The MATSDA/University of Liverpool Conference

SLA and Materials Development

June 28th and 29th 2014

Venue – South Campus Teaching Hub, Chatham Street, University of Liverpool

Saturday June 28th

08.30-09.00 – Registration in the Foyer

09.00-09.30 – Introduction - Brian Tomlinson (Anaheim University) in the Moot Room (Room 102)

09.30-10.30 – Brian Tomlinson (Anaheim University) in the Moot Room (Room 102)

Developing a Principled Unit of Materials

A suggested approach to developing a unit of learning materials which is driven by principles of language acquisition derived from the literature on SLA and on classroom research, as well as from my personal experience as a researcher, materials developer, teacher and learner. I'll demonstrate the approach in action, lead an analysis of the demonstration materials to discover their underlying principles and then lead an evaluation of their effect. I'll also suggest principles which I think should guide the development of materials for language learning and give examples of how they can be applied.

10.30-11.00 – Morning Coffee in the Foyer

11.00-11.55 – Hitomi Masuhara (University of Liverpool) in the Moot Room (Room 102)

Brain Studies and Materials for Language Learning

Can we talk about 'heredity' and ignore available studies on 'DNA'? Likewise in discussing 'language acquisition' or 'developing materials for language learning', does it not make sense to consider the nature of the human brain on the basis of its neuroanatomical foundation? In this presentation I'll focus on a number of mechanisms of learning in the brain that seem to have attracted fairly wide consensus among neuroscientists and I'll explore their possible significance for language learning. I'll then look at a typical unit from a language learning coursebook to discover to what extent the materials may be likely to stimulate our brain's capacity to learn. Finally I'll suggest and demonstrate ways in which materials developers and teachers could make more effective use of what we know about the brain's ability to learn.

12.00-12.45 – Parallel Presentations

1 Tony Waterman (University of Exeter and Royal Air Force of Oman) in the Moot Room (Room 102)

Negotiating Materials for a Local Context

I will present findings of a small-scale study on the process and efficacy of negotiating materials production with learners with a view to satisfying learner needs and wants in their local context. The materials production process will be examined and implications will be offered.

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2 Elham Foroozandeh (University of Tehran) and Mohammad Forouzani, Islamic Azad University, Qom, Iran) in Lecture Room 1

English for Schools: A Case Study of Developing School English Materials for the Iranian New Educational System

The main purpose of the study is to report on the school English materials recently developed for Iranian students based on the Communicative Language Teaching principles. To provide information on English Education in Iran, first an overview of school English materials since 1938 to date will be presented, and then the English for Schools Series will be discussed in detail. The paper focuses on (1) the process of developing the first volume of the series English for Schools: Prospect 1 package, which was published in September 2013 for the 7th Grade, the beginning of formal English education in schools, (2) the Teacher Training Program exclusively organized for English teachers who were appointed to teach Prospect 1 in the school year of 2013-14, (3) the monitoring of the implementation, and (4) a snapshot of Prospect 2 which is in the production process.

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3 Claudia Saraceni (University of Bedfordshire) in Lecture Room 2

A Critical Evaluation of the Concepts of *Native Speaker* and *Non-native Speaker* in Learner-Centred Teaching and Learning – Implications in Language Acquisition and Materials Development

One of the main, basic concepts in the literature and research on Language Acquisition is related to the distinction between *native, or L1, speakers* and *non-native, or L2, speakers*. These two concepts are generally considered separately and have also contributed to creating the two academic areas of study and research dedicated to *First Language Acquisition (FLA)* and *Second Language Acquisition (SLA)*. FLA and SLA are also very often considered separately and in relation to different principles and practical applications. For example, FLA is mostly based on the acquisition of what is commonly considered as the native or first language, whereas SLA is very often associated with a combination of acquisition and learning also in relation to its possible applications to the language classroom. A further categorisation mostly found in the field of SLA, rather than that of FLA, is also related to the concept of *Learning Styles* which is often associated with the Learner-Centred approach and it is normally referred to as a method to identify different learners in relation to different ways of language learning.

The above distinctions and categorisations will be discussed in this interactive session, exploring ways of reconsidering them in the area of Language Acquisition and in the context

of potential implications in Materials Development, and also possible applications to the language classroom. The main purpose of this session will be to revisit these concepts and critically evaluate them, to reconsider their role(s) from the point of view of language learners, teachers, researchers and materials developers. The ultimate aim of this session will be to develop some of the main principles and practices of learner-centred teaching and learning in a variety of possible applications.

4 Ali Ata Alkhaldi (Abu Dhabi Polytechnic) in Lecture Room 3

Teachers Professional Development through Materials Development – A Case Study in Abu Dhabi Polytechnic

Materials development helps teachers to understand and apply language learning theories and achieve professional development (Tomlinson, 2001)**.** The aim of materials development is to find out to what extent theories match the actual practice of materials and to help 'theorists' to reflect upon language theories which are implicitly or explicitly embedded in the materials. It also aims to reveal the teachers' contributions in determining the practical theories which can be used as a basis for teachers' professional development. In this presentation, the presenter will discuss the sample, research methods, and teachers' donated theories/principles based on his case study e.g., 1) the materials should provide the learners with a variety of useful samples of discourse to enable them to use the language communicatively and meaningfully; 2) The materials should encourage the teachers' and learners' creativity; 3) the materials should take into account the teachers' and learners' preferences; and 4) the materials should take into consideration specific and sensitive cultural aspects. Insightful implications and recommendations have been suggested for future research and further professional development.

