds. Then check with a partner.**

> **Tip for Teachers**
>
> *After answering this question the teacher should draw the students' attention to the fact that great speeches are always remembered for just one great line or an expression like "I have a dream" speech by Martin Luther King, Jr.*

7. **According to you, which persuasion strategy is most effective? Why?**

   Rate the following persuasion tactics on a scale of 1 - 9; '1' being 'the least convincing' and '9' 'the most convincing' in winning the animals over. Then compare with a partner.

   a. Mind reading

      1 2 3 4 5 6 7 8 9

   b. Demonization of the enemy

      1 2 3 4 5 6 7 8 9

c. Using rhetorical questions

1 2 3 4 5 6 7 8 9

d. Developing 'what if' scenarios

1 2 3 4 5 6 7 8 9

e. Using metaphors and analogies

1 2 3 4 5 6 7 8 9

f. Repetition of main arguments

1 2 3 4 5 6 7 8 9

g. Using facts and evidence

1 2 3 4 5 6 7 8 9

h. Using terms of endearment

1 2 3 4 5 6 7 8 9

i. Nonverbal communication

1 2 3 4 5 6 7 8 9

Grammar

A/ Study the following sentence.

If we pigs failed in our duty, Jones would come back.

Tip for Teachers

Teacher writes the above sentence, highlights the words 'failed' and 'would come' and asks students the following concept checking questions to elicit the meaning of conditional type 2

- *Are we talking about the past, present or future? (present or future)*
- *Is it about a real or an imagined situation? (imagined)*
- *Is it possible for pigs to fail in their duty? (yes)*
- *Is it likely that they could fail in their duty? (no, very unlikely)*
- *Are they really going to fail in their duty? (no)*
- *Will Jones come? (no, probably not)*

Complete the rule

	If clause			Main clause	
Second conditional	If	noun/ pronoun	verb form 1	noun/ pronoun	verb form 2

C/ Now just imagine what would happen to the animals if Farmer Jones came back. Make a chain of conditionals.

- Student 1: 'If Farmer Jones came back, ...'
- Student 2: _____
- Student 3: _____
- Student 4: _____

Speaking

The silver-tongued devil!

Image by GLady from Pixabay

Group work

Choose one of the topics below and make a 3-minute speech.

Tip for Teachers

Tell students that they're going to produce a speech in small groups. Each group chooses ONE of the two topics suggested by the teacher, and their task is to discuss and generate ideas to persuade their peers. Explain the procedures of the task:

- *Each group will have a scribe and a spokesperson. The scribe will write down the group's supporting arguments and the spokesperson will present the speech in order to win the audience over.*
- *They are expected to work together as a team to produce the best ideas for their speech. Remind students to give due importance to non-verbal communication.*
- *They will have 8 minutes to work together. Each spokesperson will have 3 minutes to present.*
- *Ask students what they have learned while listening to each speech and whether or not they sided with the speaker's perspective. Why or why not?*

Topic 1:

You try to persuade your classmates that the vape (e-cigarette) can help students addicted to regular cigarettes quit smoking altogether very quickly.

Topic 2:

You try to persuade your classmates into quitting school and joining a vocational training centre by telling them that school qualifications do not necessarily guarantee a good future.

Homework

Think about these two pieces of information:

1. Read the following statements:
   - Each generation should be better off than their parents.
   - Immigrants take away jobs of the local population.

   a. Which information did you find surprising? Why?

   b. Which information did you find troubling/ confusing? Why?

2. **Google the following hashtag on Twitter (#questioneverything) and take note of the information that grabs your attention most, and that you want to question. Share your findings with your classmates.**

Self- evaluation

Self-evaluation form

- List three persuasion strategies you learned in today's lesson.

  _____

  _____

- I need more practice with ...

  _____

- What I learnt today is important to my everyday life because

  _____

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FOLIO 22/1

MATERIALS SPOT

Framing polite refusals

Tom Court

Understanding culturally acceptable ways to decline an invitation is an important speech act for language learners to know. According to Archer (2010), declining an invitation can be a 'highly face-threatening act' (p. 181) that has potential pitfalls for even native speakers. Polite ways of refusing an invitation are highly culturally informed and very context dependent.

The context behind the creation of these materials comes from the author's position as an EIL (English as an international language) teacher at a small university campus in the state of Hawaii. At the time these materials were created, the author was teaching a CEFR equivalent B1.1 listening/speaking class with an internationally diverse population of students, primarily from Polynesian and East Asian countries. In general, the students already had a good command of interpersonal listening/speaking skills in English, but before fully matriculating to their various undergraduate degree programs, freshmen students are tested upon admittance and enrolled in EIL classes to fortify their academic language and to be more prepared for the academic standards and cultural expectations of their host institution. As part of orienting students to cross-cultural differences in communication, materials that increase awareness of pragmatic speech acts are considered appropriate to the aims of the course objectives.

With the overall aim of helping students recognize that within their host culture, they have the autonomous right to say no to any invitation that is undesirable for any reason, the specific aims of these materials are threefold: to discover if students can clearly communicate an invitation refusal, to help them to analyze the smaller speech acts that constitute a refusal, and to compare authentic examples of refusals for the purpose of analyzing cultural appropriateness.

A guiding principle in the design of these materials, and indeed behind the history of pragmatic instruction, is how to help students negotiate a potentially face-threatening speech act while maintaining politeness and fostering positive rapport with others. Although the students in this learning context are on a campus where English is the lingua franca, as LoCastro (2012) points out, mere exposure to L2 input alone is not sufficient for developing pragmatic competence, explicit teaching is also required. Bardovi-Harlig and Mahan-Taylor (2003) add that one of the challenges of learning how to politely decline an invitation is that this speech act is normally reserved for one-on-one conversations, which typically escape the notice of L2 learners and thus deprive them of the opportunity to develop pragmatic competence through observation (as cited in Archer, 2010). In light of these challenges, opportunities for interaction with native L1 speakers outside of class is an important component of these materials.

Teaching materials

Readiness activity

Students are shown several illustrations that depict people being invited to do something that is clearly undesirable for someone of their particular disposition (see Appendix A for complete illustrations and a downloadable PPT). For example, one illustration depicts a vegetarian being invited to eat meat (see *Figure 1*).

Image created by Tom Court using a licensed copy of Doodly software.

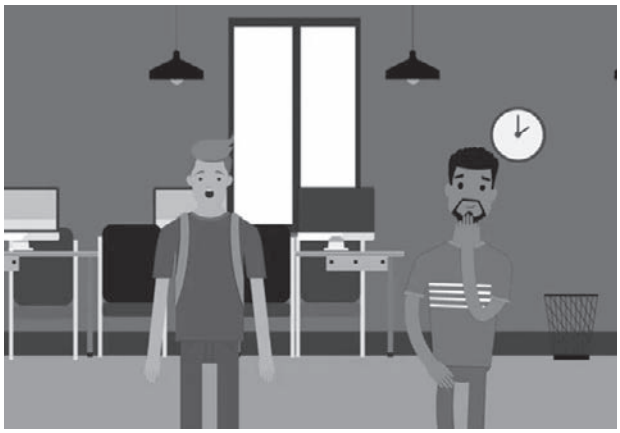
Figure 1. Sample illustration depicting an undesirable invitation.

Students are asked what they think the person's response will be given the nature of the invitation and the information available in the picture. This can also lead to brainstorming other reasons why

someone might refuse an invitation to eat meat, such as for religious reasons. Students are then invited to share what their own personal response would be in the given scenario. The teacher asks students whether they have ever received an invitation that they did not want to accept. As students share their experiences, the teacher prompts them to share what they said to decline the invitation.

