



CAMBRIDGE

Language Teaching Library

# Materials Development in Language Teaching

Second Edition

Edited by  
Brian Tomlinson

## **Glossary of basic terms for materials development in language teaching**

Brian Tomlinson

Reading assignment:

Choose **three** of the topics from the glossary that you are interested in.

From your own experience as a teacher or as a learner, or from online research, find more details and examples. Refer to specific examples you have seen, experienced, or used in Korea if possible.

Write about a paragraph for each topic.

Refer to content in the reading, your own opinions, and your experiences.

## Tasks

These are activities in which the learners are asked to use the target language in order to achieve a particular outcome within a particular context.

- solving a problem
- planning a meeting
- selecting candidates for an interview



**Tasks** have an outcome that is not linguistic

## **Authentic task** (or real world task)

A task which involves learners in using language in a way that replicates its use in the 'real world' outside the language classroom.

Filling in blanks, changing verbs from the simple past to the simple present and completing substitution tables are, therefore, not authentic tasks.

Examples of authentic tasks would be answering a letter addressed to the learner or comparing various holiday brochures in order to decide where to go for a holiday.

Name: \_\_\_\_\_

**Complete the Sentence**

Use the words in the list below to complete the sentence

Created on TheTeachersCorner.net Fill-in-the-Blank Maker

you May went This too will was us They April

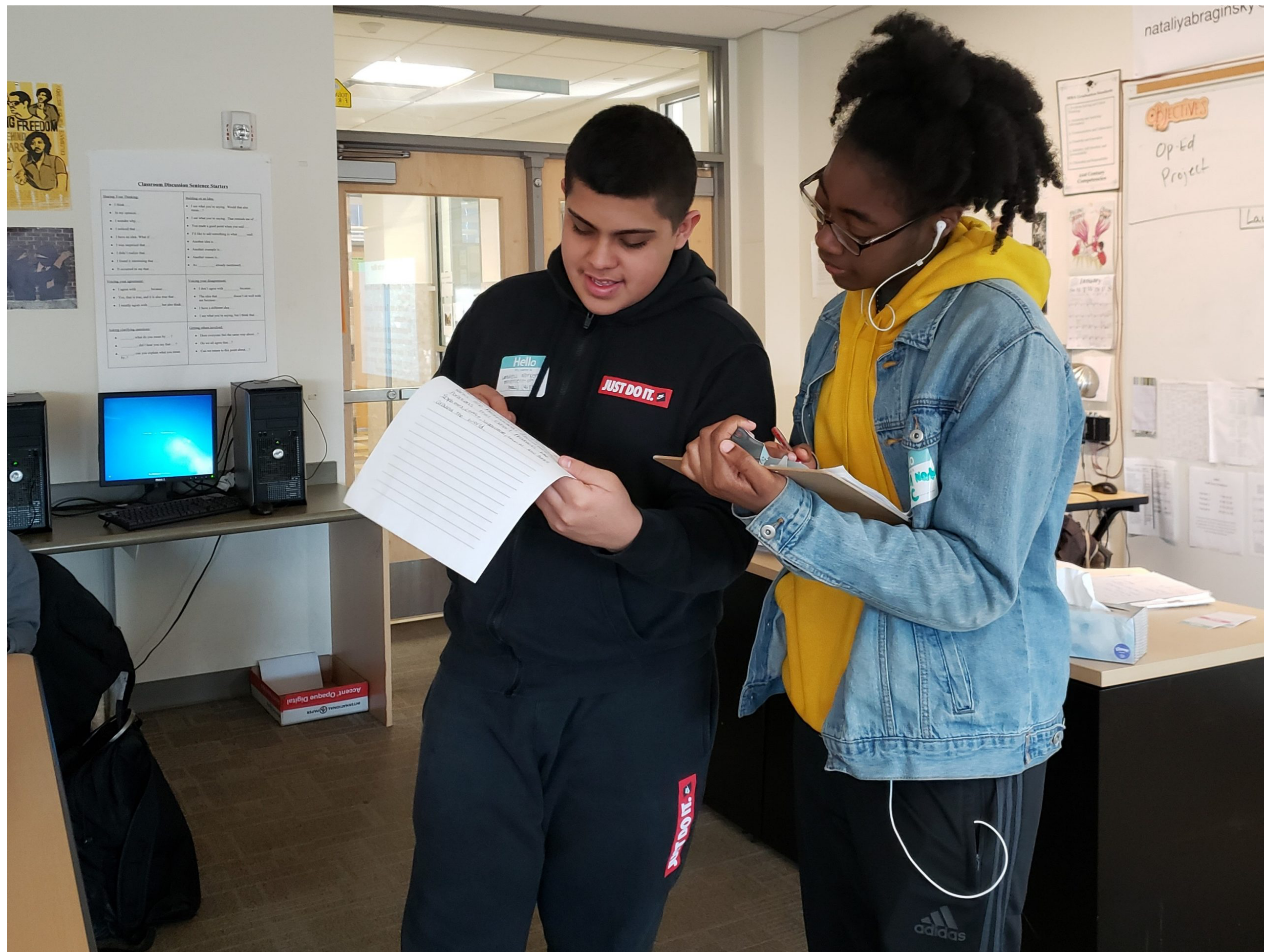
1. Yesterday I \_\_\_\_\_ cooking a cake.
2. We are in the month of \_\_\_\_\_ .
3. Can you give \_\_\_\_\_ some ice-cream?
4. \_\_\_\_\_ are my friends.
5. We celebrate Mother's day on \_\_\_\_\_ .
6. \_\_\_\_\_ is my pencil.
7. Last year I \_\_\_\_\_ to the beach.
8. I \_\_\_\_\_ finish my work.
9. I have a gift for \_\_\_\_\_ .
10. I love you \_\_\_\_\_ !