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12.45-13.45 – Lunch and Poster Presentations in the Foyer

13.45-14.30 – Parallel Presentations

1 Wayne Rimmer in the Moot Room (Room 102)

Pronunciation: the One that Got Away

If pronunciation is taught, it often isn't, it is generally left to the textbook to dictate what gets covered and how. This is true of grammar and vocabulary too - but with pronunciation teachers often feel less confident reinterpreting the textbook treatment and offering a more learner-centred experience for students. This might be because non-native teachers, the vast majority of second-language instructors, feel less sure about their own pronunciation as a guide, especially when they compare themselves unfavourably to prestige varieties like Received Pronunciation, which still dominate published materials. Alternatively, teachers may take the marginalisation of pronunciation on trust and just worry about it less. Whatever, the result is that even those teachers conscientious about pronunciation rely on the textbook to a great degree. This is a dangerous fallback position because the generic pronunciation syllabus found in textbooks is not related to any explanation of how learners acquire phonological features. As such, going through the textbook is unlikely to be of significant benefit to learners anxious to achieve the comfortable intelligibility taken as the minimum

level of competence. It is argued that the only way to make pronunciation relevant and meaningful is to adopt an integrated approach which puts pronunciation on a level with grammar and vocabulary. This does not mean ditching the textbook, thus increasing the lesson preparation load, but it does mean a rethink of the position of pronunciation in the syllabus and the methodology by which it is taught.

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2 Farida Abderrahim (University of Constantine1) in Lecture Room 1

A Form, Meaning and Use Grammar Textbook: Rationale and Sequence

The analysis of a number of textbooks we have undertaken has shown that, whether intentionally or not, a language textbook inevitably makes reference to grammar, either deductively or inductively. The sequence followed and the activities included reflect the approach underlying the design, which can be situated along the Structural to Communicative Language Teaching continuum. The array of exercises aims at developing the learners' knowledge of form and/or meaning and/or use, and the students' ability to understand and use the language grammatically. On the basis of this observation, we have undertaken to develop a grammar textbook following a Form, Meaning and Use approach. We will explain the rationale of this textbook which focuses on the idea that grammar is a body of knowledge that we need in order to gain insights into the language, and the belief that mastery of grammar improves when the students produce grammar in meaningful contexts at the discourse level.

We will explain the sequence followed in Part One: "Form: What You Need to Know", which aims at providing the learners with the declarative knowledge (the knowledge we learn) they need, in Part Two: "Use: What You Need to Do: Functional Situations", which focuses on the procedural knowledge (the knowledge we acquire), in Part Three: "How to Achieve Form, Meaning and Use: Activities", which covers a variety of activities to make the learners knowledgeable about the intricacies of the language and devoted to the development of grammar consciousness-raising, and in Part Four: "Texts", which includes a number of texts related to up- to-date and universal topics which will serve as the basis of teaching or assessing the students' level of the use of the different structures elaborated in Part One, Part Two and Part Three. We will illustrate this with the presentation of a unit in the four parts and show how the combination of the knowledge of form in Part One with the functional situations in Part Two and the activities in Part Three contributes to the development of language awareness.

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3 Seyran Erdogan (Sabanci University, Istanbul) in Lecture Room 2

Do Something for Yourself and Your Students: Write Your Own Writing Book(let)

Academic writing has been a source of complaints among students coming out of the Turkish secondary education. The style of writing taught in high schools in Turkey differs greatly from the kind of writing EFL teachers teach at pre-sessional programs in the country, where the emphasis is on the 5-paragraph essay. Sabanci University School of Languages conducted research to find out how relevant this kind of writing is to the future needs of the students. Based on the results of this research, the school launched the initiative to move away from the 5-paragraph formula in teaching and testing. The school is also keen on content-based testing, which meant that the writing books on the market fall short of meeting their needs.

When these factors came together, it became apparent that there was a need for specialized writing materials which would teach sub-skills and be relevant to the content being taught. This talk will briefly describe why and how the teaching and testing of writing changed, what implications it had on the teaching and materials and how it was initially received by teachers and students. Then, the talk will focus on the development of a writing booklet as the initiative of a small group of teachers of the school to cater for their specific needs. The talk will conclude with the feedback collected from the users of the booklet, an evaluation of the work and suggestions for any other similar initiative.

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4 Nor Jannah (University of Lambung Mangkurat, Banjarmasin, Indonesia; Leeds Metropolitan University) in Lecture Room 3

Developing English Teaching Materials to Enhance the Listening and Speaking Skills of Indonesian Post-Graduate Students Before Studying in the UK

The Indonesian government target is to reach 75% of permanent lecturers with at least Master's degree qualification by 2015. Currently, in 2014, only about 59% of the permanent lecturers have a Master's degree and 10% of the lecturers have a PhD qualification. To reach the target, the Indonesian government has invested a huge amount of money in the education sector to increase the qualifications of Indonesian permanent lecturers in their areas. As a return, the Indonesian government requires Indonesian postgraduate students to be successful in their studies, especially in the United Kingdom. However, Indonesian postgraduate students who have learnt English for at least ten years at schools and EAP courses still find that listening and speaking skills in their academic lives are difficult. Since Indonesian postgraduate students have problems in implementing listening and speaking skills, their communication to support their success in academic contexts is affected. Therefore, this paper will discuss what kind of materials will best enable Indonesian postgraduate students to deal with their difficulties in listening and speaking skills academically. I will argue that authentic materials might be one of the solutions to overcome Indonesian postgraduate students' problems to enhance their listening and speaking skills in their academic lives.

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14.35-15.20 – Parallel Presentations

1 Abdul Hakim Mohamed Ali Belaid (University of Limerick) in the Moot Room (Room 102)

Authentic Materials in an Evolving Libyan Curriculum

This presentation explores the possibility of localising authentic materials in teaching English as a foreign language in the Libyan context, and forms part of a doctoral research whose ultimate goal is to produce a working textbook for use in Libyan secondary schools. Materials designers and planners have shown an increasing interest in using real language texts in teaching foreign languages, which would appeal to learners' future needs, and not just materials prepared for pedagogical purposes. Authentic materials may be used as a substitute for certain traditional textbooks in teaching. Of course, such an interest in using authentic materials can be traced back to the 1970s, to communicative language teaching (CLT). One of the main distinctive features of authentic materials used in teaching languages is that it brings real-life elements to learner's learning experience, and also works on improving their overall motivation.