Multimedia presentation and listening/ speaking practice

Using video animation software, the author created a short, cartoon style video to model both culturally appropriate and inappropriate ways, at least within a North American context, of declining invitations (Link: *https://youtu.be/pMk_7ofNVpc*). Although the video offers cartoon style illustrations and is designed to be mildly humorous, the types of invitations offered represent a range of different contexts, including school, work, and leisure. The inappropriate sample responses could mostly be classified as simply being incomplete and possibly too abrupt in the US context, where no apology nor excuse is given, but the more culturally appropriate sample responses follow a more formulaic routine of acknowledging the invitation with gratitude, apologizing, and then offering an excuse or a counter invitation.



Scene from video created by Tom Court using licensed copies of Toonly and Camtasia software.

Figure 2. Sample invitation illustration and script: *"Some of us are studying in the library. Do you want to come?"*

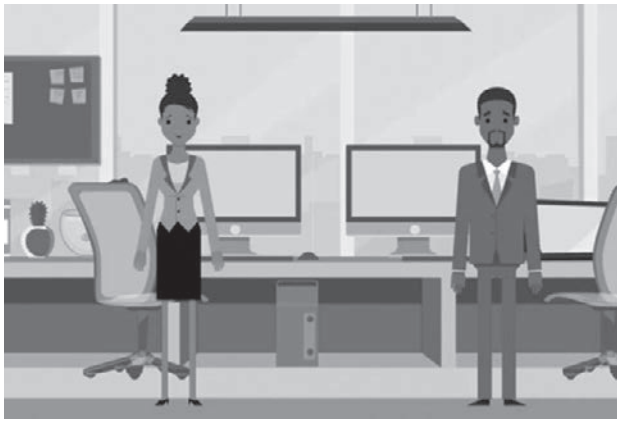
Instead of playing the video continuously, the teacher pauses intermittently between each conversation to check for comprehension and to invite discussion about what students think should be said in response to these specific invitations. Students are prompted by the teacher to first anticipate what characters will say, offer their own refusal to the invitation, and then evaluate the effectiveness of the different refusals after the characters have declined the invitations.

Teacher modeling

The teacher displays the text of the invitations and responses from the video using visuals that are formatted identically to the sample displayed in *Table 1* (see *Appendix E* for more examples as well as a downloadable PPT).

Setting and relationship: A female employee of a company invites a male co-worker to dinner. He considers her a good friend, but feels a little uncomfortable with the invitation.

Invitation: *Would you like to come over for dinner this weekend?*



Inappropriate response: *I don't think so.*

Appropriate response: *That's so kind of you! I hate to say no, but I have another engagement. Perhaps we could do lunch sometime?*

Analysis:
That's so kind of you! - acknowledgement and expression of gratitude.
I hate to say no, ... - initial apology
but I have another engagement. - offer excuse / explain circumstance
Perhaps we could do lunch sometime? - offer counter invitation

Table 1. Sample analysis of culturally inappropriate and appropriate responses

Through these tables, the teacher shows the context behind each conversation so that students can more fully understand the setting and relationship between the interlocutors. The tables also include the complete script for both the inappropriate and appropriate sample responses. The examples of inappropriate responses are an important component as they allow the students the opportunity to identify and confirm why such refusals may be considered inappropriate. The inappropriate responses also provide an opportunity for discussion about how paralinguistic channel cues, such as tone and vocal inflection, are equally important when it comes to making a polite refusal. Once the more appropriate

responses are identified and confirmed, the teacher models a breakdown of the simpler speech acts that are needed to create the more complex and culturally accepted invitation refusal. Instead of presenting a completely teacher-centered analysis, this modeling segment of the lesson can be made more interactive by withholding the teacher's analysis of the simpler speech acts and inviting students to analyze the functions with their speaking partners or conversation groups before the purpose of the speech acts are confirmed by the teacher in the PPT (*Appendix E*).

The tables that analyze the separate functions (Appendix E) draw attention to what Carroll (2011) refers to as a 'dispreferred turn shape' (p. 112). A dispreferred turn shape refers to the adjacency pairs (words/phrases that are often expected to accompany each other) employed in a sequential pattern that communicate refusal of an invitation, such as delayed response, acknowledgement, expression of thanks, and counter invitation. According to Bardovi-Harling and Hartford (1991), the most employed speech acts that are paired to decline an invitation are offering an explanation and proposing an alternative, but can also include functions such as 'expression of regret or apology, postponement, hedging, request for clarification or additional information, partial repeats and indefinite responses' (as cited in Félix-Brasdefer & Bardovi-Harlig, 2010, pp. 164-165).

In-class speaking practice

After analyzing seven different invitation refusals, students should be able to identify that at least three common components of a culturally appropriate declination are: 1) an expression of gratitude in acknowledgement of the invitation, 2) explanation of personal circumstances that make the invitation untimely and 3) deferring the timing and circumventing (or complementing) the aim of the original invitation with a counter invitation. To gain practice with this pattern of refusal, students will be assigned to work with a speaking partner or in small conversation groups to role play the skill of declining an invitation in response to new invitations that are offered by their classmates. To assist students with brainstorming possible invitations, the sample invitations and requests in Appendix B can also be used as prompts. As students practise responding to the invitations, the teacher can circulate and prompt students to include an expression of gratitude, explanation of circumstances and counter invitation as part of their complete oral response.

Out-of-class interviews

After practising invitation refusals with their L2 classmates, students are assigned to interview two L1 speaking friends in order to find out how they would offer a refusal to one invitation and one request listed in Appendix B. An important part of this assignment is the requirement to report on the responses they receive from their interlocutors in the next class, and so the teacher can assign them to write down the L1 refusal utterance verbatim using the worksheet in *Appendix C*.

In-Class review and L1 speaker response analysis

During the next class period, in pairs or small groups, students will compare the responses they received from their out-of-class interviews. Afterwards, the teacher invites students to share one of the sample refusals they wrote down in response to a specific request. As a class, the response will be analyzed to see if the refusal speech act can be broken down into smaller speech acts. For example, did the speaker acknowledge the invitation? Did they express gratitude? Did they apologize? Did they offer an explanation? Did they propose an alternative? Following Taguchi and Roever's (2017) recommendation that pragmatic speech acts can be effectively taught using 'routine formulae' that can 'be memorized as chunks' (p. 225), the in-class analysis worksheet (*Appendix D*) allows the teacher and students to identify smaller speech acts within the overall speech act of declining an invitation or request. This worksheet also allows students to make note of any additional speech acts that may have been part of the L1 speaker's refusal. In response to the final question on this worksheet, students can share their own opinion about whether the L1 speaker's refusal would be regarded as being very polite within their own cultural context.

Evaluation

The most important outcome of these materials is to help students recognize and execute a culturally appropriate refusal to an invitation. Ishihara (2010) offers four kinds of assessment that can be used to evaluate learners' pragmatic ability. These include 'holistic' (evaluating basic evidence of sociopragmatic awareness), 'analytic' (measuring student performance based on specified criteria), 'focused' (judging performance of isolated speech acts), and 'peer and self' (providing opportunities for self-assessment and reflection). These materials contain opportunities for holistic evaluation through formative assessments that can occur initially when the teacher invites students to anticipate culturally appropriate responses and throughout the lesson when the teacher solicits individual responses and observes peer interactions. Analytic evaluations can be performed when students offer 'retrospective verbal reports' that are useful 'to obtain information that the learners attended to during the planning and execution of a refusal' (Félix-Brasdefer, 2008, p. 201). These reports can be obtained throughout each stage of the lesson and especially during the L1 speaker responses analysis afterwards. Focused evaluations are conducted when the teacher assesses the students' abilities to identify

and perform specific functions such as acknowledging the invitation, expressing thanks, and offering a counter invitation. Peer and self-assessment are also required as students interact with their classmates and outside of class as they solicit and document L1 speakers' refusals.

