

CAMBRIDGE

Language Teaching Library

Materials Development in Language Teaching

Second Edition

Edited by
Brian Tomlinson

16 principles of (*SLA relevant to*) materials development

1 Materials should achieve impact

Impact is achieved when materials have a noticeable effect on learners, that is when the learners' curiosity, interest and attention are attracted. If this is achieved, there is a better chance that some of the language in the materials will be taken in for processing.

Materials can achieve impact through:

- (a) novelty (e.g. unusual topics, illustrations and activities);
- (b) variety (e.g. breaking up the monotony of a unit routine with an unexpected activity; using many different text-types taken from many different types of sources; using a number of different instructor voices on a CD);
- (c) attractive presentation (e.g. use of attractive colours; lots of white space; use of photographs);
- (d) appealing content (e.g. topics of interest to the target learners; topics which offer the possibility of learning something new; engaging

Reading assignment:

The reading contains 16 basic principles of second language acquisition (SLA) relevant to the development of materials for language teaching.

Choose **two** of the principles that you most agree with and explain why with examples.

Include your teaching or learning experiences, as well as specific examples of materials.

Tomlinson's Introduction (16 features)

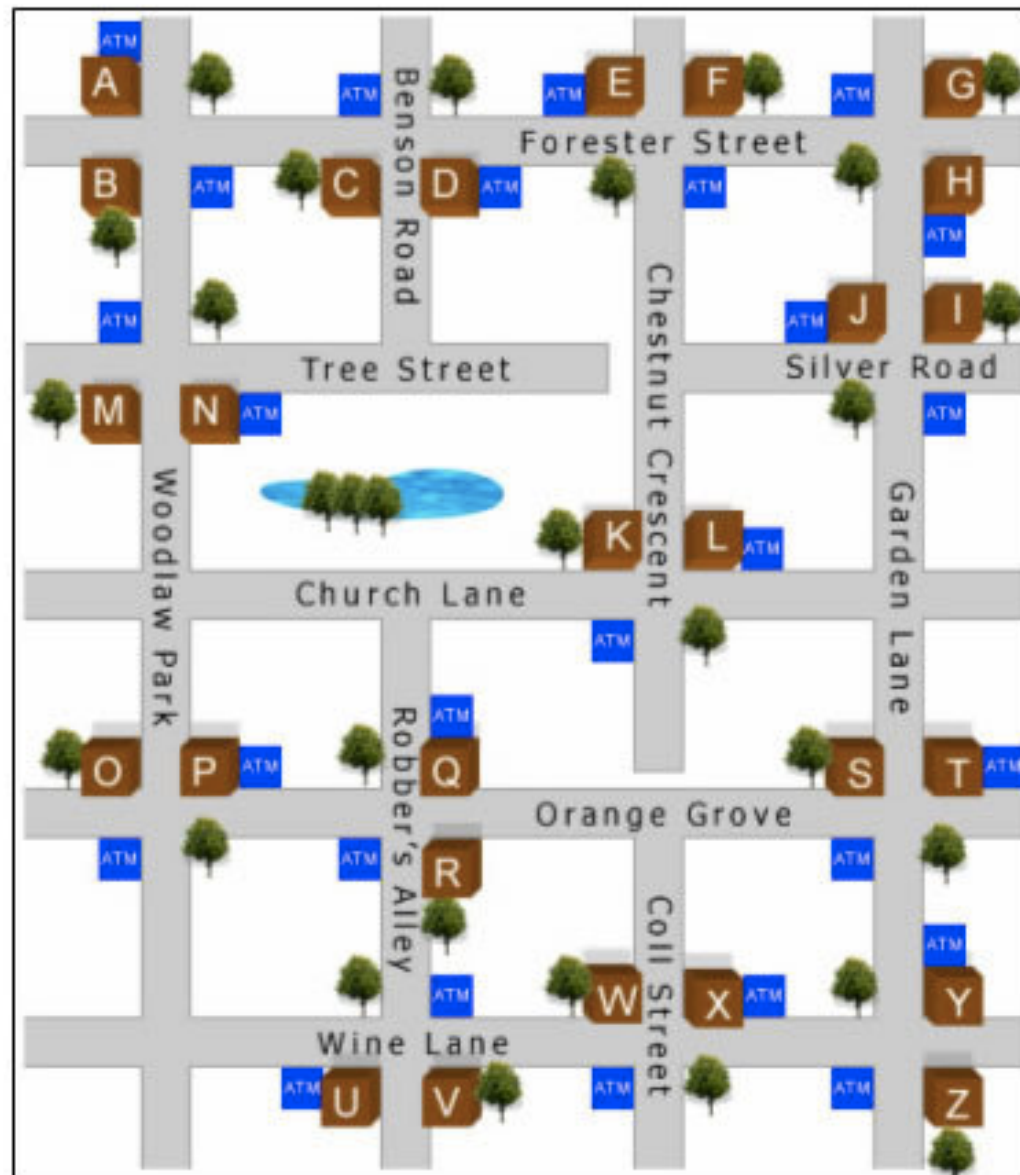
1. Materials should achieve impact



Tomlinson's Introduction (16 features)

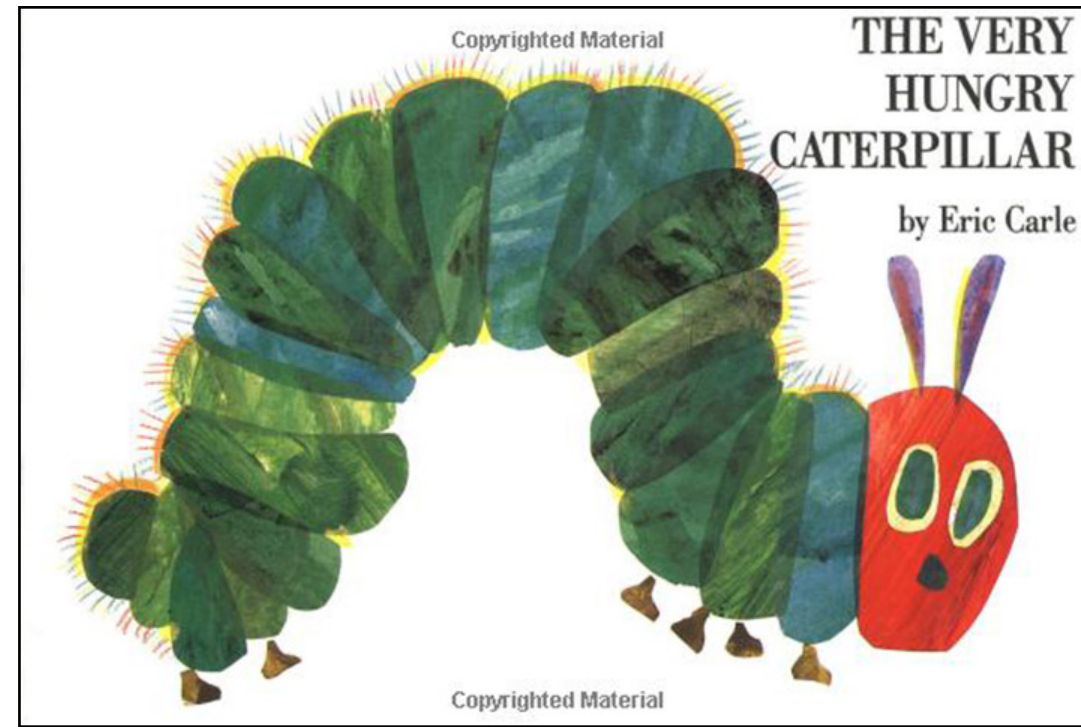
2. Materials should help learners feel at ease

Explore New Town



Buildings key:

A:	High School
B:	Coffee shop
C:	Hospital
D:	Police station
E:	Supermarket
F:	Nightclub
G:	Fire station
H:	Convenience store
I:	Bus station
J:	Swimming pool
K:	Clothes Shop
L:	Offices
M:	Prison
N:	Bar
O:	Chinese restaurant
P:	Cake shop
Q:	Gym
R:	Japanese restaurant
S:	Public toilets
T:	Shopping centre
U:	Pizza parlor
V:	Italian restaurant
W:	Pharmacy
X:	Bank
Y:	Church
Z:	Post office



Listen to the directions for each journey and then write down the place you ended up in.