The target textbook under evaluation in this presentation is *"English for Libya",* written by Mike Macfarlane and Richard Harrison and published in 2007 by Garnet Education, and intended for intermediate level students, who have completed five years of Basic English in the primary and preparatory stages. This book is divided into units and each unit is divided into reading passages, and then followed by questions for discussion, and activities. Other distinctive features are the use of pictures and typical grammar in describing these stories, particularly in teaching the speaking skill. Attendees at this presentation will be invited to view an extract; Suggestions are welcome regarding issues related to improving learners' speaking competencies. I may conclude by the following question, 'Can **PARSNIP** rules apply in using authentic materials in an evolving Libyan curriculum?'

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2 Emily Edwards (University of New South Wales, Sydney) in Lecture Room 1

How Can Action Research Support Materials Development? A Project from a Land Down Under.

Many English language teachers create their own classroom materials on a daily basis, to supplement course books, to make lessons more relevant to their learners, and even to form the elements of a new curriculum. What evidence do they have, however, that the chosen activities work better than others they have used, and that their learners find the materials useful and motivating? Action research is one way to explore these questions: it enables teachers to conduct systematic research in their classrooms, which can be used to investigate the effects of and learner reactions to new materials. The materials can then be adjusted to best suit the specific learning context, based on these insights.

This presentation will outline how action research can be used to develop teacher and learner-centred classroom materials, using my own action research project, conducted in Australia in 2012, as an illustration. This project was part of an innovative national action research program for the English Language Intensive Courses for Overseas Students (ELICOS) sector, initiated and facilitated by Professor Anne Burns. My project aimed to explore the research question *'How can a class of Academic English learners autonomously assess and monitor their own progress in relation to their formative written assignments, and how can I assist them in this process?'* Assessment for Learning, goal setting and learner autonomy were the key areas of theory reviewed, and data were collected via questionnaires, interviews, focus groups, and the tracking of assignment scores and progress goals. Both the project findings and my own interpretations of the theory fed into the development of new Academic English materials. I will conclude by discussing the on-going impact of this project at the individual, classroom, national and international levels.

3 Oksana Afitska (University of Sheffield) in Lecture Room 2

Scaffolding Learning: Developing Materials to Support the Learning of Science and Language by EAL Learners

The University of Sheffield in collaboration with Sheffield City Council is currently conducting a two-year-long research project in five state primary schools in Sheffield aiming to investigate ways in which the learning of science and language by English non-native speaking learners can be further supported and facilitated. The data collected during the first phase of the project suggests that overall the teachers use a variety of online resources to support the teaching of science in their classrooms. However, there seem to be two major problems with these resources. Firstly, the vast majority of them – except for the 'Communicate: In Print' software – are not adapted for the needs of EAL (English as an Additional Language) learners. Secondly, these materials are often fragmental – they focus

on a single aspect of the national science curriculum (or a part of it) and do not provide a comprehensive and continuous learning experience for the EAL learners.

The two concerns outlined above question the effectiveness of such materials for EAL learners. In this presentation I will propose a comprehensive set of science materials for this group of learners where the focus will be on the simultaneous acquisition of science as subject matter and English as means of communication in science and beyond.

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4 Nigel Harwood (University of Essex) in Lecture Room 3

What can we Learn from Mainstream Education Textbook Research?

I argue that the ELT literature on textbooks and teaching materials customarily ignores the rich tradition of textbook research in mainstream education, that is, research in L1 rather than L2 education, such as research on mathematics textbooks for native speaker schoolchildren. This oversight is regrettable, since there is a long-established textbook research tradition in mainstream education, and there we can find superior research and research designs when compared to much ELT textbook research. I therefore cite examples of the mainstream education literature and of the research designs it features which ELT researchers can usefully adopt and adapt for their own projects. I argue that these methodological adoptions will strengthen the research base of ELT textbook research and provide us with a number of potentially fruitful avenues for future studies.

15.20-15.50 – Afternoon Tea

15.50-16.35 – Parallel Presentations

1 Nicolas Hurst (University of Porto) in the Moot Room (Room 102)

Acculturation and (A)cultural content in Recent Portuguese Produced ELT Coursebooks.

Acculturation is a process in which members of one cultural group adopt or move towards the beliefs and behaviours of another group. In the field of SLA it was initially seen as being important in explaining learner variation (Schumann, 1986), it has been seen as a significant factor with respect to learner motivation (Brown, 1980 & 2007) and learning success (Gardner, 1988; Gardner & Lambert, 1972). Second language learning has become associated with second culture learning (Byram & Fleming, 1989; Hinkel, 1999) or at the least coming to inhabit a "third space" (Bhabha, 1994; Kramsch, 1993) Without entering the debate on the role and significance of English as a world language (Kachru,1986 & 1992; Holliday, 2005; Philipson, 1996 & 2006), it is safe to say that English is present in many aspects of everyday life in Portugal; films usually are not dubbed, they are sub-titled (Abrantes, 2009); the airwaves are full of songs, performed in English (even by local artists); many advertising campaigns rely on English slogans (Hurst, 2006) and so on. But the fact remains, Portugal is somewhere, as an educational context, where the official teaching of English is heavily dependent on locally produced coursebooks. These coursebooks are therefore crucial in any shift that may or may not occur in the beliefs and behaviours of the school population as a result of their learning English. These coursebooks contribute heavily to the way individual learners construct their English learning space and how that space relates to the real world. This paper seeks to examine how the 'cultural content' of three recent 7th grade coursebooks may be categorised, thus gaining an insight in local authors' views on what constitutes

'culture'. In the light of these data it becomes possible to discuss what kind of English speaking world is presented to/constructed for young learners in the early stages of their foreign language learning experience in Portugal.

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2 Hesamoddin Shahriari (Ferdowsi University of Mashhad) in Lecture Room 1

Exploiting Learner Corpora for Investigating Features of EFL Writing: A Case of Relative Clauses in Iranian EFL Argumentative Essays

The writing of EFL students coming from the same first language background often features certain types of lexical and syntactic mistakes that are unique to that particular group of students. For example, Iranian EFL writers often struggle with post-modifiers, in general, and relative clauses in particular. This is for the most part due to interference from the students' first language, in which post-modifiers are used with a different structure than in English. Investigating the frequency and possible causes for these mistakes can be extremely helpful for the development of teaching materials and techniques which could remedy the problem for a great many students. This study reports on how a learner corpus can be effectively exploited to gain a better understanding of the unique features of EFL writing. To this end, a corpus was compiled from 130 argumentative essays by undergraduate students at Ferdowsi University. The corpus was then used to explore the frequency with which restrictive and non-restrictive relative clauses were generally used, the type of relativizers preferred, the role of the gap in the relative clause and other relevant aspects of usage. The findings were subsequently compared to results from the Longman Spoken and Written English Corpus. Such comparisons shed light on existing differences and deviations from native-speaker norms.