**Not an authentic task**



**This is an authentic task**





**This is an authentic task**

The girl works in a bank and the boy wants to open a bank account.



**This is an authentic task**

They are practicing job interviews.

## **Pedagogic task**

A task which does not replicate a real world task but which is designed to facilitate the learning of language and skills which would be useful in a real world task.

- Completing one half of a dialogue
- Filling in the blanks in a story
- Reproduce a diagram which only one member of the group has seen

# YOU ARE STRANDED ON A DESERTED ISLAND, YOU CAN CHOOSE 4 OF THE FOLLOWING...



TARP



SUNSCREEN



TOILET PAPER



POT



IPOD



HIKING BOOTS



HAND SAW



FLARE GUN



INFLATABLE RAFT



FLASHLIGHT



INSECT REPELLENT



HAMMOCK



COMPASS



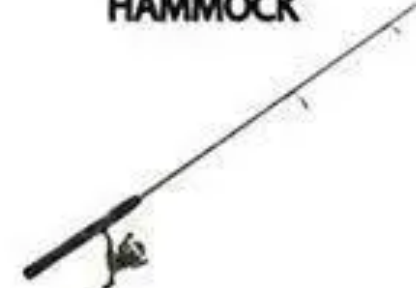
MIRROR



VITAMINS



WATER PURIFIER



FISHING ROD



ROPE



HUNTING RIFLE



5 OUNCES OF WEED



FIRST AID KIT



TENT



KNIFE



MATCHES



VOLLEYBALL

Pedagogic task

# Text

Any extended sample of a language.

A text can be written (reading) or spoken (listening).

- a poem
- a newspaper article
- a passage about pollution
- a song
- a film
- a live conversation
- an extract from a novel or play
- a scripted dialogue
- a speech by a politician



## Tip for choosing texts:

Think about our real life and interests.