An important aspect of evaluation is that teachers cannot assess students' pragmatic competence purely on what the individual teacher considers to be a culturally, or even individually, appropriate refusal. Even if students are fully aware of what L1 speakers consider to be the most tactful way of declining an invitation, Ishihara (2010) points out that 'second language speakers are found to sometimes intentionally diverge from native-like pragmatic language use for assertion of their identity and maintenance of an optimal distance for the target community' (p. 209). This awareness of intentional student divergence should be taken into account when a teacher evaluates pragmatic competence, especially when judging sociopragmatic awareness through a holistic assessment.

Conclusion

In-class simulations and instructional videos and even on-campus interviews with L1 speakers are quite different from being offered an authentic invitation from someone whom a student genuinely respects and does not want to disappoint, even at the cost of accepting an invitation that is otherwise undesirable. It is possible that the greatest learning outcome from a lesson such as this is increased empowerment to decline invitations by empowering the L2 speaker's understanding and use of this pragmatic strategy. With opportunities for explicit instruction, focused skill development with L2 classmates and L1 speakers and retrospective verbal reports, students may justifiably be considered much more prepared to successfully negotiate the speech act of declining an invitation both effectively and politely within specific cultural contexts.

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Appendix A

Readiness activity illustrations

Images created by Tom Court using licensed copy of Doodly software.

Readiness activity illustrations can also be accessed with this downloadable PPT:

https://docs.google.com/presentation/d/15aIrPblsCoApNVvpw4-_N5PkApDmA-X6/edit#slide=id.p1

Appendix B

In-class sample invitation and request role-play worksheet

Sample invitations

1. Do you want to study together for our next test?
2. Would you like to go to town this weekend?
3. Do you want to join us for a game of rugby?
4. Do you want to eat lunch in the cafeteria with me?
5. Would you like to hang out with some of us this weekend?
6. Do you want to work out at the gym?
7. Would you like to try some chocolate chip cookies I just baked?
8. Would you like to attend the concert with me?
9. This is one of my favorite songs. Would you like to listen?
10. Have you ever been surfing? Would you like to go this Saturday?

Sample requests

1. Could you read this and give me some feedback on my writing?
2. Can you help me carry a large package back from the post office?
3. Do you think I could borrow your car to make a trip into town?
4. I'm having some problems with my computer. Could you take a look at it?
5. We really need someone to babysit for us just for a couple hours. Are you available?
6. I saw you cutting someone's hair the other day. Would you mind cutting my hair, too?
7. Could I borrow $20 dollars just until this weekend?
8. I've got a dorm inspection in just a few minutes. Could you help me with the vacuuming?
9. I misplaced my phone somewhere. Could you give me a call so maybe I'll hear it ring?
10. We're picking up trash on the beach this weekend. Would you like to join us?

Appendix C

Out-of-class interview worksheet

Instructions: Interview two native speakers of English and ask them how they would respond to one invitation and one request. What would they say if they really didn't want to accept, but still wanted to be polite? Write their responses as precisely as you can.

Interview 1:
Nationality of Interviewee: _____

Gender: _____ Invitation #: _____

Response: _____

_____

_____

Request #: _____

Response: _____

_____

_____

Interview 2:
Nationality of Interviewee: _____

Gender: _____ Invitation #: _____

Response: _____

_____

_____

Request #: _____

Response: _____

_____

_____

Appendix D

In-class analysis worksheet

Instructions: With your teacher and classmates, analyze how your native English-speaking friends declined your invitation and request. Follow the instructions below.

Interview 1 Analysis:

I. Did they acknowledge your invitation? Underline the acknowledgement.

II. Did they express gratitude? Put "quotation marks" around the expression of gratitude.

III. Did they apologize? Put [brackets] around the apology.

IV. Did they offer an alternative? Double-underline the counter offer.

V. Did they say something else not already identified? What did they say?

_____

_____

VI. In your own cultural context, how polite would you rate their refusal? Circle the response that best matches your opinion:

Very Polite

Moderately Polite

Somewhat Impolite

Very Impolite

Interview 2 Analysis:

I. Did they acknowledge your invitation? Underline the acknowledgement.

II. Did they express gratitude? Put "quotation marks" around the expression of gratitude.

III. Did they apologize? Put [brackets] around the apology.

IV. Did they offer an alternative? Double-underline the counter offer.

V. Did they say something else not already identified? What did they say?

_____

_____

VI. In your own cultural context, how polite would you rate their refusal? Circle the response that best matches your opinion.

Very polite

Moderately polite

Somewhat impolite

Very impolite

Appendix E

Dialogue analysis #2

Setting & Relationship: A male student invites a male classmate to join a study group. They have a respectful relationship and the person receiving the invite would like to be agreeable, but knows that the study group wouldn't be the most effective use of his time right now.

Invitation: *Some of us are studying in the library, do you wanna come?*

Inappropriate response: *No, I want study in the library with you.*

Appropriate response: *Thanks for the invite! But I've got some independent work I really need to do before tomorrow. Lets meet up another time!*

Analysis:
Thanks for the invite! - expression of gratitude
But I've got some independent work I really need to do before tomorrow. - explanation of personal circumstances
Let's meet up another time! - defer the invitation with a counter invitation

---

Dialogue analysis #3

Setting and relationship: A male stranger invites a female student he has just met to take a ride in his car. From the woman's point of view, the man seems friendly, but she's not 100% sure if he's safe.

Invitation: *Do you want a lift? Just hop in!*

Inappropriate response: *No, I would rather take the bus.*

Appropriate response: *Why, thank you! My bus just came and I'm meeting up with some friends, but thank you!*

Analysis:
Why, thank you! - expression of gratitude
My bus just came and I'm meeting up with some friends, - provides reason why the invitation is not necessary and also communicates to the stranger whose motives she is not sure about that she is not alone
but thank you! - repeated expression of gratitude

Images created by Tom Court using licensed copy of Toonly Software

Complete Dialogue Analysis tables can be accessed with this downloadable PPT: *https://docs.google.com/presentation/d/15aIrPblsCoApNVvpw4-_N5PkApDmA-X6/dit?usp=sharing&ouid=105484002870631101823&rtpof=true&sd=true*

Appendix F

Link to Video: *https://www.youtube.com/watch?v=pMk_7ofNVpc*

Video created by Tom Court using licensed copies of Toonly and Camtasia Software

FOLIO 22/1

MATERIALS SPOT

Thinking, reading and writing critically

Diana Mazgutova, Kamola Muradkasimova, Rano Khodjieva, Gulhayo Qobilova and Aziza Yunusova

The project *Empowering Language Teachers and Learners in Uzbekistan: Opening Doors through Formal English Reading and Writing Development* was aimed at improving the levels of academic English reading and writing of students, teachers, and professionals in Uzbekistan, so that the country becomes better able to contribute to and benefit from English-medium professional and academic texts. The aims were achieved through developing an *Academic English Interactive Mentor (AIM) website* and designing a series of *teacher training workshops*. These pedagogical tools were expected to raise the standards of teaching and learning academic English in Uzbekistan.

The AIM website offers authentic academic resources to help students develop their academic reading and writing skills to become confident and successful independent learners. The materials on the website (*https://aeim.co.uk*)[1] are useful for university students at all levels of study, i.e., from foundation year to postgraduate.