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3 Reyhan Salataci (Sabanci University, Istanbul) in Lecture Room 2

Transition from a Commercial Coursebook to an In-House Textbook

 "When we finished the coursebook (i.e., the commercial textbook) and began our new book (i.e., the school's in-house textbook), our teacher has changed, too. Our fun teacher has turned into very serious person overnight. It was the end of the entertainment in class." This comment was made by a student representative in a Learner Forum, where the students express their opinions about the courses. This encouraged me to investigate this issue further since our school introduced some changes in the syllabi and the level progressions last semester. One important change involved the incorporation of a commercial textbook to build a language foundation and to enable students to cope with the theme-based in-house textbook. After one semester, both teachers and learners expressed their concerns related to the differences in terms of content and the level of difficulty between these two books. As a member of the Curriculum Unit, I conducted a survey to collect feedback from the students and teachers about the transition from a commercial coursebook and the school's textbook. In the first part of my presentation, I will give brief information about the theme-based approach we use in our programme. Then I will talk about the commercial books that we use and compare them with the in-house textbooks written by a group of teachers working in our programme. In the last part of my presentation, I will share the results of the survey I conducted with the learners and teachers and offer some suggestions about the selection of coursebooks.

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4 Elinor Parks (Leeds Metropolitan University) in Lecture Room 3

Developing Criticality and Intercultural Competence in Modern Languages in HE – What's missing in Ab-initio language learning materials?

The paper describes the concerning status of Modern Languages as a discipline with emphasis on the division between 'language' and 'content' in Higher Education. Implications of such division for the development of intercultural competence and criticality are discussed and an argument is made regarding how this phenomenon affects the selection of language learning materials. As Byram (2008) notes, 'if language learning is to be part of a policy of internationalisation, it has to be more than the acquisition of linguistic competence.' Intercultural competence, he argues, offers 'the opportunity for 'tertiary socialisation' […] in which learning a foreign language can take learners beyond a focus on their own society, into experience of otherness.' (p.29). The *Southampton Project* similarly highlights disparity between the two areas and, in reference to language, notes that 'the focus on criticality development itself is less central than in other areas of the ML curriculum, especially the 'content' courses.' (Brumfit et al., 2005:159) Arguably, one of the factors contributing to a less 'intellectually stimulating' learning experience in language modules is indeed the use of textbooks and other materials which still largely focus on developing the four skills and portray a limited and rather stereotypical view, for instance, of 'the Germans' or 'the French'. In light of this, some recommendations are made for revisions to the current materials used in Ab-initio language modules at tertiary level.

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16.40-17.40 – **Alison Mackey** (Georgetown University and Lancaster University) in the Moot Room (Room 102)

From SLA Research on Interaction to TBLT Materials.

Following the appearance of more than seventy empirical studies of task-based interaction and L2 learning outcomes in laboratory and classroom settings over the past quarter century, several research syntheses and meta-analyses have appeared recently (Keck et al. 2006; Mackey & Goo, 2007). This work collectively provides firm empirical support for claims about the efficacy of task-based interaction at promoting second language learning.

Cognitively-oriented research into task-based interaction has investigated relationships amongst working memory, cognitive creativity, noticing and attention, aptitude, and interaction-driven language learning. Socially-oriented research has examined factors such as the roles of learners' conversational partners, their peers, and conversational contexts in task-based interaction-driven learning. Findings of these studies can explain how and why task-based interaction can work to positively impact learning and why it sometimes doesn't. Having outlined the background in this presentation, I will discuss the relationships amongst second language interaction research and authentic learning contexts to illustrate some of the research-based principles behind current claims about task-based language teaching and learning, and discuss how these can be translated into specific guidelines to inform task-based materials design.

17.40 onwards - Enjoying Liverpool.

Have a great evening in a great city!

Sunday July 14th

09.00-09.55 – Rod Ellis (University of Auckland and Anaheim University) in the Moot Room (Room 102)

Work Plan Versus Activity: Evaluating Language Teaching Materials

Language teaching materials are not inherently 'creative', 'interesting' or 'productive' but only potentially so. Language teaching materials are work plans for activities to be carried out in a real or cyber classroom. The validity of a work plan rests in the nature and quality of the activity that arises when the plan is implemented in a specific context by a particular group of learners. Teachers often acknowledge this when they ask whether a particular work plan has 'worked'. This process of evaluating work plans in terms of the activity they give rise to is an integral part of teaching – one of the most important.

Typically and understandably teachers conduct such evaluations only informally and impressionistically. In this talk I will present an approach for evaluating materials-as-work plans more systematically. This approach distinguishes three types of evaluation – student-based, response-based and learning-based (Ellis, 1998). While this approach does not necessitate 'research' it can benefit from insights provided by SLA theory and also from collecting and analysing data related to the activity resulting from a work plan. I will illustrate this by drawing on an empirical evaluation of a work plan (in this case a 'task') carried out by a teacher (Whippy, 2013). I will then conclude by suggesting how teachers might go about evaluating work plans more systematically without the time-consuming bother of conducting a full-blown empirical evaluation.