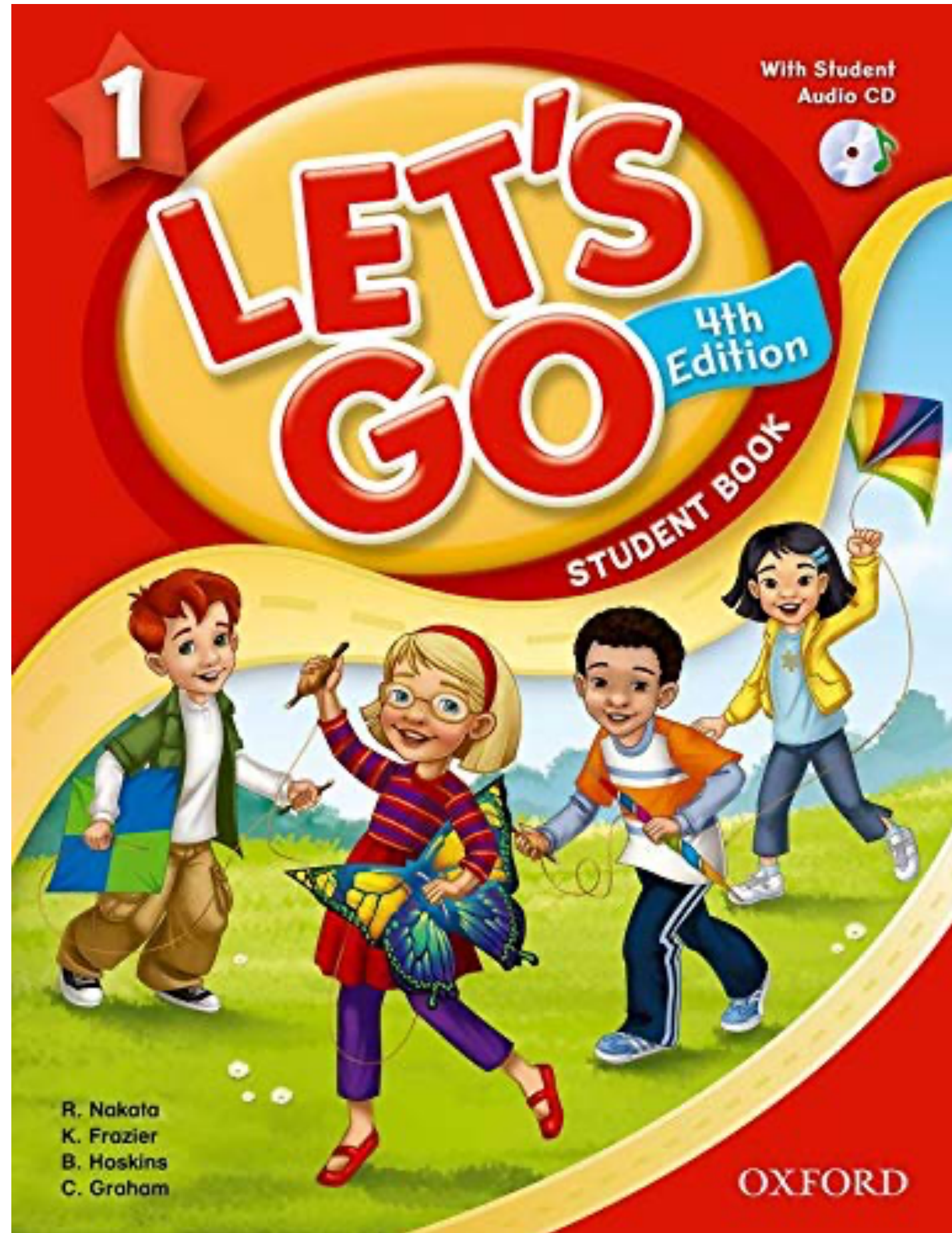
Analyze the language content of the text.

## **Authentic text**

A text which is not created for language-teaching purposes.

A newspaper article, a rock song, a novel, a radio interview, instructions on how to play a game and a traditional fairy story are examples of authentic texts.

A text written to show reported speech and a simplified story book are not authentic texts.



**Not an authentic text**





# VOGUE

JUNE

The cover of Vogue magazine for June. The main headline is 'Summer's rich mix' with a photo of a woman in a black dress. Below it is a 'fashion' section with various articles and a 'COVER LOOK' featuring a woman in a white dress. The cover also includes a 'POINT OF VIEW' section and a 'Vogue's index'.

A YouTube video player showing a compilation of tiny food videos. The main video is 'Real MINIATURE Food and Tiny Cooking You Can Eat' by SSSniperWolf, with 13,241,739 views and 378K likes. The video player includes a progress bar, volume control, and a list of related videos such as 'It All Started When My Mom Met My Dad (Tik Tok Compilation)', 'Reacting To Tik Toks That Are Actually FUNNY 2', 'Worst Siblings EVER', and 'People Having A BAD Day'.