An intensive interactive teacher training workshop on academic English was co-created with a small team of university teachers of English in Uzbekistan. The three-day workshop was conducted in the capital city of Uzbekistan, Tashkent. It was expected to provide instruction to teachers from different regions of Uzbekistan on aspects of academic reading and writing relevant to the Uzbek context. The workshop activities were organized around a set of challenges in the teaching and learning of reading and writing skills, identified through an online needs analysis survey which was conducted with more than 100 teachers of academic English in Uzbekistan. Importantly, the workshop was designed to be self-perpetuating: the initial workshop served to train attendees how to pass on their new knowledge to teachers in their home institutions. This was done to ensure that the impact of the project would continue well beyond its finishing date.

The teacher training materials in the manual were developed through collaboration between

several teacher trainers from Uzbekistan. The themes of the sessions were identified via a needs analysis survey. The resulting *Academic English Teacher Training Manual* consists of eight self-contained sets of materials, each focusing on a particular aspect of academic reading and writing, and each corresponding with an individual workshop session.

In this article, we will share the materials developed for one of the sessions of the workshop: **Session 4: Thinking, reading and writing critically**.

The session addresses the following aims:

- to raise teachers' awareness of thinking, reading and writing critically and
- to encourage teachers to develop their learners' ability of thinking, reading and writing critically.

Time: 90 minutes

Procedure:

Lead-in (15 min)

1. Teacher (T) introduces the topic of the session and explains to Participants (Ps) that there are two approaches to learning: a surface approach and a deep approach.
2. T invites Ps to take the quiz, with the help of which they are able to check their ability to read critically and find out how they learn. T distributes the handout to every teacher and asks them to answer the questions individually by choosing either YES or NO option to every question (*see Table 1*).
3. When Ps finish taking the quiz, T asks them to read the interpretation of their scores and find the difference between the deep and the surface approach to learning:

Read the interpretation of your quiz score and identify the difference between the two approaches to learning. If you have answered 'Yes' to all or most of questions

1. The website materials are open access and freely available.

	YES	NO
1. I tend to read very little beyond what is required.		
2. I concentrate on memorizing a good deal of what I read.		
3. I try to relate ideas I come across in other topics to what I read.		
4. When I read an article or book, I try to find out exactly what the author means.		
5. Often I find myself questioning what I read.		
6. When I read, I concentrate on learning just those bits of information I need to pass.		
7. When I am reading, I stop from time to time to reflect on what I'm trying to learn from it.		
8. When I read, I examine the details carefully to see how they fit in with what's		
9. I like books which challenge me and provide explanations which go beyond the lectures.		
10. I like books which give definite facts and information which can be learned easily.		
11. I read an article straight through from start to finish.		
12. I note down all the facts and figures.		
13. I note the author's main arguments.		
14. I think about whether the facts supported these arguments.		
15. I make summary notes to use later.		

Source: Verma, S. (2014). Development of Life Skills and Professional Practice (WBSCTE). Vikas.

Table 1

1, 2, 6, 10, 11, 12, 15, you are adopting a SURFACE APPROACH to your learning. You are organising your learning in order to be able to remember facts and figures to use in essays and exams. Many students' previous experience of learning is of a school system where exams assessed their ability to memorize and regurgitate and a good student was one who could remember lots of information.

If you have answered 'Yes' to all or most of questions 3, 4, 5, 7, 8, 9, 13, 14 you are adopting what is termed a DEEP APPROACH to your learning. You are thinking critically about the information you read and trying to make sense of it in the wider context of your studies. This approach to learning and studying shows initiative and understanding and an ability to undertake independent study. Many tutors when questioned would include this in their definitions of an 'ideal student'.

SURFACE APPROACH = MEMORISATION

DEEP APPROACH = UNDERSTANDING

Characteristics of a Surface Approach to Learning

- Intention to complete task requirements
- Memorize information needed for assessments
- Failure to distinguish principles from examples
- Treats task as an external imposition
- Focus on discrete elements without integration
- Unreflectiveness about purpose or strategies
- "I just read through from start to finish."
- "I tried to concentrate on remembering as much as possible."
- "I didn't remember what I read, because I was just hurrying on."

Characteristics of a Deep Approach to Learning

- Intention to understand vigorous interaction with content
- Relate new ideas to previous knowledge
- Relate concepts to everyday experience
- Relate evidence to conclusions
- Examine the logic of the argument
- "I tried to get at the main points of the article"
- "I thought about how the author had built up his argument"

Source: Verma, S. (2014). Development of Life Skills and Professional Practice (WBSCTE). Vikas.

4. T elicits a few random responses from the group and explains where necessary.

Activity 1. Watching and discussing the video (15 min)

1. T explains that Ps are going to watch a video (duration: 4:23 min) about critical thinking, reading

and writing. *(https://www.youtube.com/watch?v=iOGvwPmKOqQ)*

2. While watching, Ps should make notes about the following questions:
   - What is 'critical thinking'? (Suggested answer: Critical thinking is a disciplined thinking that is clear, rational, open-minded, and informed by evidence.)
   - How many types of critical thinking have been mentioned in the video? (Suggested answer: Three types: reasoning, making judgments and problem-solving.)
   - How do critical thinkers differ from other learners? (Suggested answer: Critical thinkers raise questions and problems; gather and assess relevant information; come up with well-reasoned conclusions and solutions; keep an open mind and challenge preconceived ideas; are self-directed, self-disciplined, self-monitored, and self-corrective.)
   - What does 'evaluation' mean according to the speaker? (Suggested answer: Evaluation means examining the information, asking questions, studying the evidence, checking if the facts are relevant and accurate and the opinions justifiable.)
3. T asks Ps to read the questions first, and then plays the video.
4. After watching the video, T asks Ps to work in pairs and compare their answers.
5. T elicits responses and comments from the whole group.

Activity 2. Grouping the writing characteristics statements (15 min)

1. T divides Ps into groups of three and distributes the handout, which contains a set of 30 strips with writing characteristics. The writing characteristics are mixed: some are typical of critical writing and some of critical-analytical writing (*see Table 2*).
2. Ps should decide which of the two groups: descriptive writing or critical-analytical writing each of the characteristics belongs. T asks Ps to underline the words/phrases that helped them to make a decision.

Suggested answers *see Table 3*.

Activity 3. Exercise on the quality of critical thinking (30 min)

1. T explains that since Ps have already seen some information on critical thinking, they can now practise thinking critically and evaluating.
2. T divides Ps into three groups and tells them each group is going to read two student accounts and evaluate how their thinking critically deepened. T asks the Ps to find evidence in the text. Group 1 is given Accounts 1 and 4, Group 2, Accounts 2 and 4, Group 3, Accounts 3 and 4.

Makes reasoned judgments	Identifies the significance
Identifies why the timing is important	States the order in which thing happened
Notes the method used	Evaluates the relative significance of details
Weighs up the importance of component parts	Explains what a theory says
Structures information in order of importance	Says how to do something
Gives reasons for selecting each option	States the different components
Weighs one piece of information against another	Explains how something works
Identifies the significance	Indicates why something will work
Lists details	States what something is like
Shows why something is relevant or suitable	Shows why something is relevant or suitable
Evaluates the value, strengths and weaknesses	Lists in any order
Shows the relevance of links between pieces of information	Indicates whether something is appropriate or suitable
States what happened	Gives information
Draws conclusions	Says when something occurred
Argues a case according to evidence	States links between items
States options	Gives the story so far

Source: Study guide 8: 'Critical Thinking' summary version, Learning Development, University of Plymouth (2009)

Table 2

Descriptive writing	Critical-analytical writing
States what happened	Identifies the significance
States what something is like	Evaluates the value, strengths and weaknesses
Gives the story so far	Weighs one piece of information against another
States the order in which thing happened	Makes reasoned judgments
Says how to do something	Argues a case according to evidence
Explains what a theory says	Shows why something is relevant or suitable
Explains how something works	Indicates why something will work
Notes the method used	Indicates whether something is appropriate or suitable
Says when something occurred	Identifies why the timing is important
States the different components	Weighs up the importance of component parts
States options	Gives reasons for selecting each option
Lists details	Evaluates the relative significance of details
Lists in any order	Structures information in order of importance
States links between items	Shows the relevance of links between pieces of information
Gives information	Draws conclusions

Table 3

Account 1

I have been asked to think about what I mean by 'good learning'. A programme in higher education is made up of a number of modules. In the average undergraduate programme of three years, the marks for the modules at level 2 (i) and 3(h) are usually counted towards the degree grade and there is a formula used to determine which students get firsts, upper seconds and so on and which are the failures. Firsts and upper seconds are usually taken to be good degrees, although an upper second is also the average degree. It used to be that lower seconds were average.