Journey 1: _____

Journey 2: _____

Journey 3: _____

Journey 4: _____

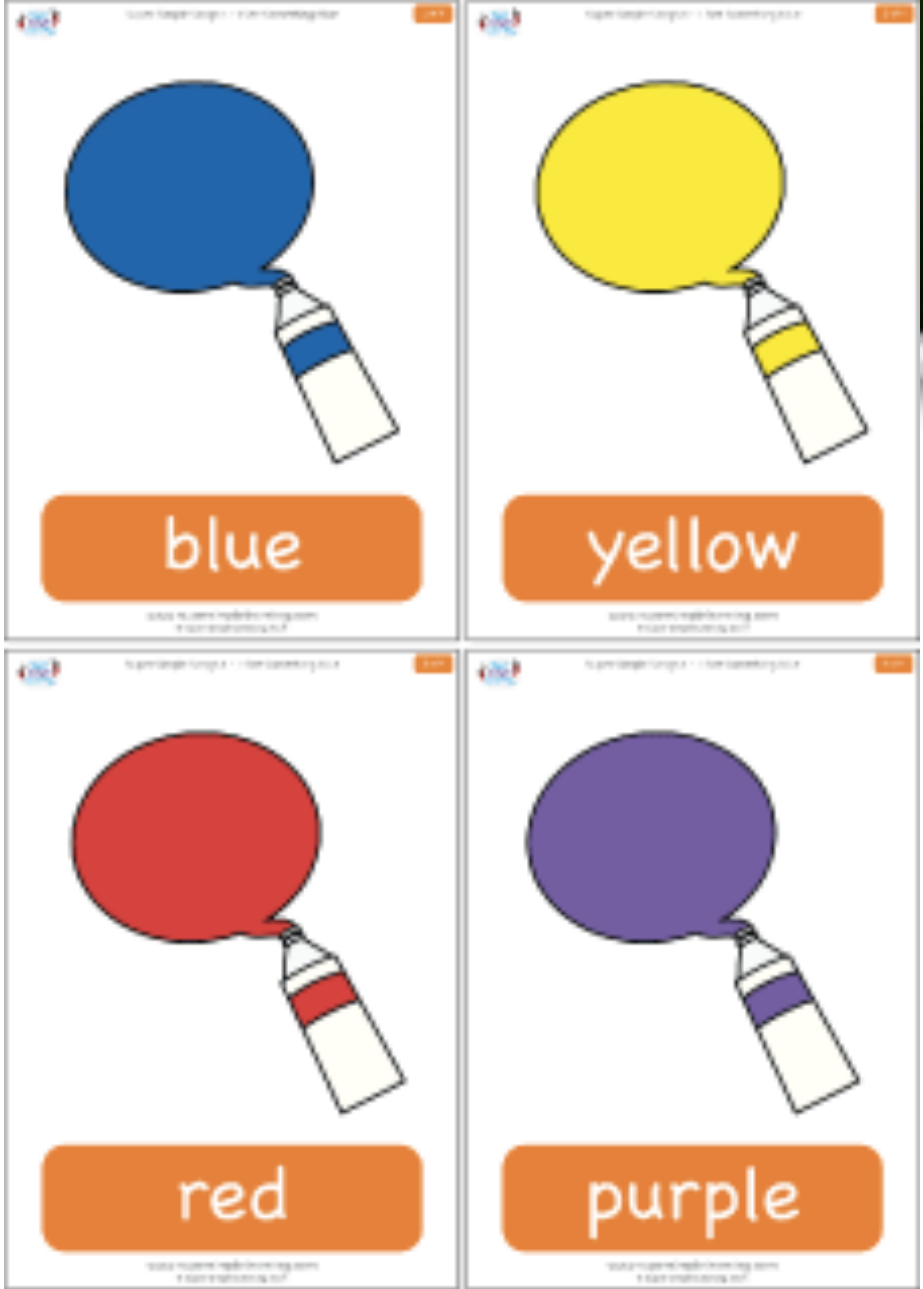
Tomlinson's Introduction (16 features)

