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#### WHAT ARE MATERIALS?

Materials are “anything which can be used to facilitate the learning of a language, including coursebooks, videos, graded readers, flash cards, games, websites and mobile phone interactions” (Tomlinson, 2012, p. 143). They can be “informative (informing the learner about the target language), instructional (guiding the learner in practising the language), experiential (providing the learner with experience of the language in use), eliciting (encouraging the learner to use the language) and exploratory (helping the learner to make discoveries about the language)” (Tomlinson, 2012, p. 143). Ideally materials should be developed for learning rather than for teaching and they should perform all the functions specified above.

#### WHAT IS MATERIALS DEVELOPMENT?

Materials development is a practical undertaking involving the production, evaluation, adaptation and exploitation of materials intended to facilitate language acquisition

## The Framework of Materials and Methods

### 1.1 Introduction: Setting the Scene

(Graddol (2006: 22), in his study of global trends surrounding English, com-

## Reading assignment:

The framework of materials and methods includes:

- context (Figure 1.1)
- setting
- syllabus
- learners
- language organization of the syllabus (Figure 1.2)

## Task:

Examine a teaching environment you are familiar with or that you expect to teach in the future (for example: English kindergarten, business English classes, private tutoring, TOEIC prep, EFL, EYL, ESP, EAP, CLIL, etc.).

List the characteristics of your learners and of the teaching situation.

Then decide which of these characteristics are more significant. For example, how are your classroom materials selected? What is the goal? To whom are you responsible?

What type of language organization would you choose for the syllabus? For example, you may choose a *situational* type of syllabus for learners that are expecting to use English while they travel.

Finally, what kind of materials would be most suitable for these learners and this context?

Materials are “anything which can be used to facilitate the learning of a language, including coursebooks, videos, graded readers, flash cards, games, websites and mobile phone interactions”

Materials development is...

- production
- evaluation
- adaptation
- use of materials

It is also a field of academic study investigating...

- the principles of design
- procedures of the design
- writing
- implementation
- evaluation
- analysis

## Setting the scene

- English as a Foreign Language (EFL)
- English as a Second Language (ESL)
- English for Young Learners (EYL)
- English for Specific Purposes (ESP)

## Setting the scene

- English as a Foreign Language (EFL)
- English as a Second Language (ESL)
- English for Young Learners (EYL)
- English for Specific Purposes (ESP)
- English for Academic Purposes (EAP)
- Content and Language Integrated Learning (CLIL)