Good learners usually get good degrees, though this is not always the case. A good learner might be ill or just have a bad time for a while and get lower marks and therefore not do so well on some modules. There are mechanisms of compensation and condonement that allow their better marks to make up for their less good marks.

Sometimes learners seem to be really good in the first year of higher education and then something happens to them and they do not do so well. Perhaps it is that they have really chosen the wrong subject or they get lazy and go out too much or they drink too much. Some students are not good at learning because they are out so much that they do not meet the deadlines that are set for their work. Some have jobs that take up - possibly - too many hours of time and they just do not come to all of the lectures.

I can illustrate that last point by reference to an Engineering student who I know. He did really well in his first year, getting good marks for practically all of the modules that he studied. He found that he was getting short of cash and decided to get a job at the local pub. The landlord would only take him on if he would work five evenings a week, so he agreed. He started to get bad marks because he missed the first lectures in the morning quite often and did not have time to catch up by writing up notes. He would have been a good student though – and by that I mean a good learner.

Thinking critically about the statement, then, I would agree that good learning in higher education is about getting good marks in the modules of the programme because students who get good marks usually get good degrees.

Account 2

I have been asked to think critically about the following statement: 'Good learning in higher education is simply all about getting good marks in the modules of the programme'. What is the statement asserting? It asserts that students who are good at learning get good marks in modules. In general I would agree with that statement, though I need to look at it further because there are some ideas in it that need to be explored more. For example, what is meant by 'good' here?

I explore the notion of 'good learning'. A good learner is not necessarily a student who is passionately interested in his course and who asks questions about the work in other words, one who takes a deep approach to his learning (reference given here), but usually it is a student who is also fairly strategic – in other words, can manage time reasonably well, can organise ideas, prepares well for examinations and so on (the learner gives references here). It is such students who tend to do well in their modules and get good degrees so long as they put the time in. It is always possible that a good student can make slip up or be ill for some modules.

It is also right to question the time scale of 'good at learning'. Does it assume that they were always good and will always be good, or just that they are good at the time of the degree? Since the word 'student' has not been used, we might be talking about a longer time scale than the time of the study of a degree. I also would question the use of the word 'simply' and what it is meant to imply. In addition another issue that needs to be discussed here is the assessment of the learning – to what extent is good learning defined as good marks in the assessment of a module?

It is also necessary to look at how module grades accumulate to a degree class and whether good learning in all the modules is reflected in good learning at degree level (or programme level).

In general, and after consideration of the facts, I think that I agree with the statement that good learning in HE is all about getting good marks in the modules, because good learning is good learning. There are, though, some things to think about here, such as the meaning of 'good' and whether this statement would be true in other areas of education.

Account 3

I have been asked to think critically about the following statement: 'Good learning in higher education is simply all about getting good marks in the modules of the programme'. What is the statement asserting? It is saying that a student who gets good marks will be a good learner and that is all there is to it. There are some assumptions in the statement.

First I look at the words – what is meant by 'good learning'? There is an ambiguity here. The statement either implies that students who are good at learning get good marks in modules or that it requires the quality of 'good learning' – whatever that is – for a student to get good marks in modules. There are assumptions in the statement that 'good' is a similar quality in relation to learning in both uses of the word. 'Good' in relation to marks means that there are high marks. That is a different meaning from 'good' in relation to learning – which might mean that the learning is effective, or quick or thorough or it can be applied and so on.

The use of good in relation to good marks depends on the process of assessment. Some learners are good at assessment and others are less good. A student could be a good learner in one sense, but he is poor at the assessment and in the sense of the statement, we cannot say that he is a good learner – but equally it does not work the other way around. He is not a poor learner because he got poor marks.

In my experience, it is very possible for there to be students who I would say were 'good learners', who do not get very good degrees. The fact that they do not get good degrees is related to the fact that they have not got good marks for their modules. Some of these students make excellent professionals – sometimes they have more of the skills that are actually required for the profession – but they certainly could not be defined as good learners at the time of their graduation or on the basis of their actual marks.

So, in conclusion, I would say that the statement could be said to hold in a narrow sense – it is not untrue. However, there are many assumptions and distortions in it and I could not agree with it as it stands. In particular there is the issue of the use of the word 'good' in relation to assessment and its use in relation to the word learning. They are different uses and confuse the statement.

Account 4

I am considering the statement: 'Good learning in higher education is simply all about getting good marks in the modules of the programme'. In order to think critically about this statement, I first need to consider the meaning of the statement itself. It was given as a bit of a 'throw-away' line with slight cynicism. The words 'simply all about' feel persuasive without much room for disagreement, though I may ultimately disagree. I note the 'mood' of the statement. There is a message in it beyond the words. The statement equates 'good' marks with 'good learning'. While there may be some disagreement about the term 'good' in relation to the marks, 'good learning' could mean many different things. Much of this question hinges on the meanings of the uses of the words 'good'.

A set of 'good marks' is likely to imply that the

learner has achieved well in the context of the modules of the programme and it may mean therefore that the learner does well in the overall degree. This may be true, but there is another issue hidden here. Good marks are defined as 'good' in relation to the assessment process which involves an assessment method and assessment criteria. Some students have great difficulties with some assessment methods (e.g. dyslexics may have difficulties with written work). The assessment criteria may reward particular kinds of learning – perhaps they reward those who just learn facts easily and not those who can reason but are not so efficient in factual recall. In other words, being successful in the degree does not define a person as good at all learning because 'good' in the sense of the degree is relative to assessment methods and criteria.

I need also to question what is meant by 'good learning'. Firstly, is there one thing called good learning? Different people might construe 'good learning' in different ways. In research by XYZ, in which the meaning of 'good' learning was examined in different contexts (school, further, adult, professional and higher education), different concepts of 'good' learning were evident in different contexts (XYZ, date – i.e. the student gives a reference) – so the interpretation of the word may differ. In the literature of learning, there are even different theoretical bases associated with the different sectors of education. Secondly, from my own and colleagues' experience of working in professional education, it is not necessarily those students with good marks who are most successful in the profession. Those who get high marks often lack the personal skills to start with.

Indeed, we can take it further. Some who turn out to be the wisest or most clever in society had poor results in their higher education programme or were not in higher education. In this respect, there is a time scale that needs to be taken into account for this judgment. Are we talking about 'good learners' now or over their lifetimes?

In the time available for this critique, I have started to examine the statement that 'Good learning in higher education is simply all about getting good marks in the modules of the programme'. While the wording of the statement tries to persuade me of the case, I cannot agree with it, though in restricted senses it could be meaningful. As I have indicated above, the word, 'good' can be interpreted differently in different contexts and by different people, and additionally, the notion of 'good marks' is relative to local assessment issues that define what 'good' means in that context of assessment.

Source: Moon, J. Resources for Critical Thinking. Retrieved from https://cemp.ac.uk/people/jennymoon.php

3. When Ps finish reading their accounts, T elicits responses from each group, and after that, gives them Handout H (available to download from the AIM website at *https://aeim.co.uk/workshops/*) with ready comments for all four accounts and evidence of how the writing changed as thinking critically deepened. Ps compare the given comments with their own answers.