Build rapport by sharing aspects of your self ~^^



Tomlinson's Introduction (16 features)

3. Materials should help learners develop confidence



Oxford Graded Readers

Tomlinson's Introduction (16 features)

4. TL should be relevant and useful



- Reduced employee turnover to less than 3 percent within the past year

MAJOR ACCOUNT EXECUTIVE | SALES COMPANY

2007 - 2010 | New York, NY

- Consistently negotiated \$1-\$2 million business plans every year.
- Managed day-to-day operations and developed new business at branch.
- Promoted e-commerce, trade deposits with \$7 million base. Successfully expanded business into South-Asian market.

VOLUNTEER TEACHER | DUVAL CENTER

2006 - 2007 | New York, NY

- Tutored in English as a second language in classrooms of 15.
- Organized fundraiser for school programs which raised more than \$65

SALES MANAGER | BMG DIRECT

2004 - 2006 | New York, NY

- Increased personal productivity 50 percent in two years, from zero
- Acquired 20M new members annually with a \$5 per registration cost.
- Grew revenue from \$100K to \$1M in two years.

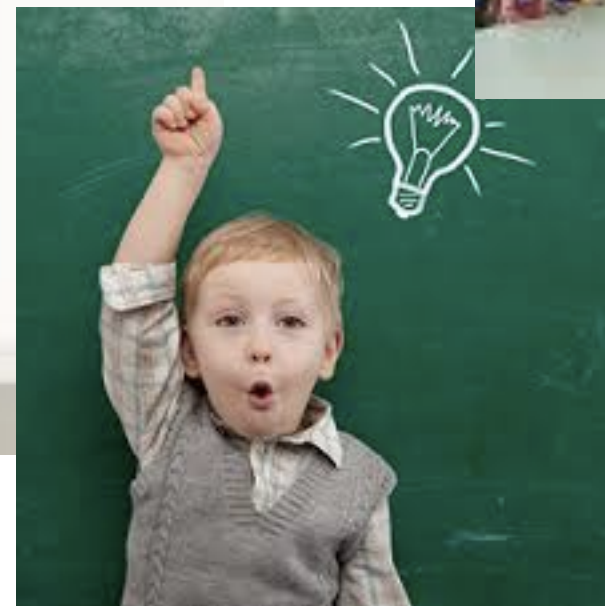
Tomlinson's Introduction (16 features)

5. Facilitate self-investment and discovery



Tomlinson's Introduction (16 features)

6. Learners should be ready to acquire the TL (i+1)



Tomlinson's Introduction (16 features)

7. Materials should expose the learners to authentic language





Tomlinson's Introduction (16 features)

8. Learners attention should be drawn to the linguistic features of the input

DESCRIBING PEOPLE

LOOK AT THE PICTURES CAREFULLY. CHOOSE AND CIRCLE THE RIGHT EXPRESSIONS IN BOLD

 <p style="font-size: 2em; font-weight: bold; margin: 0;">Red</p> <p style="font-size: 1.5em; margin: 0;">red</p> <p style="font-size: 0.8em; margin: 0;">Trace the words. red</p> <p style="font-size: 0.8em; margin: 0;">Color the apple red.</p> 	<p style="font-size: 0.8em; margin: 0;">Name: Sharon Age: 30 Height: 170 cm Weight: 55 kg</p> <p style="font-size: 0.8em; margin: 0;">She is short/tall and she has dark/light hair and big/small eyes.</p>	<p style="font-size: 0.8em; margin: 0;">Name: William Age: 24 Height: 185 cm Weight: 78 kg</p> <p style="font-size: 0.8em; margin: 0;">William is a handsome/beautiful boy. He is young/old. He is short/tall and he is fat/of medium weight. He has got short/long, fair/black hair and green/black eyes.</p>	<p style="font-size: 0.8em; margin: 0;">Name: Helen Age: 22 Height: 160 cm Weight: 44 kg</p> <p style="font-size: 0.8em; margin: 0;">Helen is a young/old and beautiful/ugly girl. She is short/tall and she is slim/plump. She has got straight/curly hair and hazel/green eyes. She is wearing a hat/glasses.</p>
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I See Colors Everywhere