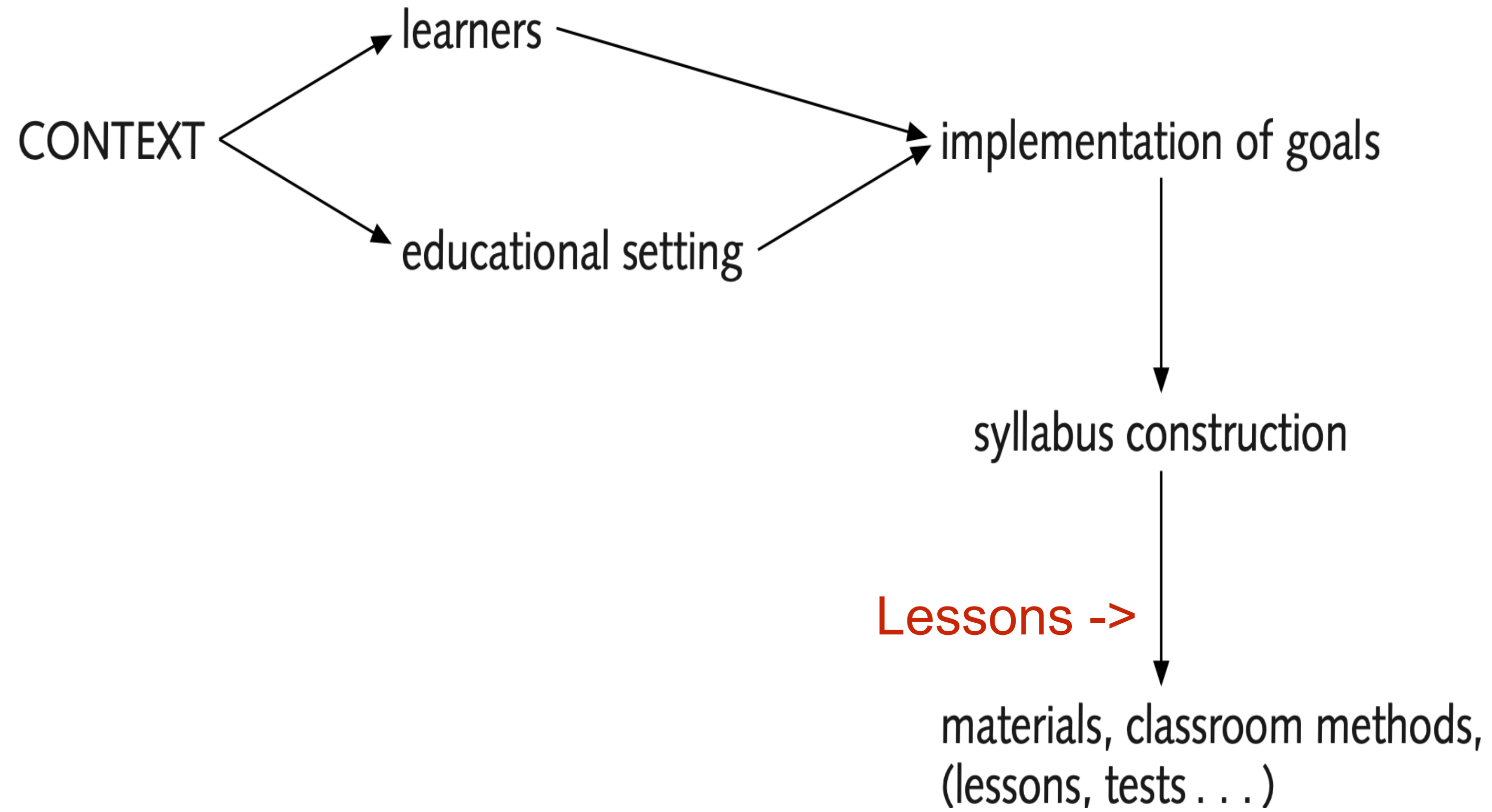


Figure 1.1 The framework of language teaching.

What educational contexts are you familiar with?

# Contexts



# Learners



## Learners

- Age
- Interests
- Proficiency level
- Aptitude (abilities)
- L1
- Academic level
- Attitudes
- Motivation
- Reasons for learning
- Learning styles
- Personality