Activity 4. Matching and summarising (10 min)

1. T gives them the handout (Handout H) and asks Ps to work individually and match the critical thinking concepts with their definitions:

Questioning	examining and explaining how parts fit into a whole; comparing and contrasting different elements; understanding relationships
Describing	reconsidering a topic to take account of new information or experience in practice; considering other viewpoints; recognizing underlying principles
Analysing	identifying and examining faults and weaknesses in arguments, as well as acknowledging strengths and merits
Reflecting	whatever it is that you are studying: asking *what, who, where, when, how, why, what if, what next, so what? ...* and so on. Attempting to answer these questions leads you to fulfil functions – or do things - that are vital in scientific, academic and social life
Reasoning	demonstrating logical thinking about causes and effects; presenting evidence to provide sound arguments and refuting unsound ones
Evaluating	defining clearly what it is you are talking about, saying exactly what is involved, where it takes place, or under what circumstances
Criticising or critiquing	commenting on degrees of success or failure, or judging the implications, ultimate use or value of something.

Source: Study guide 8: 'Critical Thinking' summary version, Learning Development, University of Plymouth (2009).

Table 4

2. T asks Ps to compare their answers in pairs.

3. T elicits random responses from the whole group and corrects where necessary.

Suggested answers:

Questioning	whatever it is that you are studying: asking what, who, where, when, how, why, what if, what next, so what? ... and so on. Attempting to answer these questions leads you to fulfil functions – or do things - that are vital in scientific, academic and social life.
Describing	defining clearly what it is you are talking about, saying exactly what is involved, where it takes place, or under what circumstances
Analysing	examining and explaining how parts fit into a whole; comparing and contrasting different elements; understanding relationships
Reflecting	reconsidering a topic to take account of new information or experience in practice; considering other viewpoints; recognising underlying principles
Reasoning	demonstrating logical thinking about causes and effects; presenting evidence to provide sound arguments and refuting unsound ones
Evaluating	commenting on degrees of success or failure, or judging the implications, ultimate use or value of something
Criticising or critiquing	identifying and examining faults and weaknesses in arguments, as well as acknowledging strengths and merits

Table 5

Activity 5. Reflection (5 min)

T invites Ps to ask questions they might have on the session and summarises the key points on the Power Point slide.

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BOOK REVIEW

The Routledge Handbook of Materials Development for Language Teaching

Edited by Julie Norton and Heather Buchanan
Routledge 2022, 560 pp. £190
ISBN 978-0-815-38257-7 (hardback)

Reviewed by Johanna Stirling

This is a book many of us in the materials development field have been waiting for. It addresses and updates us on a wide range of key topics related to materials development, some of which have not been dealt with extensively before in the literature, such as versioning, and others which are here explored by practitioners who do not usually get a voice in academic literature. So alongside some names that will be familiar to many readers, such as Brian Tomlinson, Penny Ur, David Nunan, Mike McCarthy , Scott Thornbury and Nicky Hockly, we can hear from a wide selection of researchers, writers, publishers, academics and of course, teachers.

The book promises a historical overview of materials development as well as an exploration of current and predicted future trends. It is also keen to reassure that theory does play a large part in the development of language teaching materials, contrary to some popular claims. In fact, it aims to weave together theory and practice through the range of different points of view, be they writing, teaching, publishing or academia.

And what about the readership? I have no doubt that this book will be an invaluable, up-to-date resource for students of materials development, academics and those involved in English language teacher training, bringing new voices and a very wide range of ideas to their studies. I believe it will also be useful for materials writers, whether new to the game or old hands, if they wish to explore issues in a wide range of material development topics. However, 'Handbook' in the title rather raised my expectations of something a little more practical. There certainly are some excellent practical suggestions in some chapters, but I found these were often rather hidden among wider discussion of issues.

This is a hefty volume with 34 chapters, divided into nine parts. For this review, I decided to focus on one chapter from each part to give as wide-ranging a flavour as I could of the book.

Part 1 – Changes and Developments in Language Teaching Material

Chapter 3. Theory and practice in materials development - *by Ivor Timmis*

This very readable chapter aims to describe the current relationship between theory and practice in the field. Timmis examines critical issues in materials for the four skills, vocabulary and grammar, and each of these sections addresses a few principles from theory and the challenges each presents. For example, the principle: 'materials should not be wedded to one model of teaching writing' leads to the challenge: 'how can materials writers integrate insights from product, process and genre approaches in a principled and effective way?' (p. 35).

Timmis pulls together some common themes from theory that form the basis of recommendations for the practising materials writer. These are all persuasively justified and certainly all rang true with me, for example, his call for more opportunities for varied repetition built into materials. He also describes the possible role of technology in achieving many of the recommendations. Finishing on a positive note, he observes that we are seeing small steps in the right direction, such as towards 'conscious learning and explicit teaching' (p. 43) and materials that foster learner autonomy (p. 44) and that is fine with him!

Part 2 - Controversial Issues in Materials Development

Chapter 4. Why do we need coursebooks?
- by Julie Norton and Heather Buchanan

In this chapter by the editors of the book, they review 'some of the key arguments made for and against global coursebooks with the aim of synthesising, contrasting, and critically discussing these opposing arguments and bringing them together in one place' (p. 49). It includes some fascinating findings from research, such as the fact that some Middle Eastern universities had eschewed the use of global coursebooks in favour of developing their own and then found themselves reverting to the global coursebooks.

Norton and Buchanan point out how polarised views of coursebooks are often spoken about in highly emotive language, but they are keen to present a 'more nuanced and balanced understanding of the value of global coursebooks' (p. 50). They set out a very comprehensive overview of arguments both for and against, but point out that there is a lack of empirical evidence to support most of these views and they may not represent the views of teachers and learners. Reporting on some of their own research, they conclude that materials use (e.g. adaptation, see comments on Chapter 19 below) should be given more attention in teacher training courses and needs more empirical research. They also mention a very important point, that it is useful to check the identities of those for and against - who actually uses coursebooks on a day-to-day basis and who doesn't - is there any other agenda behind their views?

Part 3 - Research and Materials Development

Chapter 10. Research in materials development: What, how and why?
- by Nigel Harwood

Harwood proposes researching materials development in terms of content - what is actually included on the pages, consumption - how the material is used by teachers and learners, and production - looking at how writers write and how publishers make the decisions that they do. He points out that usually only content is researched, so this can only tell us about 'potential merits and demerits' (p. 141). Looking at consumption, he considers 'teacher fidelity' (how closely teachers follow the coursebook) and to what extent we can measure the learning arising from different approaches and activity types.

One point I found particularly interesting was about the dangers of interference in multiple choice activities (in this case collocations) as the distractors can 'create inappropriate memory traces that are hard to eradicate' (Boers et al. 2014, quoted on p. 142)

In consumption, he explores writers' thought processes while writing and highlights the conflicts that frequently arise between materials writers and publishers. He calls for more work on teachers' ability to adapt, but also points out that writers should facilitate adaptation by making aims clear and explicit. Teachers need to be able to understand the pedagogy behind decisions the writer has made but he does warn that they may not actually buy into it, if local pedagogical approaches and expectations differ significantly from those of the author.

Part 4 - Materials for Language Learning and Skills Development

Chapter 16. Materials for developing reading skills
- by Claudia Saraceni

Part 4 is particularly meaty and it was difficult to choose a chapter, but I particularly appreciated this one for its structure and practicality which is closely linked with theory. Saraceni starts by acknowledging the vital role that reading plays in language learning but questions the activities that accompany readings in coursebooks, saying that they are 'heavily influenced by assessment needs' (p. 233) and notes that there 'seems to be a mismatch between theoretical, research-driven principles related to the process of reading and their more practical applications in language teaching and learning' (p. 233).