by ELF Learning

Analysis Essay

7 Years

Today, there are many songs talking about **life**. **Only a few** of these songs **convey a valuable** message that is worth listening to and are presented in a unique and beautiful way. The song "Seven Years" is one of **the** songs that everyone should listen **to**. **It** makes you think about your life and about growing old. "Seven Years" is the first single **from** the Danish band Lukas Graham. The band was named after the real name of the main singer of the band, "Lukas Graham Forchhammer" (Aspell), **according** to the video on YouTube. **The** song was first published on December, 2015.

If anyone listens to this song, it is going to be hard for them to describe how they feel. **Everyone gets different feelings based on their own lives**. However, this shows how this song achieved its goal, which is touching the audience feelings by reminding them of their childhood or of what their **lives** are going to look like when they grow up. The lyrics of this song deeply

describe life. Great music and video production make the song both **successful and phenomenal**.

Tomlinson's Introduction (16 features)















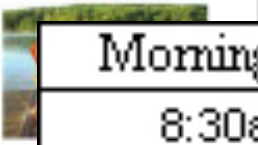
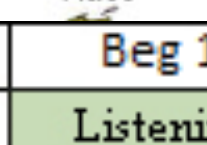
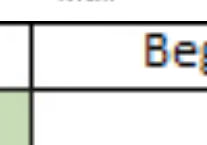
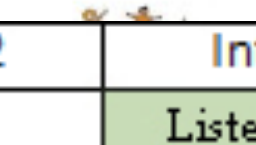
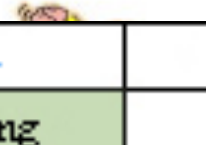
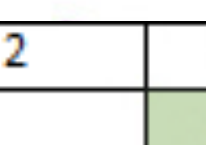
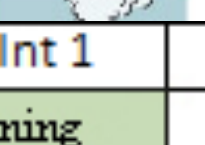
9. Materials should provide opportunities to use language for communicative purposes



Tomlinson's Introduction (16 features)

10. Materials should take into account the positive effects of instruction are usually delayed

Pickering College ESL Summer Camp - Session 1 2013

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
June 23 Students Arrive 	June 24 Orientation Day and Assessment 	June 25 Newmarket Scavenger Hunt 	June 26 Laser Quest 	June 27 Soccer Tournament 	June 28 Bonfire 	June 29 CN Tower & TFC Game 	
June 30 Mini Golf 	July 1 Canada Day Celebrations 	July 2 Class Trip – YMCA CedarGlen 	July 3 Mandarin Buffet & Wal-Mart Trip 	July 4 Softball Tournament 	July 5 Haliburton 	July 6 Haliburton 	
July 7 Haliburton 	July 8 The Amazing Race 	July 9 Upper Canada Mall 	July 10 Cultural Night 	July 11 Water Games 	July 12 Medieval Times 	July 13 Niagara Falls 	
Morning	Beg 1	Beg 2	Int 1	Int 2	Hi Int 1	Hi Int 2	Adv
8:30am 9:20am	Listening Speaking		Listening Speaking		Listening Speaking		
9:25am 10:15am	Reading Vocabulary		Reading Vocabulary		Reading Vocabulary		
10:25am 11:15am	Grammar Writing	Grammar Writing	Grammar Writing	Grammar Writing	Grammar Writing	Grammar Writing	Grammar Writing
11:20am 12:10pm	Grammar Writing	Grammar Writing	Grammar Writing	Grammar Writing	Grammar Writing	Grammar Writing	Grammar Writing
Afternoon	Lunch break						
12:50pm 1:40pm		Listening Speaking		Listening Speaking		Listening Speaking	Listening Speaking
1:45pm 2:35pm		Reading Vocabulary		Reading Vocabulary		Reading Vocabulary	Reading Vocabulary

Tomlinson's Introduction (16 features)