# Syllabus

## Contents

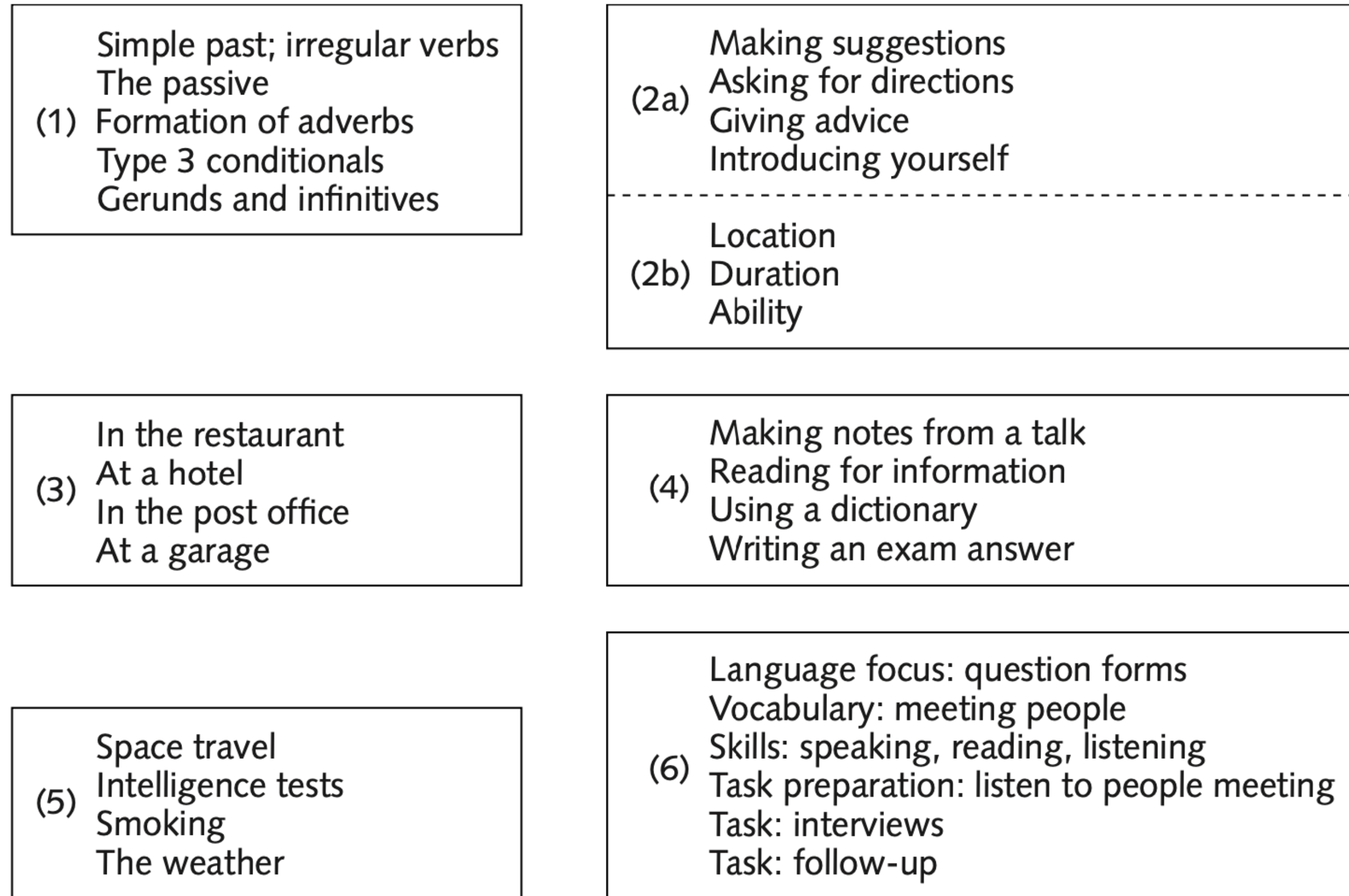
	Vocabulary	Structures	Reading	Listening / Pronunciation	Speaking	Writing	Functions	
<b>5</b> Food p. 63	<b>5a</b> Are you hungry? p. 64	• Food and drink	• Countable and uncountable nouns • a(n)/some	• A dialogue between two teenagers	• A conversation between two friends	• Pairwork	<ul style="list-style-type: none"> <li>Expressing likes and dislikes regarding food</li> <li>Ordering food</li> <li>Making offers</li> <li>Accepting and refusing offers</li> <li>Asking and answering about quantities</li> <li>Discussing food and eating habits</li> </ul>	
	<b>5b</b> Can I take your order? p. 66	• Food and drink	• some/any • would like + noun	• A dialogue: Eddie, Tom and Maria at a fast food restaurant		• Role Play: Waiter/Waitress - Customer		
	<b>5c</b> How much water do you drink? p. 68	• Food and drink • Containers	• How much?/How many?	• A quiz: Healthy Harry or Junk Food Jack?	• A street survey			
	<b>5d</b> It's delicious! p. 70	• Food and drink	• Object personal pronouns	• A magazine article: To eat or not to eat?	• Sounds: /ɔ/, /ɪʒ/	• Pairwork		
	<b>5 Top Skills</b> Eating habits p. 72	• Food and drink		• Two short texts about eating habits	• Three short conversations	• Pairwork		<ul style="list-style-type: none"> <li>Tip: - Paragraphing - Subject, Object Pronouns</li> <li>A short composition about one's eating habits</li> </ul>
	<b>Revision</b> p. 74							
<b>6</b> Celebrations p. 75	<b>6a</b> When's your birthday? p. 76	• Months • Ordinals • Dates		• A magazine article about birthday customs	• A conversation about a party	• Pairwork	<ul style="list-style-type: none"> <li>Asking and answering about dates</li> <li>Discussing current events</li> <li>Describing people's clothes</li> <li>Giving reason</li> <li>Discussing celebrations</li> <li>Distinguishing between habitual actions and current events</li> <li>Discussing the weather</li> <li>Identifying people's jobs</li> </ul>	
	<b>6b</b> Boo! It's Halloween! p. 78	• Clothes	• Present Progressive • Why? / Because...	• A dialogue: Tom, Eddie and Zoe get ready for Halloween	• Sounds: /n/, /ŋ/	• Pairwork		<ul style="list-style-type: none"> <li>Sentences reporting current actions based on visual prompts</li> </ul>
	<b>6c</b> Special Days p. 80	• Celebrations	• Present Simple vs Present Progressive	• A magazine article: Mother's Day, Thanksgiving		• Pairwork		
	<b>6d</b> Let's have fun p. 82	• Jobs		• A magazine article: Red Nose Day	• Three short conversations	• Pairwork		
	<b>6 Top Skills</b> What's the weather like? p. 84	• Weather • Seasons		• An e-mail: New Year's preparations	• Part of a radio show about a festival	• Pairwork		<ul style="list-style-type: none"> <li>Tip: Set phrases for letters and e-mails</li> <li>An e-mail to a friend about New Year's</li> </ul>
	<b>Revision</b> p. 86							
<b>Culture page 3: May Day and Halloween p. 87 - Song 3: Come on, get ready p. 88</b>								