She explores a list of issues in reading, such as interaction between the reader, writer and text, different types of reader response, and an examination of reading skills and strategies.

Then she looks at a few examples of common reading activity-types we find in materials and some of the limitations of these, particularly the superficiality they call for in terms of reading and the lack of space for different interpretations. She points out that text-types can vary enormously but they 'are often approached in similar ways, irrespective of the text type' (p. 239) and concludes that 'developments in language teaching methodology and research in reading and reading skills and strategies do not seem to have had much impact on materials' (p. 240). And she even warns that some common types of comprehension activities that focus on a narrow form of decoding, for example, may have a detrimental effect of the acquisition of reading fluency skills.

Saraceni then provides some interesting practical ideas that encourage learners to offer their own interpretations of a text rather than merely trying to give the one possible correct answer.

Part 5 - Materials Evaluation and Adaptation

Chapter 19 - Approaches to materials adaptation
- by Hitomi Masuhara

I chose this chapter because previous chapters had confirmed my own feelings that in order to be able to use materials effectively, adaptation is a key skill that teachers need to be trained in. I hoped for detailed ideas on how to support teachers in the adaptation process.

The chapter starts with a definition of materials adaptation: 'Changing materials to ensure a better fit for the learning context' (p. 277) which sounds a worthy goal but then it was interesting to read that 'textbook adaptation can be a potential threat to achieving educational goals' (p. 278). This is elaborated upon later when Masuhara explains teachers often use a ' pick-and-mix' approach and this 'could potentially lead to a lack of principled coherence of objectives, methodology and theoretical validity in terms of language acquisition' (p. 279) It was also interesting, but perhaps not surprising, to read that 'Negative washback from the exam system ... is one of the most influential determiners of how teachers adapt material'(p. 283).

I was pleased to see a section on small-scale adaptation for everyday teaching but was a little disappointed not to see some of the 'minor adaptations which can have a major effect' (p. 286) enumerated here, at least not in enough detail for a teacher to follow, although there were references to sources of these.

Part 6 -Materials for Specific Contexts

Chapter 21 - Versioning coursebooks
- by Heather Buchanan and Julie Norton

I chose this chapter amongst many other interesting ones in this part because very little has been written about versioning. It proved informative and thought provoking.

Versioning is described as a 'more formal approach to coursebook adaptation for specific contexts' (p. 307) and in this chapter there is a strong focus on addressing issues of cultural appropriacy, particularly in the Middle East region.

The chapter focuses on three areas: the process of versioning global coursebooks, the roles of different stakeholders and the types of changes that take place. The latter includes language, methodology, cultural content and design. The authors identify three types of versioning: market versioning where material is adapted for a particular culture, customer versioning which involves making adaptations based on the requirements of a particular organisation, such as a chain of private schools, and cosmetic versioning which usually only involves changing the cover or title.

The authors highlight 'the tension between materials as educational resources and materials as commercial products' (p. 308) and this is a recurring and fascinating theme. It also leads on to the question of authors' responses to the compromises they are willing to make, especially when it comes to questions of human rights.

By way of exploration of the critical issues inherent in versioning, Buchanan and Norton compare four lessons in an original global coursebook with those in a version produced for the Middle East. This exemplification makes the following discussion much more tangible.

In conclusion, the authors call for more collaboration between stakeholders, training of local versioners and editors, involvement of learners in the process and digital materials which can offer different options.

Part 7 - Materials Development and Technology

Chapter 27 - Developing blended learning materials
- by Sharon Hartle

After an overview of blended learning, Hartle calls for online and f2f (face-to-face) work to complement each other, neither being better in themselves but each having advantages for specific aims and activities. So later in the chapter she aims to help teachers/writers choose where each can most effectively be used and she provides a useful table (p. 405) of the strengths of both the online and f2f affordances. She warns against using digital just for the sake of novelty.

Hartle points out that the boundaries between online and f2f, as well as between tasks and materials, are often quite indistinct nowadays. The use of interactive tools such as Padlet and blogs, mean that learners can be creating their own material as part of tasks, both in and out of the classroom. She claims 'the development of materials can no longer be considered as creating discrete objects but rather as developing a framework for the flow of the blended learning process itself' (p. 404).

She illustrates the process of designing a blended course including establishing aims, collecting a suitable variety of activities to achieve the aim, deciding which should be f2f and which online, then finding the best ways to exploit the affordances of each mode. She finally concludes that blended learning 'is fundamentally about reflecting the norms of communication that are prevalent in our world to optimise learning' (p. 409).

Part 8 - Developing Materials for Publication

Chapter 30 - How do writers write?
- by Antonia Clare and J.J .Wilson

This is a highly readable and rich chapter which gives us an insight into the working processes and issues facing very successful materials writers.

The chapter starts with a list of issues and changes in materials writing that Clare and Wilson have noticed in the past 20 years. These include increased focus on authenticity and on lexical chunks for example and, very interestingly, new ways of working as a materials writer in a much more publisher-led environment which relies on large teams of writers.

They then set out six critical issues (homogeneity, topicality, authenticity, measurability, consistency and the relationship between theory and practice) and discuss the implications of these for today's writers who are also trying to create original and cutting-edge materials. One element I found particularly interesting here was the idea of 'voice' of the writers in the materials and how this can get lost in a large team.

In the recommendations for practice section, I found some very practical and insightful ideas, particularly how Clare and Wilson get inspired by the world around them for new topics and texts, or at least new angles on them. They also discuss the actual process of writing with a partner, explaining that they each write different units and then swap them for editing and to suggest changes, so that they are both aware of the content and style of each lesson to maintain coherence.

As many other contributors to this volume have suggested, they feel that materials writing is moving in the direction of more locally-produced, context-specific materials and that digital advances should open up some new exciting ways of working involving teachers and learners more in materials development.

Part 9 - Professional Development and Materials Writing

Chapter 32 - Making the materials writing leap: Scaffolding the journey from teacher to teacher-writer
- by Jane Spiro

Although this chapter was not exactly what I was expecting - the title implied a more step-by-step process for teachers who wanted to move into materials writing - it did contain some interesting ideas. Spiro points out that 'the published materials writer is required to 'graduate' from her own classroom and write for an audience less known, more generic, and defined as much by the marketing team as by the language teaching team' (p. 475). To address this journey, she first reviews some of the challenges facing materials writers, many of which echo other writers in this volume.

She provides some practical questions for teacher-writers to ask themselves about their work, questions about language of rubrics, level of activities, cultural appropriacy, etc. Some of these ideas are then expanded upon in recommendations for practice where she focuses on defining one's audience, researching existing materials to avoid reinventing the wheel, being up-to-date with current thinking in the specific field, and how teachers can work with others to refine their materials. This section includes some very thought-provoking observations from real-life, including learners who prefer not to have characters from their own culture in materials as they want to be transported to other contexts. The final recommendation is a very practical one - being prepared for not only revision but also compromise, the latter being another recurring theme in this volume. Spiro includes some rather galling examples of compromises writers have had to make, such as the female character in a text whose aim of becoming a doctor was changed to nurse, as the editor felt that would be more 'culturally appropriate' (p. 484).

Conclusion

Overall, the book is a very rich resource with many recurring themes such as the extent to which materials are informed by theory and how commercial aspects are sometimes an obstacle to this. Many authors call for more empirical research and more training for teachers in the use of materials, particularly adaptation for specific contexts. The rise of digital media has rather pulled the carpet from under traditional materials production and maybe we are moving towards teachers and learners being more involved in materials creation without diminishing the expertise of writers and publishers.

