

Cambridge University Press

978-0-521-19856-1 - English Language Teaching Materials: Theory and Practice

Edited by Nigel Harwood

Frontmatter

[More information](#)

English Language Teaching Materials:
Theory and Practice

Cambridge University Press
978-0-521-19856-1 - English Language Teaching Materials: Theory and Practice
Edited by Nigel Harwood
Frontmatter
[More information](#)

CAMBRIDGE LANGUAGE EDUCATION

Series Editor: Jack C. Richards

In this series:

Agendas for Second Language Literacy by Sandra Lee McKay

Reflective Teaching in Second Language Classrooms by Jack C. Richards and Charles Lockhart

Educating Second Language Children: The Whole Child, the Whole Curriculum, the Whole Community edited by Fred Genesee

Understanding Communication in Second Language Classrooms by Karen E. Johnson

The Self-Directed Teacher: Managing the Learning Process by David Nunan and Clarice Lamb

Functional English Grammar: An Introduction for Second Language Teachers by Graham Lock

Teachers as Course Developers edited by Kathleen Graves

Classroom-Based Evaluation in Second Language Education by Fred Genesee and John A. Upshur

From Reader to Reading Teacher: Issues and Strategies for Second Language Classrooms by Jo Ann Aebersold and Mary Lee Field

Extensive Reading in the Second Language Classroom by Richard R. Day and Julian Bamford

Language Teaching Awareness: A Guide to Exploring Beliefs and Practices by Jerry G. Gebhard and Robert Oprandy

Vocabulary in Language Teaching by Norbert Schmitt

Curriculum Development in Language Teaching by Jack C. Richards

Teachers' Narrative Inquiry as Professional Development by Karen E. Johnson and Paula R. Golombek

A Practicum in TESOL by Graham Crookes

Second Language Listening: Theory and Practice by John Flowerdew and Lindsay Miller

Professional Development for Language Teachers: Strategies for Teacher Learning by Jack C. Richards and Thomas S. C. Farrell

Second Language Writing by Ken Hyland

Cooperative Learning and Second Language Teaching edited by Steven G. McCafferty, George M. Jacobs, and Ana Christina DaSilva Iddings

Cambridge University Press

978-0-521-19856-1 - English Language Teaching Materials: Theory and Practice

Edited by Nigel Harwood

Frontmatter

[More information](#)

English Language Teaching Materials: Theory and Practice

Edited by

Nigel Harwood

University of Essex



CAMBRIDGE
UNIVERSITY PRESS

Cambridge University Press
978-0-521-19856-1 - English Language Teaching Materials: Theory and Practice
Edited by Nigel Harwood
Frontmatter
[More information](#)

CAMBRIDGE UNIVERSITY PRESS
Cambridge, New York, Melbourne, Madrid, Cape Town, Singapore,
São Paulo, Delhi, Dubai, Tokyo

Cambridge University Press
32 Avenue of the Americas, New York, NY 10013-2473, USA
www.cambridge.org
Information on this title: www.cambridge.org/9780521121583

© Cambridge University Press 2010

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First published 2010

Printed in the United States of America

A catalog record for this publication is available from the British Library.

Library of Congress Cataloging in Publication data

English language teaching materials : theory and practice / edited by
Nigel Harwood.

p. cm. – (Cambridge language education)

ISBN 978-0-521-12158-3 (pbk.)

1. English language – Study and teaching – Foreign speakers. I. Harwood,
Nigel. II. Title. III. Series.

PE1128.A2E543 2010

428.2'4–dc22

2010000332

ISBN 978-0-521-19856-1 Hardback

ISBN 978-0-521-12158-3 Paperback

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party Internet Web sites referred to in this publication and does not guarantee that any content on such Web sites is, or will remain, accurate or appropriate.