<b>7</b> Vacation p. 89	<b>7a</b> Out and about p. 90	• Geographical features	• Past Simple (affirmative) (regular + irregular verbs) • Time expressions	• Two postcards from Yellowstone National Park	• -ed endings: /t/, /d/, /ɪd/	• Pairwork	<ul style="list-style-type: none"> <li>Discussing activities in the past</li> <li>Discussing a vacation</li> <li>Describing feelings</li> <li>Narrating a story</li> <li>Discussing past situations/accidents</li> <li>Understanding sequence</li> </ul>	
	<b>7b</b> A picnic in the park p. 92	• Vacation activities	• Past Simple (negative, questions)	• A dialogue: Tom and Eddie talk about a day trip in the past		• Pairwork		<ul style="list-style-type: none"> <li>A short paragraph about a trip one went on</li> </ul>
	<b>7c</b> What happened? p. 94	• Adjectives describing people	• Past Simple of the verb <i>to be</i> • Time expressions	• A newspaper article: My jacket saved my life	• A conversation between two friends	• Pairwork		
	<b>7d</b> Now and then p. 96	• Means of transportation • Years	• by + means of transportation • in + years	• A magazine article: Seaside vacations in the past	• A conversation about a vacation	• Pairwork		
	<b>7 Top Skills</b> A camping trip p. 98	• Camping equipment		• A story	• Three short monologues about camping	• Pairwork		<ul style="list-style-type: none"> <li>Tip: Linking words (but, so, because)</li> <li>A story based on visual prompts</li> </ul>
	<b>Revision</b> p. 100							
<b>8</b> Our world p. 101	<b>8a</b> A trip to Europe p. 102		• Future <i>be going to</i> • Present Progressive with future meaning • Time expressions		• A conversation between two friends about a future trip	• Pairwork	<ul style="list-style-type: none"> <li>Discussing future plans and arrangements</li> <li>Expressing obligation and prohibition</li> <li>Making predictions and on-the-spot decisions</li> <li>Making comparisons</li> <li>Understanding information about countries</li> </ul>	
	<b>8b</b> Project Asia p. 104	• Points of the compass	• Future <i>will</i> • <i>must/mustn't</i>	• A dialogue: Tom, Eddie and Zoe in a library		• Pairwork		
	<b>8c</b> Visiting Oceania p. 106	• Opposite Adjectives • Numbers: hundreds, thousands, millions	• Comparative forms	• A diary page: A trip to New Zealand	• A quiz show about Australia			
	<b>8d</b> North and South America p. 108	• Text-related words	• Superlative forms	• A feature article: Brazil	• Silent letters	• Pairwork: A quiz about North America		<ul style="list-style-type: none"> <li>A short text describing one's country</li> </ul>
	<b>8 Top Skills</b> Around Africa p. 110	• Vacation activities		• An e-mail: A trip to Egypt	• An advertisement about a trip to Kenya	• Pairwork		<ul style="list-style-type: none"> <li>Tip: Verbs + prepositions</li> <li>An e-mail describing one's summer vacation plans</li> </ul>
	<b>Revision</b> p. 112							
<b>Culture page 4: Scotland p. 113 - Song 4: Around the globe p. 114</b>								