11. Materials should take into account that learners have different learning styles

Learning Styles

<p><u>Visual</u></p>  <p>* You prefer using pictures, images, and spatial understanding.</p>	<p><u>Musical/Auditory</u></p>  <p>* You prefer using sound and music.</p>	<p><u>Verbal</u></p>  <p>* You prefer using words, both in speech and writing.</p>	<p><u>Physical/Kinesthetic</u></p> 
<p><u>Logical/Mathematical</u></p>  <p>* You prefer using logic, reasoning and systems.</p>	<p><u>Social</u></p>  <p>* You prefer to learn in groups or with other people.</p>	<p><u>Solitary</u></p>  <p>* You prefer to work alone and use self-study.</p>	

Tomlinson's Introduction (16 features)

12. Materials should take into account that learners differ in affective attitude



affective domain



cognitive domain

Image by Karin Kirk, SERC

Giving Thanks Word Search

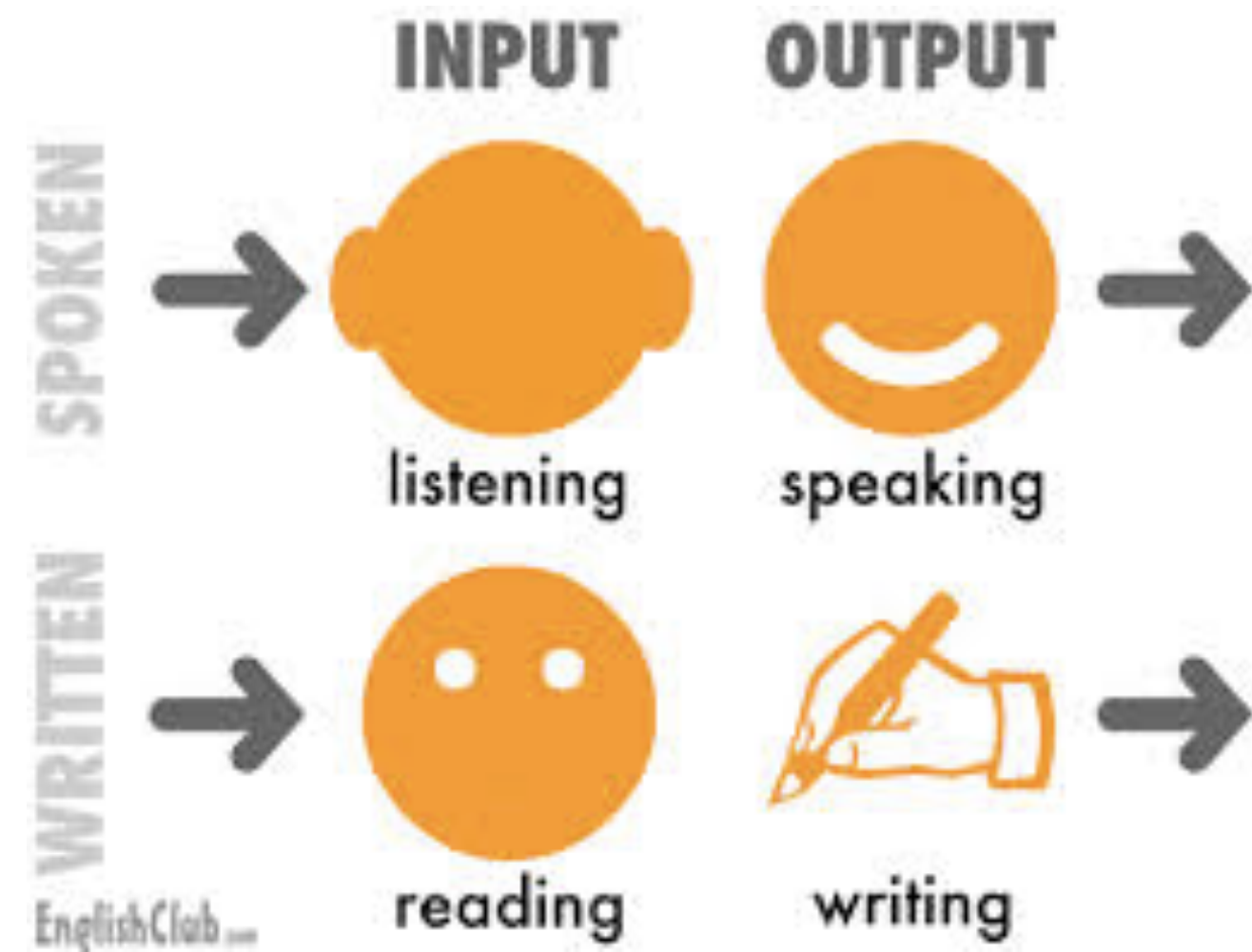
W	G	E	W	G	E	W	G	H	T	L	A	E	H	E
A	N	Q	G	N	Q	P	O	L	I	T	E	S	N	Q
P	V	W	L	R	W	Y	V	W	L	V	W	R	V	G
P	H	A	O	H	A	O	A	A	O	H	A	E	H	N
R	G	I	P	G	I	T	G	D	P	G	I	N	S	I
E	J	O	I	C	O	I	E	O	I	J	O	N	S	V
C	G	T	H	A	N	K	S	F	K	L	P	A	E	I
I	N	H	T	R	L	S	I	L	U	I	O	M	N	G
A	I	A	C	I	Q	D	P	Q	A	L	Y	H	D	S
T	V	N	E	N	A	N	O	A	O	L	A	A	N	K
E	I	K	P	G	Z	E	I	Z	I	I	T	I	I	N
E	G	F	S	U	S	I	U	M	E	I	S	E	K	A
R	Y	U	E	Y	X	R	A	X	R	Y	X	R	Y	H
F	T	L	R	T	D	F	T	D	F	T	D	F	T	T
C	R	J	C	R	E	D	U	T	I	T	A	R	G	J