10.00-10.45 – Parallel Presentations

1 Neslihan Demirdirek (Sabanci University, Istanbul) in the Moot Room (Room 102)

Transition from Journal Writing to Academic Writing: How to Guide Students Through Materials

In an EFL academic context in Turkey, we have first year university students who learn English before they start their faculties. In this first year, our zero beginners start with more informal journal writing by sharing their opinions on different topics such as hobbies, leisure time activities, favourite food, and shopping habits. They write short paragraphs in an informal style. However, after 8 weeks of an intensive elementary course, they start using a more academic course book. This course book is written by the teachers at Sabanci University to prepare the students for their academic studies at faculty. They start writing short answers to questions based on the texts in this book such as study habits, learner types, cultural differences and business communication. The task types are usually definition, explanation, comparison or cause and effect. These answers are 70-90 words and they have to meet the criteria which include task fulfilment, use of language and rhetorical pattern. Students find this extremely challenging so they need a lot of guidance and practice. In this presentation, after explaining these short answers, different materials which are used both in class and outside class will be shared. These materials include comparison of journal and short answer tasks and then both recognition and production tasks for short answers. Recognition tasks include matching answers and questions, matching concepts and definitions or ordering sentences to form an answer. These tasks and other production tasks help to start producing their own answers. Then, different ways of giving feedback to

students such as using Jing or collated feedback will be shared as well. At the end of the presentation, students' views on the effectiveness of these materials will be shown.

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2 Marina Bouckaert (Fontys University of Applied Sciences in Tilburg, the Netherlands) in Lecture Room 1

A Critical Exploration of EFL Teachers' Personal Theories as Reflected in (the Development of) Their Own Classroom Materials

The Doctorate of Education (EdD) research proposal I have just submitted revolves around the foreign language teacher who develops her own classroom materials. It problematises the role and function of those materials as mediators between the teacher's personal theories and practice. Personal theories of action are assumed to consist of two kinds: teachers' *espoused theories* are those that they believe to guide their behaviour, and their *theories-in-use* are those which actually govern behaviour (Argyris and Schön, 1974). The first main question of the research is whether and, if so, in what ways, teacher-generated materials are an embodiment of teacher beliefs, aims and values regarding the teaching and learning of a second language. Second, it hypothesises that it is through the development and use of materials on the one hand, and through critically reflective discussion about those materials on the other, that personal theories see the light of day. In short, I am interested in finding out more about 'the extent to which materials really do […] reflect the beliefs that supposedly lie behind them' (McGrath, 2002: 217). It is hoped that the research will enhance teacher awareness; it may, in turn, support EFL teachers in developing (alternative) models of practice. Just a few months into this research project, I will present a more detailed overview of the relevant literature and hope to engage the audience in a lively discussion of some preliminary findings.

3 Karin Madlener (University of Basel) in Lecture Room 2

Because it's Exciting and Inspiring, Enriching and Rewarding. Connecting Cognitive Linguistics to the Development of Second Language Teaching and Learning Materials.

Based on findings from a recent classroom study, this paper argues that it *does* make sense to exploit recent advances in cognitive linguistics and usage-based language acquisition research, namely in the domain of frequency effects, for second language (L2) materials development. The study targeted the incidental learning of the German *sein* 'be' + present participle construction (e.g., *Das ist ja total spannend* 'This is really exciting') from enhanced listening comprehension input. In such input floods, the input is enriched with many task-essential exemplars of notoriously difficult target constructions. The availability and visibility of these constructions are by this means increased and learners are more likely to process a critical number of exemplars, which in turn should increase their chances for incidental learning. Therefore input floods constitute a promising perspective for the development of teaching and learning materials (e.g. Hernández, 2011). However, the empirical evidence for incidental L2 learning from input floods has been inconclusive so far (cf. Wong, 2005). Our study shows that input floods *can* create relevant opportunities for incidental learning. So it is worthwhile in general to rethink listening comprehension texts and tasks for dual use in a principled way, cumulating listening comprehension training and construction learning. In a more fine-grained perspective, I'll illustrate how cognitive-linguistic and usage-based assumptions contribute to our understanding of why still not *all*

learners seem to benefit from exposure to massively enriched input. This involves the above-mentioned frequency effects: Much does not always help much because the specific input distributions of the target construction in terms of types and tokens affect learning (cf.Ellis, 2011).

I'll conclude by cautioning that connecting cognitive usage-based linguistics to the development of second language teaching and learning materials is still much more complex than just doing one-on-one mappings from laboratory-based experiments to the classroom.

4 Yang Gang (Shanghai International Studies University) in Lecture Room 3

An Empirical Study of English All-Encompassing Teaching Materials at Tertiary Level in China: Material Use as the Perspective

All-Encompassing teaching materials are materials which integrate paper textbooks, audio/video products and network teaching resources as a whole in a multimedia and multimodal environment. The benefits of all-encompassing teaching materials are reflected in promoting English students' language capability.

This paper is written to explore the application of all-encompassing teaching materials in English teaching at tertiary level in China, mainly focusing on investigating and summing up the influential factors of materials use. A survey of 192 teachers and 570 non-English major college students from 11 universities and colleges of different levels located in 7 provinces of China is conducted on their actual use of college English all-encompassing teaching materials. Both quantitative (questionnaires) and qualitative (interview and classroom observations) methods are used to collect data to answer the following questions:

(1) How is the concept of all-encompassing teaching materials understood?

(2) How is an application framework for all-encompassing teaching materials constructed through the analysis of factors influencing materials use?

(3) How are all-encompassing teaching materials applied to promote the development of English curriculum design and students' language capability?

The results reveal that the six main factors influencing all-encompassing teaching materials use are learning attitudes, learner autonomy, learning resources, learner roles, learning adaptability and learning environment.

10.45-11.15 – Morning Coffee in the Foyer

11.15-12.10 – Rod Bolitho (Norwich Institute for Language Education) in the Moot Room (Room 102)

Language Textbooks: A Way and Ways

In a talk deliberately echoing the title of a seminal methodology book by Earl Stevick, I will discuss the value of principled eclecticism rather than any single approach as a basis for writing materials. Variables such as context, learning styles, learning objectives, prior learning experience and motivation all need to be taken into account by textbook authors. For similar reasons, I will argue that textbooks are best produced by teams rather than single authors, and that while language acquisition theory can usefully inform writers and support learning, there are good reasons why it should not be the only basis for their decision-making and action.