Speaking Section - Pairwork Activities p. 115

Grammar Reference p. 123

Word List p. 131

Irregular Verbs p. 135



**Figure 1.2** Principles of syllabus organization. (Adapted from *Cutting Edge* by Cunningham and Moor, 1999.)

- 1 grammatical or structural
- 2 functional-notional
- 3 situational
- 4 skills-based
- 5 topic-based
- 6 task-based

# Syllabus

## Contents

### Vocabulary

### Structures

### Reading

5	5a Are you hungry? p. 64	• Food and drink	• Countable and uncountable nouns • a(n)/some	• A dialogue between two teenagers
	5b Can I take your order? p. 66	• Food and drink	• some/any	• A dialogue: Eddie, Tom and Maria

## 4 language skills

### Listening / Pronunciation

### Speaking

### Writing

### Functions

• A conversation between two friends	• Pairwork		<ul style="list-style-type: none"> <li>• Expressing likes and dislikes regarding food</li> <li>• Ordering food</li> <li>• Making offers</li> <li>• Accepting and refusing offers</li> <li>• Asking and answering about quantities</li> <li>• Discussing food and eating habits</li> </ul>
	• Role Play: Waiter/Waitress - Customer		
• A street survey			
• Sounds: /g/, /dʒ/	• Pairwork		
• Three short conversations	• Pairwork	<ul style="list-style-type: none"> <li>• Tip: - Paragraphing</li> <li>- Subject, Object Pronouns</li> </ul> <ul style="list-style-type: none"> <li>• A short composition about one's eating habits</li> </ul>	

# Materials framework in action

Where	Who	Why	What
High school	High school Ss	Good grades	Test prep + EAP
Adult academy	Casual learners	General English	Practical + situational
Corporation	Business Ss	Work	Formal English



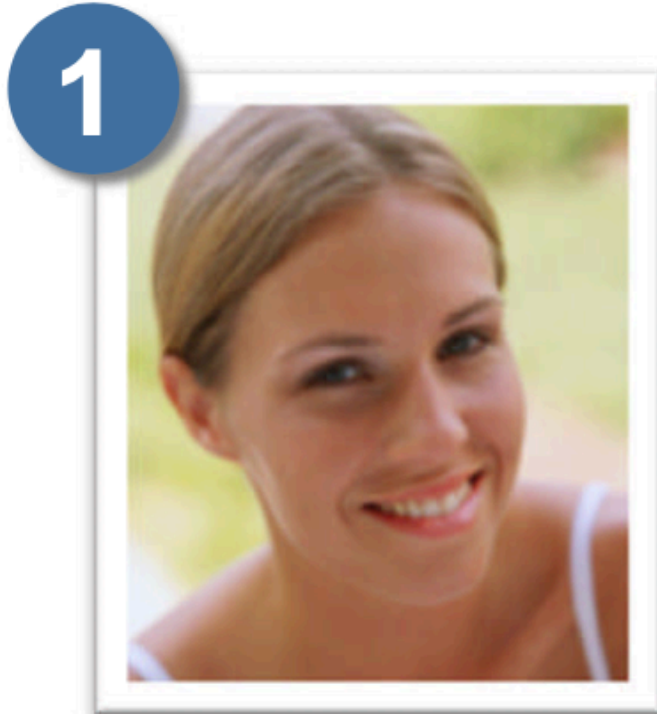
# It's nice to meet you!

## 1 Conversation Practice the conversation below with a partner.

Scene: José and Naoko are students.

**José:** Hello there! It's nice to meet you. My name's José.  
**Naoko:** Hello José. My name's Naoko.  
**José:** Naoko – are you a student?  
**Naoko:** Yes, I am. My teacher is Mr. Roberts.  
**José:** Where are you from?  
**Naoko:** I'm from Japan. How about you?  
**José:** I'm from Madrid, in Spain.

## 2 Writing Practice #1



..... name ..... Sarah.

She ..... from the USA.



..... name ..... Andy.

He ..... from Australia.



..... names ..... Tom and Lucy.

They ..... from Canada.

# Weekend Plans

**1 Warm Up Work with a partner.**

- What do you like to do at the weekend?

**2 Conversation Practice with a partner.**

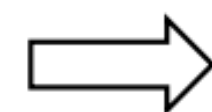


**Scene: Tim is asking Sandra about her plans for the weekend.**

**Tim** Do you have any plans for Saturday?  
**Sandra** No, I don't think so. Why?  
**Tim** Well, would you like to see a movie?  
**Sandra** Sure! What movie would you like to see?  
**Tim** How about 'Hidden Treasure' - I hear it's really good.  
**Sandra** Great! What time would you like to meet?  
**Tim** How about at four o'clock, outside the train station?  
**Sandra** That sounds good. I'll see you then!

**3 Collocation Practice Choose a verb. Add prepositions, if necessary.**

Would you like to



- ..... a movie?
- ..... shopping?
- ..... dinner?
- ..... tennis?