These are authentic texts

## **Communicative approaches**

Approaches to language teaching which aim to develop communicative competence (i.e. the ability to use the language effectively for communication).

A **weak communicative approach** includes overt teaching of language forms and functions.

A **strong communicative approach** provides learners with practice and experience of using language as the main means of learning to use the language.

## **1. Warm up**

- **2. Vocabulary activity**

- **3. Drilling**

- **4. Worksheet**

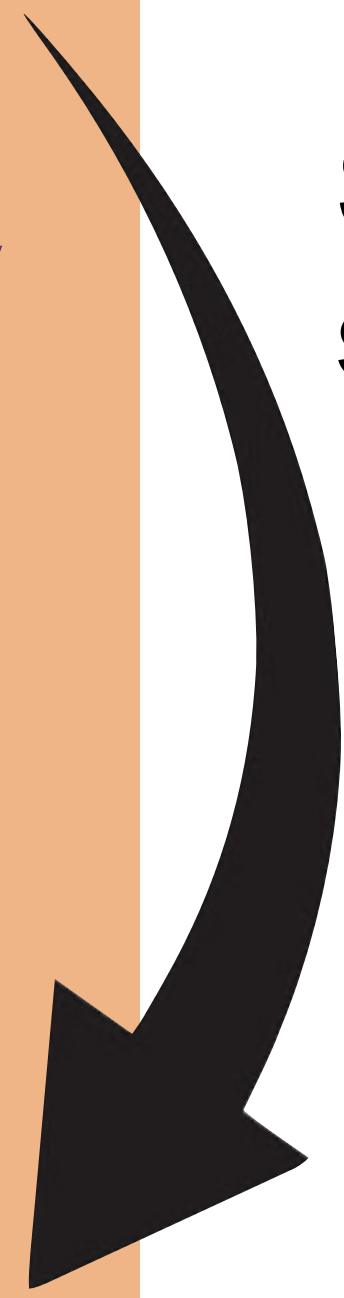
- **5. Reading a dialog**

**6. Main activity**

**Weak CLT**

1. Warm up
- 2. Vocabulary activity
- 3. Drilling
- 4. Worksheet
- 5. Reading a dialog
6. Main activity

**Skips scaffolding**



**Strong CLT**

## **Language practice**

Activities which involve repetition of the same language point or skill, controlled by the framework of the activity.

## **Language use**

Activities which involve the production of language in order to communicate.

**Joy:** Hey Elle, where are you going?

**Elle:** I am going to the **department store**. I want to buy a toy and some candy.

**Joy:** **How much** money do you have?

**Elle:** I have 10 dollars.

**Joy:** Are you going to buy a lot of candy?

**Elle:** Yes, I am. I want to **share** my candy with you.

**Joy:** I like you Elle. You are **nice**.



- ❖ What things can you share with your friends?
- ❖ Who do you share things with?
- ❖ What can you buy at the department store?

**Make sentences: I am going to the \_\_\_\_\_.**  
**I want to \_\_\_\_\_.**

## Language practice



## **Language use**

These students are showing family photos.

## **Lexical chunks**

These are phrases in which a group of words are used with only one meaning (e.g. 'have no option but').

They can be fixed terms in which the words never change (e.g. 'at the end of the day')

or they elements can change (e.g. 'All the best for the future/next week/exam/interview', etc.).



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## **Stalling devices**

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What I mean is  
As a matter of fact  
I know what you mean  
At the end of the day  
I'm not entirely sure  
Let's put it this way  
To be honest with you  
What I'm trying to say is  
Let me think/see