12.15-13.00 – Parallel Presentations

1 Alper Darici (Fatih Schools Istanbul) and Brian Tomlinson (Leeds Metropolitan University and Anaheim University) in the Moot Room (Room 102)

Principled Materials in Action

We will report on how a unit of materials was developed for use at a Fatih School in Istanbul so that it would apply SLA theory to classroom practice in ways which took into consideration what is known about the students and in particular what is known about what they can do and what they need to be able to do better. The unit was text-driven and applied the principles of exposing the learners to the language in use, stimulating affective and cognitive engagement, facilitating learner discoveries about the language and providing opportunities for communication. The unit was developed for a class of 14 year old learners who are expert at coping with coursebook and workbook exercises but reticent when it comes to speaking and writing in English. The main objective of the materials was therefore to encourage them to be more engaged and active in the classroom in English. We will describe what happened during the use of the unit and we will report the responses of the students to their experience of the materials. We will also suggest implications for materials development and for SLA research.

2 Wenxue Chen (University of Nottingham) in Lecture Room 1

Task Type, Interactional Patterns, and Focus on Form: Implications for Materials Design

Collaborative focus-on-form tasks integrate attention to language form with a communicative orientation to encourage form-meaning mapping (Ellis, 2000). From this perspective, focus on form is central to designing tasks or manipulating task conditions to direct learners' attention to form. However, performance on communicative tasks is actually internally co-constructed through the moment-to-moment learner interaction (Brooks & Donato, 1994). As a result, learners may not always attend to the targeted form. How learners behave in purposely designed focus-on-form tasks and whether their attention can be directed to the targeted form require deliberate research which can inform designer's decision processes.

The research reported here investigated 18 Chinese university learners when completing dictogloss, jigsaw, and interview tasks. All tasks were targeted at enhancing their use of the English simple past tense and procedurally repeated three times. Instead of examining language-related episodes, this study looked at the data from a sociocultural perspective, and found that task type and patterns of interaction were more influential in determining target form performance. The presentation will provide excerpts of learner interaction to show how they related to each other to attend to the target form during task completion. It will then link patterns of interaction with production of the target form to show how these tasks were able to promote internalization. Finally, the implications that the relationship between task type, interactional patterns, and focus on form can have for task design will be explored.

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3 Nancy Chiuh (MARA University of Technology, Malaysia) in Lecture Room 2

The Development of Discipline-Specific Academic Writing Materials: Meeting Students' Needs

This paper presents the development of discipline-specific academic writing materials from the identified writing needs of undergraduate students of first year Diploma in Public Administration students in MARA University of Technology Malaysia (UiTM). To obtain a more substantial picture of the reality, and as a means of verifying the results, multiple data gathering methods and sources were used for investigating the academic writing needs of the diploma students and developing the writing materials. Therefore, in this research, the process of triangulation includes several methods of data collection namely interviews, focus group, a questionnaire survey, observation and document analysis. In the needs analysis stage, data of students' writing needs were identified through students' and subject instructors' perceptions of the importance of writing skills the students need in order to complete their undergraduate programmes, assessment of the students' writing skills and the difficulty in performing writing tasks. Students' actual essays were also analysed to identify the difficulties students encountered in writing academic texts. Discipline-specific academic writing materials were then developed to meet the identified needs of the students. In the development of the academic writing materials, the undergraduate students, subject instructors, an English language instructor and a materials design expert work collaboratively in selecting authentic texts and tasks. Findings of the study show that the materials were useful in helping students meet their academic writing needs in their programme. The study presented here has profound implications for future studies of developing subject-specific materials, which tailor to meet the real academic writing needs of the students and ensure relevancy.

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4 Intesar Elwerfalli (Northumbria University) in Lecture Room 3

The Acquisition of the English Article System by Libyan Learners of   English: A Comparison between Deductive Teaching and Textually Enhanced Input Strategies

Earlier research has shown that the English article system poses great challenge to second language learners of English. The present study thus aims at understanding first year Libyan students' difficulties in acquiring the English article system by following three steps. First, the Contrastive Analysis Hypothesis (CAH) was adopted to compare the article system in both English and Arabic. This procedure was employed in order to predict Libyan learners' difficulties. The second part investigated the effectiveness of two instruction approaches: an implicit teaching strategy and an explicit teaching strategy with an evaluation of long-time effect. It compared the effectiveness of using the English article system appropriately; measured grammatical development and lexical diversity. Group (TEI) received instruction based on an input enhancement strategy. Group (DT) was instructed based on deductive teaching. The third group (CG) served as the control group. All the groups were given a pre-test and two post- tests. Post-test 1 was administered eight weeks later, immediately after training; and post-test 2 was administered six months later. With regard to the effectiveness of using the English article appropriately, group DT presented better results than those of groups TEI and CG. The measurement of lexical diversity showed that both groups TEI and CG presented better results than group DT in post-test 1. In post-test 2, only group TEI improved significantly. The third part analysed learners' errors and showed the types of errors predicted.

Generally, this study showed that TEI teaching strategy was better utilized in teaching the English article system to Libyan learners of English. The reason is that, the students learned

the English article system and gained more vocabulary unlike the DT group which improved only in their use of the article system.

13.00-14.00 – Lunch and Poster Presentations in the Foyer

14.00-14.55 – Pauline Foster (St Mary's University College, Twickenham) in the Moot Room (Room 102)

Developing Language Teaching Materials: the Devil in the (Broader) Detail of Classroom Implementation Conditions

It's not controversial to note that materials used in language classrooms need to tick a lot of boxes. They need to be engaging, but not be so long and complex that they out-live their potential to engage; they need to be pitched at a level which is challenging, but not so challenging as to risk inviting failure; they need to convince learners as well as teachers that within them reside useful language learning opportunities in vocabulary, grammar, and pragmatics.

While no amount of empirical inquiry can set out *what* counts as engaging, or too short, too long, too difficult, too easy or insufficiently responsive to the needs of a particular group of learners, a considerable body of SLA research has illuminated more broadly *how* materials might be used in classrooms by incorporating, for example, solitary and group planning time, task repetition and task sequencing. This talk will set forth the broader brush-strokes that SLA research can add to the finer detail of materials design.