Contents

Contributors vii

Series editor's preface ix

PART A: INTRODUCTION

- 1 Issues in materials development and design 3
Nigel Harwood

PART B: PERSPECTIVES ON MATERIALS

- 2 Second language acquisition research and language-teaching materials 33
Rod Ellis
- 3 The theory and practice of technology in materials development and task design 58
Hayo Reinders and Cynthia White
- 4 Principles of effective materials development 81
Brian Tomlinson
- 5 Critical praxis as materials development: Responding to military recruitment on a U.S. campus 109
Sarah Benesch

PART C: MATERIALS FOR THE LANGUAGE SYLLABUS

- 6 A principled approach to content-based materials development for reading 131
Norman W. Evans, K. James Hartshorn, and Neil J. Anderson
- 7 A genre-based approach to developing materials for writing 157
Christopher Tribble

vi *Contents*

- 8 Listening as process: Learning activities for self-appraisal
and self-regulation 179
Christine Goh
- 9 Materials to develop the speaking skill 207
Rebecca Hughes
- 10 Developing materials for discipline-specific vocabulary and
phrases in academic seminars 225
Martha Jones and Norbert Schmitt

PART D: MATERIALS FOR SPECIFIC AND ACADEMIC PURPOSES

- 11 Materials for university essay writing 251
Martin Hewings
- 12 Writing for publication: Corpus-informed materials for
postdoctoral fellows in perinatology 279
Christine B. Feak and John M. Swales
- 13 Research-based materials to demystify academic citation
for postgraduates 301
Nigel Harwood
- 14 Making professional academic writing practices visible:
Designing research-based heuristics to support
English-medium text production 322
Mary Jane Curry and Theresa Lillis
- 15 English for nursing: Developing discipline-specific materials 346
Susan Bosher
- 16 Using textbook and real-life data to teach turn taking
in business meetings 373
Jo Angouri
- 17 Designing materials for community-based adult ESL programs 395
Cori Jakubiak and Linda Harklau

Author index 419
Subject index 428

Cambridge University Press

978-0-521-19856-1 - English Language Teaching Materials: Theory and Practice

Edited by Nigel Harwood

Frontmatter

[More information](#)

Contributors

Neil J. Anderson, Brigham Young University, USA
Jo Angouri, University of the West of England, UK
Sarah Benesch, City University of New York, USA
Susan Boshier, St. Catherine University, USA
Mary Jane Curry, University of Rochester, USA
Rod Ellis, University of Auckland, New Zealand
Norman W. Evans, Brigham Young University, USA
Christine B. Feak, University of Michigan, USA
Christine Goh, National Institute of Education, Singapore
Linda Harklau, University of Georgia, USA
K. James Hartshorn, Brigham Young University, USA
Nigel Harwood, University of Essex, UK
Martin Hewings, University of Birmingham, UK
Rebecca Hughes, University of Nottingham, UK
Cori Jakubiak, University of Georgia, USA
Martha Jones, University of Nottingham, UK
Theresa Lillis, Open University, UK
Hayo Reinders, Middlesex University, UK
Norbert Schmitt, University of Nottingham, UK
John M. Swales, University of Michigan, USA
Brian Tomlinson, Leeds Metropolitan University, UK
Christopher Tribble, University of London, UK
Cynthia White, Massey University, New Zealand

Cambridge University Press

978-0-521-19856-1 - English Language Teaching Materials: Theory and Practice

Edited by Nigel Harwood

Frontmatter

[More information](#)

Series editor's preface

A fact of life in the majority of language-learning classrooms around the world is that commercial or teacher-made materials generally provide the core resources that teachers and students depend on. Despite the opportunities provided by blended learning and other Web-based initiatives, traditional books or print-based learning materials continue to play an important role in the lives of the majority of teachers and learners.