See how many of these newspaper-related words you can find in the puzzle.
The words can be forward, backward or diagonal.

1. GIVING	5. GRATEFUL	9. FAHREY	13. RESPECT
2. THANKS	6. GRATITUDE	10. FRIENDS	14. THANKFUL
3. THANKSGIVING	7. KINDNESS	11. HEALTHY	15. POLITE
4. HOLIDAY	8. CARE	12. APPRECIATE	16. NUMBER

Tomlinson's Introduction (16 features)

13. Materials should permit a silent period at the start of instruction

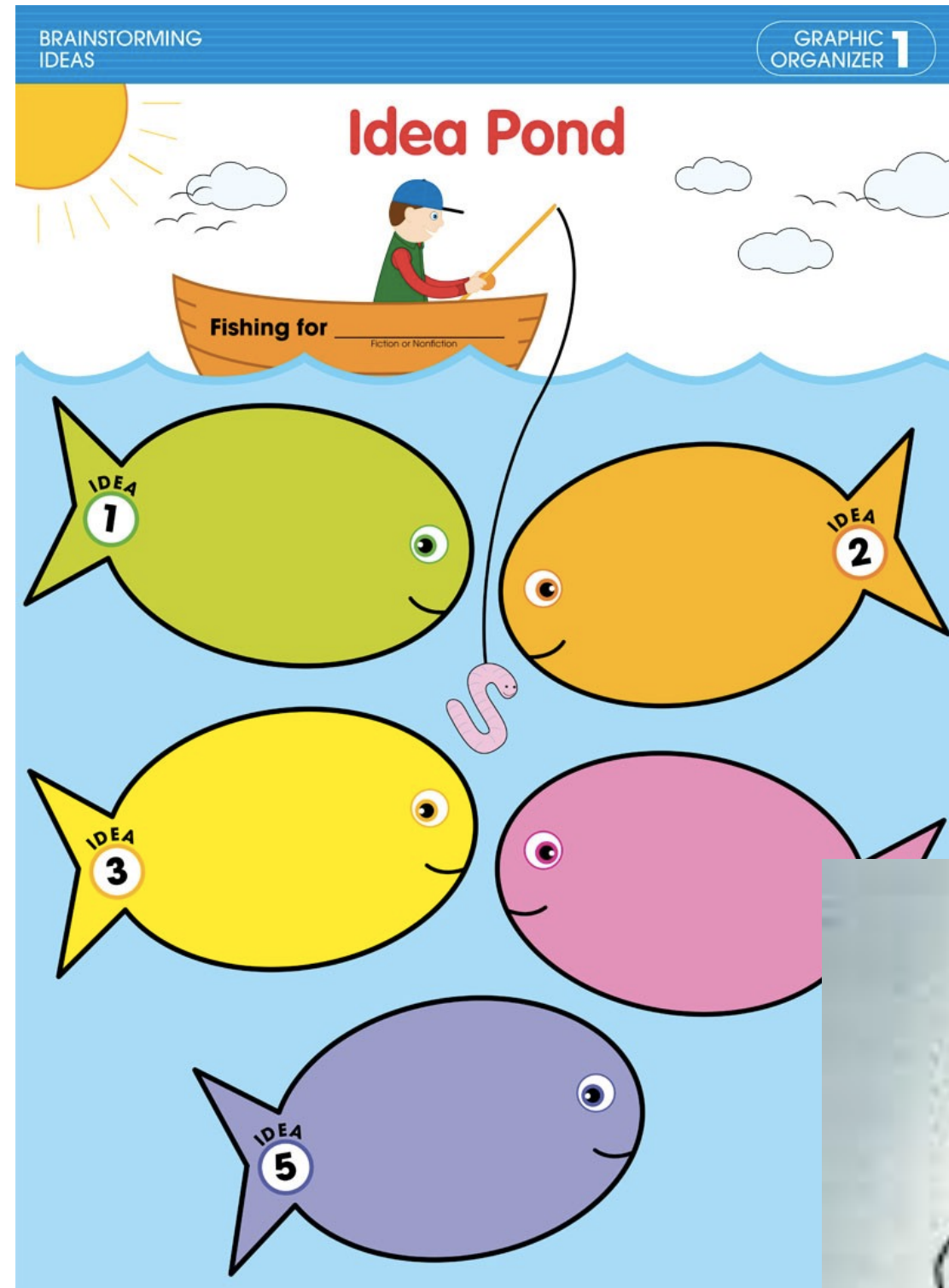


Globalization: Profits over people (2/2) | DW Documentary
DW Documentary ✓
140K views · 3 weeks ago
42:26

World's Most Dangerous Places: Oymyakon, Chinese Jungle,...
Free Documentary ✓
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56:57
FULL DOCUMENTARY

Tomlinson's Introduction (16 features)

14. Materials should maximize learning potential



Tomlinson's Introduction (16 features)

15. Materials should not rely too much on controlled practice



The image is a collage of educational materials. On the left, there is a 4x3 grid of 12 small illustrations depicting various professions: a teacher, a chef, a nurse, a scientist, a farmer, an artist, a doctor, a firefighter, a waiter, a police officer, a sign with 'A B C D', and a construction worker. To the right of this grid is a yellow poster titled '9 ROLE PLAYS' with two scenarios: 'Student: You go to a fortune teller to find out about your future. Ask questions.' and 'Fortune teller: A student comes to you. Tell his future.' Below the poster is a book cover for 'Discussion Starters: Speaking Fluency Activities for Advanced ESL/EFL Students' by Keith S. Folse. The cover features a grid of 12 small icons representing different topics like 'Books and Movies', 'Getting Older', 'H2O Education', 'New York City', 'Destiny', 'Equal Rights', 'Jenny', 'Out of Control', 'A train', 'A maze', 'Smoking', and 'You be the judge'. At the bottom of the book cover, it says 'Keith S. Folse' and 'MICHIGAN'. In the bottom left corner, there is a photograph of a young girl with curly hair, wearing a white dress and a stethoscope, examining a large brown teddy bear.


Tomlinson's Introduction (16 features)

16. Materials should provide opportunities for outcome feedback

Name _____

Sentence Building!

Directions: Cut out the words at the bottom of the page. Shuffle the words to make a complete sentence. Paste the words in the boxes and write the sentence on the line. Color the picture.



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can jump in We puddles.

SURVEY

Find as many students as you can who...

1. Who have their birthday in summer

2. Who have been in Europe

3. Who have more than 2 brothers/sisters

4. Who have a cat

5. Who was born in summer