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## **Lexical chunks**

See also **Lexical Approach**

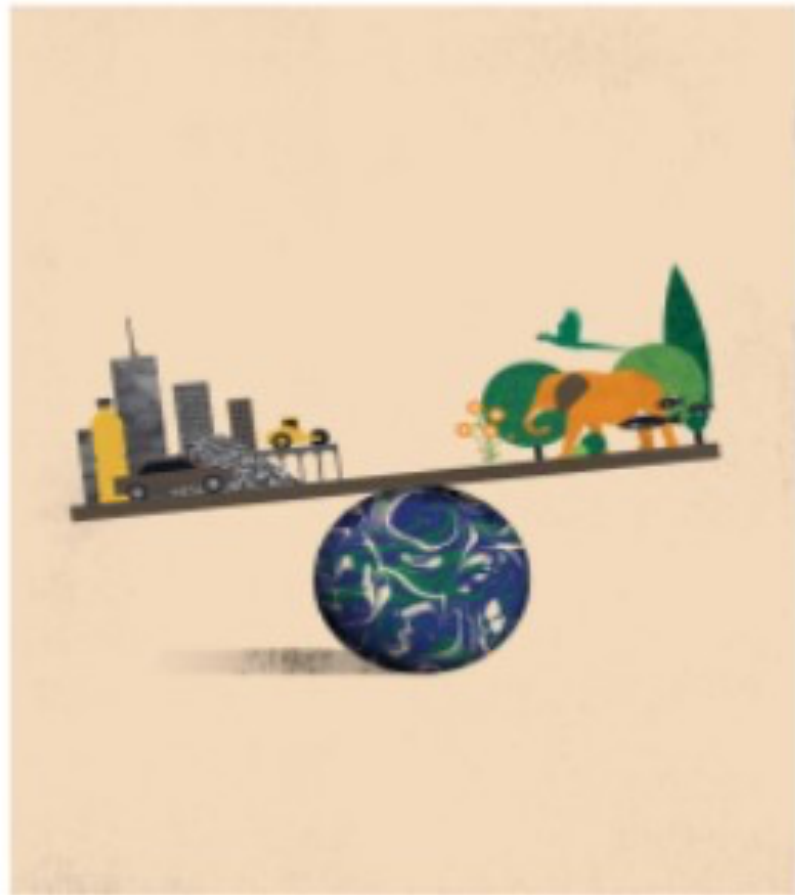
## **Materials adaptation**

Making changes to materials in order to improve them or to make them more suitable for a particular type of learner. Adaptation can include reducing, adding, omitting, modifying and supplementing.

## **Materials evaluation**

The systematic appraisal of the value of materials in relation to their objectives and to the objectives of the learners using them.

In a startling sign of the impact that humans are having on our planet, a study published recently estimates that 2020 marks the point when human-made materials outweigh the total mass of Earth's living biomass.



Scientists at Israel's Weizmann Institute of Science found that the total mass of human-made materials—such as concrete, steel and asphalt—has increased rapidly since 1900. Back then, it made up the equivalent of just 3% of the mass of living biomass—plants, animals and microorganisms. However, as humans have constructed more buildings, roads, structures and objects over the last 120 years, the mass of human-produced materials has grown from less than 0.1 teratonnes to roughly 1 teratonne (1 trillion tonnes), the study, published in the journal *Nature* estimates.

Meanwhile, humans have been steadily reducing the amount of plant biomass on Earth. This has happened through thousands of years of land-use, like cutting down trees to plant fields and to raise livestock. Today, according to the study, all the living plants on Earth weigh roughly 1 teratonne, half of what they did when the agricultural revolution began 12,000 years ago.

## Materials adaptation

## Textbook Evaluation Checklist

Reviewer's Name: \_\_\_\_\_

### Part 1: General Information

Title:	Copyright date:
Author(s):	Cost (student edition):
Publisher(s):	Subject:

### Part 2: Organization/Format

Organizational feature	3 fully evident	2 mostly evident	1 partially evident	0 little or no evidence
Textbook provides a useful table of contents, glossary & index				
Layout is consistent and chapters are arranged logically				
Chapters contain clear and comprehensive introductions and summaries				
Textbook contains references, bibliography and resources				
Information is accurate & current				
Reading level is appropriate for age/grade				
Size and format of print is appropriate				
Format is visually appealing & interesting				
Other (please specify)				

# Materials evaluation

# PPP

An approach to teaching language items and a lesson planning framework which follows this sequence:

1. Presentation of the item
2. Practice of the item
3. Production of the item



**PPP** is often teacher-centered

# If you have any questions, let me know!

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See [pedagogic task](#).

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