The reasons for this are various. Although “authentic materials” are often recommended as an alternative to commercial materials, the scope of language teaching around the world today is such that few teaching institutions have the resources to abandon commercial materials. And Web-dependent learning is not always an option since, in many places, adequate resources for technology-based learning are not available. Learning contexts, too, are often situation specific, and when commercial materials do not provide a good fit with learners’ needs, teachers are often required either to adapt available materials or to design their own materials for a specific teaching–learning context. In addition, the majority of the world’s English language teachers are not native speakers of English and may have limited teacher training – for such teachers, well-designed materials can provide rich sources of learning input as well as facilitate teacher development.

In second language teacher-education programs, however, insufficient attention is often given to the role of materials in language teaching. Teachers sometimes graduate from such programs with limited experience in materials design, evaluation, adaptation, and implementation. The status of materials design is sometimes undervalued in graduate education, where it is regarded as a relatively trivial and theory-free activity. However, whereas materials design may seem an eminently practical activity, sound instructional materials cannot be created in a theoretical vacuum. They draw on a wide variety of theoretical foundations, since they reflect particular assumptions about the nature of language, of second language learning, and of second language teaching. They should hence be informed by research and current knowledge drawn from relevant domains of applied linguistics,

Cambridge University Press

978-0-521-19856-1 - English Language Teaching Materials: Theory and Practice

Edited by Nigel Harwood

Frontmatter

[More information](#)

x *Series editor's preface*

including corpus linguistics, discourse analysis, genre analysis, pragmatics, and sociocultural theory.

Materials design is also a special case of the application of the sophisticated kind of thinking that expert teachers possess, which is sometimes called *pedagogical reasoning skills*. These are the special skills that enable language teachers to do the following:

- To analyze potential lesson content (i.e., a piece of realia, a text, an advertisement, a poem, a photo, etc.) and identify ways in which it could be used as a teaching resource.
- To identify specific linguistic goals (i.e., in the area of speaking, vocabulary, reading, writing, etc.) that could be developed from the chosen content.
- To anticipate any problems that might occur and ways of resolving them.
- To make appropriate decisions about time, sequencing, and grouping arrangements.
- To develop appropriate instructional tasks as the basis for the lesson.

Shulman¹ described these abilities as a process of transformation, in which the teacher turns the subject matter of instruction into forms that are pedagogically powerful and that are appropriate to the level and ability of the students. Experienced and competent teachers use these skills every day when they plan their lessons, when they decide how to adapt lessons from their course book, and when they search the Internet and other sources for materials and content that they can use in their classes. It is one of the most fundamental dimensions of teaching, one that is acquired through experience, through accessing content knowledge, and through knowing what learners need to know and how to help them acquire it. This is also one of the core skills of an expert materials writer.

At the same time, materials design is also, to some extent, art rather than science. The ability to design materials that are pedagogically sound and yet also show evidence of the writers' creativity and imagination depends on considerable skill and ingenuity. The best instructional materials not only serve their pedagogic goals but also hopefully provide the basis for memorable and enjoyable classroom experiences for both teachers and students. The ingredients needed to achieve this level of engagement, however, are often difficult to quantify.

The present book, therefore, provides a timely overview of the current state of materials writing in language teaching, surveying both the theoretical and practical issues involved in the design, implementation, and

¹ Shulman, L. S. (1987). Knowledge and Teaching: Foundations of the new reform. *Harvard Educational Review* 57(2): 4–14.

Cambridge University Press

978-0-521-19856-1 - English Language Teaching Materials: Theory and Practice

Edited by Nigel Harwood

Frontmatter

[More information](#)

Series editor's preface xi

evaluation of materials in language programs, as well as providing case studies of materials design projects in a wide variety of settings and contexts. Nigel Harwood has assembled a stimulating collection of original papers that describe different approaches to materials design, including teacher-developed classroom materials and commercial materials, as well as technology-driven materials. The contributors describe the theories and principles underlying their approaches to materials design, the issues that need to be resolved, problems that have been encountered, and the solutions that were arrived at. The papers in the book hence provide invaluable documentation of the processes and resources employed by materials writers and, as such, can serve as guidelines for both new and experienced teachers who are involved in materials design projects in their own institutions.

Jack C. Richards