It was wonderful to read from such a great range of contributors in terms of different angles, gender and contexts. At times I would have appreciated more applicable and practical ideas and perhaps a short commentary at the end of each part would have pulled threads together, highlighting agreements and controversies. But all in all, I found this an inspiring and rather hopeful book that made me excited for the future of materials development.

About the reviewer:

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Services	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, business); material for EAP and material for low-level adult learners. Materials and wrokshops for teacher training and material reviewing and proofreading Materials for MFL (French and German).
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:: ESLai.com

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Services	Over 20 years' ELT experience, including: Coursebook and supplementary teaching materials design for young learners, CLIL, adult general English, academic English. Course and materials design for teacher training (pre- and inset, e.g. CELT-P/YL, tertiary level, certificate level, in-house). Articles, chapters and reviews on various aspects of TEYL and Teacher Education.
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Services	Development and copy-editing, proofreading – both print and digital (experience at all levels – adult, secondary and YLs; fully conversant with digital authoring/editing systems). Lexicography and glossary writing (fully conversant with IPA). Materials writing – reference and practice. Over 20 years' experience.
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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
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Services	Freelance EFL writer, published IELTA Reading for DELTA, 2 coursebooks for teenagers in Sweden (Pioneer), Teen Talent coursebook for Helen Doron, 5 titles in Heinemann's Rapid Reader series, 15 graded readers, stories accompanying coursebooks (Go For it, Notting Hill, Bayswater). Mix and Match (for Liber), mis of audio and comprehension exercises. Online work for e.learning programs (MagNet), ebooks in epub, and ibook format. Teacher trainer for ISP and for the British Council in Cyprus, Czech Republic and Latvia.
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Services	Offering a fully qualified and experienced copy-editing and proofreading service to academics, ESL writers, writers with specific learning needs and general texts for publication and post-graduate examination: Recent and current clients: Routledge, Ashgate, IB Tauris, CUP; Literary Encyclopedia; 'Women: A Cultural Review'; 'Journal of Latin America and Caribbean Anthropology'; academics at universities including Auburn, Cambridge, Cape Town, Dundee, Essex, Exeter, Groningen, London, Melbourne, Monash, Oxford, Portland, Stanford, Stony Brook, Sydney, Tokyo and West Georgia.
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:: Tomlinson, Brian

Qualifications	BA English, PGCE, MA ESL, PhD Applied Linguistics; Founder and President of MATSDA, Member of English Advisory Group for the British Council Services.
Services	Curriculum development, materials development, materials development training, teacher development, test development. Recent clients include the British Council, Disney Publications, The University of Hong Kong, the University of Hue, the International Islamic University, Kuala Lumpur, the International Graduate School of English, Seoul, and Marshall Cavendish, Singapore.
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Services	Writing EFL/ESP course books, answer keys, teacher guides, materials (digital/print) across all skills; proofreading, art selection, art brief writing, matching materials to CEFR language objectives for post-secondary audiences in Europe and the U.S., with a focus on task-based activities, and using authentic sources when possible.
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Services	Freelance ELT specialist in military, EAP and ESP materials development. Publishers include Royal Air Force of Oman, Pearson ELT and Garnet Education. Teacher trainer covering areas of materials development face-to-face and online delivered using academic / pedagogic presentations and practical workshops. Proofreading and copy editing of academic papers / theses.
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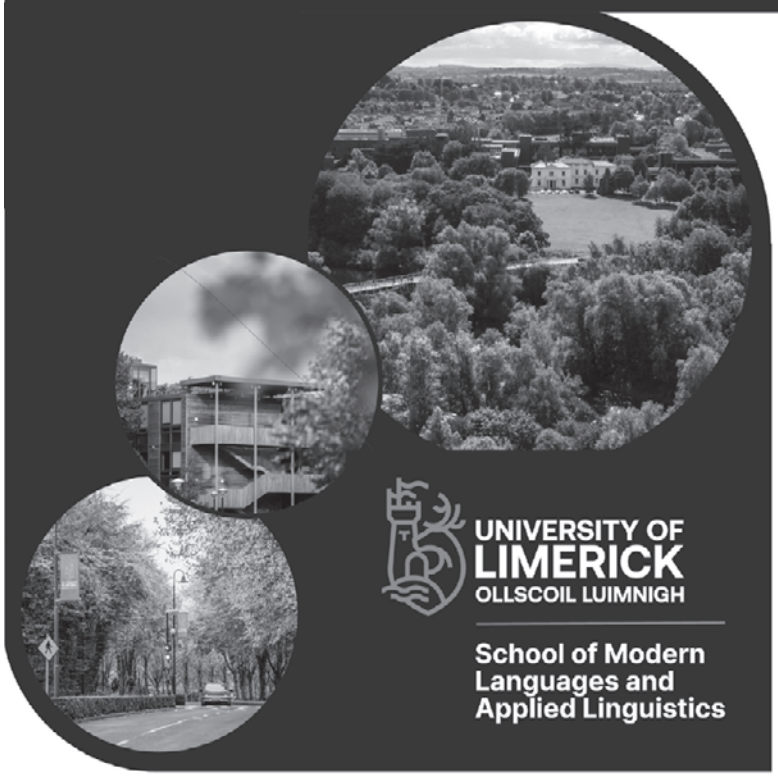
INTERNATIONAL STRUCTURED PHD IN ARTS AND HUMANITIES



The University of Limerick undertakes programmes of education and research to doctorate level in the following areas: business, computing, dance, education, engineering, humanities, mathematics, music, social science and science. The extensive modern campus of the University is located on the banks of the River Shannon at the heart of the 640 acre National Technological Park, approximately 3 miles from the centre of Limerick city. The University has excellent educational, cultural, sporting and residential facilities and accommodates some 13,000 students.

Introduction

The International Structured PhD (ISPhD) in Arts & Humanities at the University of Limerick is an innovative, interdisciplinary programme that has been designed to enable international students to undertake and successfully complete a research dissertation at PhD level, and at the same time, develop the theoretical and practical knowledge and skills required of teaching professionals in the English medium instruction (EMI) Higher Education context.

The programme has been designed to facilitate the successful academic, cultural and social transition of international students to the University Limerick and to the local community and Ireland and features supports such as academic writing workshops and guided dissertation writing, academic and general English preparation, a research methods winter school and integrated master classes, an intercultural summer school, an international buddy scheme and a wide range of social and cultural resources and events.

Structure

This programme comprises: 1) a taught component worth a total 75 credits; and, 2) a PhD research component worth a total of 270 credits, making an overall total of total 345 credits, and is structured as follows:

Part 1. Taught component (total of 75 credits)
English Medium Instruction (General and Transferable Skills Studies)

Part 2. PhD research and dissertation component (total of 270 credits)
Completion of a 60,00 to 80,000-word dissertation (in line with standard UL policy) followed by Viva Voce (in line with standard UL policy)

Careers

This programme has been designed to enable academics to develop careers as lecturers and researchers in Higher Education contexts where English is used as the medium of instruction, or where this development is being planned for, and it offers guidance in continuous professional development with careers in academia in mind.

Entrance Requirements

The language requirement for this programme is an overall score of 6.5 in the IELTS examination with a minimum of 6.5 scored for the written component of the examination, or an equivalent examination grade, as recognised by the University of Limerick.

Applications

Applications are made through the University of Limerick Graduate School.
Apply online at: www.ul.ie/gps/
Contact: postgradadmissions@ul.ie
Telephone: +353-(0)61-234377

Further Information

Applicants who wish to discuss detailed elements of the programme may contact the Course Director: Dr Angela Farrell, School of Modern Languages & Applied Linguistics

Email: Angela.Farrell@ul.ie

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