15.00-15.40 – Parallel Presentations

1 Freda Mishan (University of Limerick) in the Moot Room (Room 102)

Comprehensibility and Cognitive Challenge in Language Learning Materials

Nowhere do SLA research and language learning materials design intersect more clearly than on the issue of 'comprehensibility'. The idea of achieving input that is notionally 'comprehensible' (as conceived by Krashen in 1982) seems to have a timeless appeal to teachers and materials writers. One aim of this workshop is to critically examine the notion to see how well it has stood the test of time particularly in light of radically altered access to and relationship with language data in the digital age. Comprehensibility – and comprehension – have no direct correlation with language acquisition, as the likes of Gilmore (2007) have pointed out. Furthermore, comprehension (understanding) is not particularly cognitively demanding, figuring on the second lowest rung of Bloom's six-level taxonomy of the cognitive domain (revised version). The tremendous influence of Bloom's work on the development of materials promoting higher forms of thinking in general education has never appeared to extend in any systematic way to language coursebook design, despite the recognised link between cognitive challenge and memory (e.g. Lockhart and Craik, 1990).

In this workshop we will consider the influence of these two core pedagogical concepts, the first comprehensibility and the second, Bloom's taxonomy of the cognitive domain, on coursebook language learning materials. Looking at samples from some recent coursebooks, we will 'deconstruct' coursebook activities cross-matching them to levels of Bloom's taxonomy and assess the degree of match with the higher levels so essential to learning (analysis, evaluation and creation). We will then evaluate a blueprint for a systematic

application of Bloom's taxonomy to the design of language learning activities, something which, I will argue, should form the mainstay of materials for language acquisition.

2   Junia Ngoepe (University of Limpopo) in Lecture Room 1

Developing Materials for Second Language Science Learners

English Second Language (ESL) science materials developed for students who did not meet entry requirements at the University of Limpopo (UL), South Africa. Most of the ESL science language learning materials used at UL embody a view of the nature of language and learning, and reflect what the lecturer thinks and feels about the learning process. The materials are geared towards achieving identified language 'needs and wants' of a specific group of students. Their creation and development fosters collaboration among lecturers in a given programme. These materials are situation-specific and form the backbone of our courses. They need to be developed on a regular basis in order to continually improve teaching and learning as well as benefit the target students. ESL science materials need to address as well as resonate with the learning outcomes of a course. Previous experience at UL has taught us that commercially produced materials are written with abstract cohorts of students in mind and thus can never be an exclusive source of scientific or academic English input. This creates a need for situation-specific materials developed by lecturers or educational institutions. Such materials need to be fine-tuned to the unique learning and teaching context in which they are used.

Internationally-produced materials assume a foundation of proficiency in general English and from the start focus on aspects of English specific to the subject area being covered. Locally produced materials which incorporate local themes seem to be of more interest to UL students than 'imported' ones. In this talk, the speaker will demonstrate the practicalities of offering a science-focused ESL course at the University of Limpopo, and how (and why) the team of ESL lecturers supplement sections of commercially produced language materials with those conceived and designed locally.

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3 Raquel Criado (University of Murcia, Spain) in Lecture Room 2

A Revision of the Cognitive Rationale Underlying EFL Materials

The Presentation-Practice-Production model of activity sequencing (PPP) has been the traditional activity sequencing pattern in EFL textbooks since the 1950s onwards. With the advent of Communicative Language Teaching (CLT), it became the target of criticisms due to its condition as the standard teaching pattern in the Structural Methods (Lewis, 1996; Scrivener, 1996; Tomlinson, 2011; Van den Branden *et al.,* 2009; Willis & Willis, 2007; etc.). However, "No language course these days offers an undiluted diet of the dry meaningless PPP structured lessons that so many commentators like to set up as a straw-man foe" (Hopkins, 1995: 11).

The objective of this paper is to show how PPP complies with "skill acquisition theory" (Anderson, 2010; Anderson & Fincham, 1994; Anderson *et al.,* 2004; Taatgen & Anderson, 2008). This theory has been widely applied in SLA (DeKeyser, 1997, 2007; DeKeyser & Sokalski, 1996; Johnson, 1996; O'Malley *et al.,* 1987) but hardly ever considered in research on Materials Development (Criado, 2010). In brief, skill acquisition theory draws on three types of knowledge: declarative –formal knowledge or knowledge *about* the language;

procedural knowledge –knowledge *that* or *how to do* something, and automatic knowledge – fully proceduralised knowledge reflecting automatic and flawless performance, which in language teaching terms equals the mastery of communicative proficiency. Also, this theory supports a DECPRO learning sequence. The correspondence of PPP with skill acquisition theory will be illustrated by means of the pedagogical and cognitive analyses of several units from current EFL textbooks, all randomly selected. Results show that PPP fundamentally complies with skill acquisition theory in a) its actual sequencing, which in cognitive terms reflects DECPRO, and b) the typology of activities implemented for each P phase so as to foster DECPRO. Pedagogical implications caution both against the consideration of PPP as the "one and only" solution in Foreign Language Teaching praxis and against the formulation of severe criticisms targeted at PPP.

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4 Elizabeth Pinard (University of Sheffield) in Lecture Room 3

What about the *Other* 165 hours a Week? Developing Materials that Scaffold and Encourage Out-of-Class Language Acquisition, Through their Use as Classroom Tools.

Is this title a contradiction in terms? Perhaps not: the average language learner spends around 2-3 hours a week in the classroom, implying that for acquisition to take place, exposure to the target language shouldn't be limited to classroom confines. Indeed, learner autonomy is somewhat of a buzzword in ELT – we recognise the inadequacy of classroom time with regards to acquisition, as well as the issue of syllabus structure often being at odds with learner 'readiness' to acquire, meaning that what learners do *outside* class time becomes of the utmost importance. However, there is often a gap between what we expect our learners to do outside the classroom and how we help them to do it. This talk looks at ways of helping learners harness the target language in their environment, real and/or virtual, effectively, and the role that learning materials, and their use in the classroom as well as beyond it, can play in scaffolding the process, in addition to stimulating and maintaining motivation, curiosity and the desire to acquire.

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15.45- 16.25 - Parallel Presentations

1 Gaele Morag Mcfarlane, Hatice Celebi and Sarah Kilinc (Koc University, Istanbul) in the Moot Room (Room 102)

The Classroom Interface: Curriculum, Materials and Theory

Curriculum evaluation involves making educated judgments about a program to ensure that what is being done in teaching, learning and assessment is worthwhile. Since the purpose of curriculum evaluation is to improve the program, it demands an ongoing critical examination, reflection and trying out of new alternatives. In our teaching context, at an English medium prep program in Turkey, the students' performance is assessed with a high stake pass or fail proficiency exam. In seeking the tools to evaluate as to whether the curriculum has addressed the necessary skills the students need to be successful in the proficiency exam and if not how to systematically design materials accordingly, we designed a study project that covered two academic semesters. Two steps were followed during the study. We firstly utilized a diagnostic test at the beginning of the semester and formed conclusions about students' existing skills. Taking the conclusions into consideration, we designed a course for which we

developed the teaching materials predominantly from authentic texts. At the end of the semester, we then compared the students' success with previous years to see whether there was an improvement in terms of the overall performance. The results of the analysis show that the classroom practice had enhanced the students' performance in the proficiency exam.

In this presentation, we would like to tell you about our approach to the curriculum evaluation and course design that was specifically informed by the data that we collected at the beginning of the semester and simultaneously as teaching went on. We intend to lay out a possible plan based on our experiences, share the specifics of the course we designed and present our approach to material development together with actual sample materials.
After many years of debate between the Input Hypothesis (Krashen, 1985) and the Output Hypothesis (Swain, 1985) there seems to be consensus that both the nature of the input and interaction play a key role in enhancing the learning of a foreign language. We believe our approach to material design presents a workable, successful application of such a consensus.

2 Milad Ramazani (SAMA Technical and Vocational Training College, Islamic Azad University, Iran) in Lecture Room 1

An Extensive Analysis of the American Headway Series (2nd Edition)

Language learning skills are associated with a range of components. Using textbooks is one but fundamental component of the overall process of language learning. Although there are arguments for and against using them and teachers' freedom in their selection is a matter of controversy, they are here to stay and their evaluation is an indispensible part of the realm of English language teaching and learning. The current study intends to evaluate the second edition of the American Headway series (2010). Littlejohn's comprehensive framework (1998) is utilized in this attempt. The evaluative framework is one of the more objective and less impressionistic frameworks which seeks to evaluate materials as they are regardless of how they are taught in ELT classrooms. There are some shortcomings assigned to the series. Most of the tasks in American Headway require students to respond rather than initiate. For the majority of activities, the textbook specifies its own texts as the source of content. The series surprisingly do not apply an inductive approach toward teaching grammatical structures. The selected textbook does not have that much variety in presenting different types of input to the learners. On the other hand, pair works and meaning captures the most focus of the book. The analysis of the expected input indicates that the emphasis is on communicative skills which urge students to produce oral discourse. The series also endeavor to motivate students by encouraging them to add information of their own to those presented in the textbook itself.

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3 Soraya Garcia (Universidad de Alcalá, Spain) in Lecture Room 2

Electronic and Pedagogical Learning Materials in the ESP Classroom

In recent years, an increasing number of ESP and higher education language teachers are turning to electronic delivery of language materials and to the computer as a tool for interaction, cooperation and information access in order to facilitate SLA and to meet some of the challenges posed by the traditional classroom. Technology provides useful resources that enable students´ access to a large amount and variety of authentic materials that cater to diverse learning styles and different levels of language competence (Luzon, 2009). These

practices, however, are not always based on a solid methodology. The purpose of this presentation is to provide an overview of how electronic teaching and learning is being pedagogically integrated into the ESP classroom and what technology can contribute to such courses following some approaches of language acquisition. This study outlines some pedagogical principles (Egbert & Jessup, 1996; Chapelle, 1998; Doughty & Long, 2003; Tomlinson, 2008, 2012) for the appropriate design of electronic second language learning materials and offers and account of several experiences which may hopefully help to extend ESL teachers´ awareness of the possibilities for developing didactic and personalised electronic environments.

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4 Aparecida de Jesus Ferreira (UEPG – State University of Ponta Grossa, Parana, Brazil) in Lecture Room 3

Social Identities of Race and Gender in EFL Textbooks in Brazil: A Critical Literacy Perspective

This paper reflects on social identities of race and gender in EFL textbooks used in the Brazilian context in elementary state schools. Recent studies in the field of applied linguistics have included issues of social identities of race and gender as an important issue in English language teaching (CAMERON, 2005; FERREIRA, 2006; KUBOTA, 2003; NORTON & PAVLENKO, 2004; PENNYCOOK, 2001). In this paper, the questions I will answer are: how do textbooks used in elementary state schools in Brazil consider the social identities of race and gender? How are the social identities of race and gender represented in the textbooks? Do the activities proposed in textbooks address the issues of social identities of race and gender using a critical literacy perspective?

16.30-17.25 – Alan Maley in the Moot Room (Room 102)

"More research is needed." Who says?

I propose to question the largely unexamined, yet near-ubiquitous, belief that research is of supreme importance in our field, and to argue that there may be scant justification for according it the pre-eminent status it currently enjoys.

I will first discuss a number of issues, including the divergent agendas of the research and teaching communities; the problems of relevance, accessibility and applicability of research findings; the relatively meagre harvest from research findings; the trivialisation of research in the current academic context; the failure to implement such findings as are relevant; the fact that most of the key changes in ELT have not come from research at all; the effects of the unequal status accorded research and teaching on both… I shall then examine the beneficiaries of the belief in the pre-eminence of research (cui bono?), and the negative effects this is having on our profession. Finally, I hope to present an alternative, and more balanced perspective where research takes a more modest place alongside alternative channels for development and change.

17.25-17.30 – Closing Remarks - Brian Tomlinson in the Moot Room (Room 102)

HOPE YOU ENJOYED THE CONFERENCE AND LIVERPOOL

SEE YOU NEXT YEAR