

Cambridge University Press

978-0-521-15704-9 - Materials Development in Language Teaching, Second Edition

Edited by Brian Tomlinson

Index

[More information](#)

Index

- Academic Word List Highlighter, 46, 342
- academics, and publisher materials
evaluation, 292–3
- access-self activities, 430
- example unit, 419
- activities, 420–30
- introduction, 420
- features, 417–18
- principles, 417
- suitable texts for, 418–19
- achievable challenges, 10
- ACTIONS model, 309–10, 316–17
- adaptation of materials, xiv
- analysis of materials
- aspects to examine, 182
- existing guidance on, 181–2
- framework
- and teachers' professional
development, 204
- overview, 183–4
- use by materials designers, 203–4
- use by researchers in language
teaching, 204–5
- use for materials evaluation, 198–203
- levels of analysis, 184–5
- objective description, 186
- subjective analysis, 186–91
- subjective inference, 197
- what is implied?, 197
- what is required of users?, 186–91
- what is there?, 186
- need for, 179–81, 205
- analytic learners, favouring of, in current
materials, 433–4
- AntConc, 41, 46
- Assagioli, R., 406
- authentic language data, importance of
use of, 101–3
- authentic tasks, ix
- online, 307–8
- authentic texts, ix
- online, 306–7
- author's experiences, 151, 165–6
- collaborative writing, 152–6, 168–70
- creative process, 156–8, 170–2
- designers and illustrators, 161–2
- influence of the market, 166–7
- publishing process, 159–61
- technological novelties, 162–4, 167–8
- time and place to write, 164–5
- World Wide Web, 168
- automatic speech recognition (ASR), 335
- Avatar English, 332
- Bank of English/COBUILD corpus, 52
- BBC news website, 346
- BBC website, 340
- beginning courses, reducing vocabulary
load, using teacher-prepared corpus
material, 37–8
- Blackboard (website), 343
- BLC (Business Letter Concordancer), 46–7
- blogs, 344
- creating, 318–21
- BNC (British National Corpus), 46
- brain hemisphericity, 404–5
- Breen and Candlin model, 182
- Bridges to China project, 345
- British Council/BBC website, 388–9
- buddy lists, 334–5
- Cambridge International Corpus
(CIC), 78
- Cambridge University Press, websites, 78,
323, 336
- CANCODE corpus (Cambridge and
Nottingham Corpus of Discourse in
English corpus), 78–9
- cell/mobile phones, 317, 353
- chat rooms, 334–5
- chatterbots, 335
- classroom observation, 293
- CLIL (Content and Language Integrated
Learning), ix, 25–6, 391
- closed tasks, 213–14
- COCA (Corpus of Contemporary American
English), 38–40, 47
- collaborative writing, author's experiences,
152–6, 168–70
- Collins Cobuild Corpus Concordance
Sampler, 47
- Collins Wordbanks *Online*, 346
- Collocate, 47
- Communicational Language Teaching
Project, 217–18
- communicative approaches, x
- communicative competence, x

Cambridge University Press

978-0-521-15704-9 - Materials Development in Language Teaching, Second Edition

Edited by Brian Tomlinson

Index

[More information](#)*Index*

- Community Language Learning (CLL), 383
- comparative evaluation, need for, 297–8
- competitor analysis, 293
- Compleat Lexical Tutor, 47
- concordance lines, x, 52
- concordances, x
 - creation process, 51–2
- Do It Yourself (DIY) approach, 51, 72–3
 - analysing activities, 61, 64
 - assembling activities, 60
 - extension and consolidation activities, 61
 - preparations for, 55–6
 - sample session – common words in
 - spontaneous spoken narrative, 61–4
 - sample session – focus on *as* for ESP students, 56–61
 - sample session – intermediate learners –
 - revision activities based on course materials, 67–8
 - sample session – real beginners – focus on *that*, 64–5
 - sample session – remedial beginners –
 - focus on the preposition *in*, 66–7
 - selecting words for concordancing, 69–70
 - types of concordance-based sessions, 68–9
 - varying focus and process, 70
- pedagogic use, 53–4
- research process, 52–3
- teacher-prepared concordance lines, 37
- use in classroom, 51
- controlled practice, SLA research on
 - reliance on, 22
- Corpus.BYU.edu, 47
- corpus/corpora
 - as classroom resources, 35, 36, 44–5
 - creating corpora for classroom use, 41–4
 - using teacher-prepared corpus material, 37–8
 - using web corpora, 38–41
- definitions, x, 35
- dictionaries based on, 35
- search tools, 35–6
- spoken texts, 36
- use in linguistics, 36
- corpus-informed materials, vs. corpus-driven materials, 94
- coursebooks, xi, 135
 - case study, 141–2, 149–50
 - brief provided, 142
 - compromises, 147
 - content, 149
 - methodology, 148
 - overall structure, 147–8
 - piloting, 149
 - texts, 148–9
- key principles
 - analytic approaches, 144
 - balance of approaches, 145
 - emphasis on review, 144
 - engaging content, 143–4
 - flexibility, 142–3
 - from text to language, 143
 - integrated skills, 145
 - learning to learn, 145
 - natural language, 144
 - personalised practice, 144–5
 - professional respect, 146
- pressures
 - from schools and institutions, 146–7
 - from students, 147
 - from teachers, 147
 - from the publishers, 146
- compromises, 137–9
 - authors, 140–1
 - publishers, 139–40
- issues with, 135–7, *see also* global coursebooks
- coverage of syllabus, 158
- creative process, author's experiences, 156–8, 170–2
- creative writing, 384
- CSPAЕ (Corpus of Spoken Professional American English), 48
- designers, author's experiences, 161–2
- desk research, 293
- development of materials, 2–3
- digital activities
 - grammar and vocabulary, 345–8
 - integrated learning environments, 348–9
 - non-human interaction, 335
 - oral interaction, 330–2, *see also* virtual worlds; VOIP
 - pedagogical considerations, 349–50
 - potential, 350
 - reading, 341–3
 - speaking and pronunciation, 336–41
 - writing and composing, 343–5
 - written interaction, 333–5
- digital materials, testing, 268
- discovery activities, xi
- drama techniques, 384
- Dual Coding Theory, 364

Cambridge University Press

978-0-521-15704-9 - Materials Development in Language Teaching, Second Edition

Edited by Brian Tomlinson

Index

[More information](#)*Index*

- editorial visits, 293
- elaboration (Lozanov method), 404, 407
- electronic delivery, effect on pilots, 269
- ELF (English as a lingua franca), xi
- ELT Journal, 388
- email, 335
- ESP (English for Specific Purposes),
 - perception of relevance of learning, 11
- evaluation of materials, xiv, 3, 296–9,
 - see also* publishers, evaluation of materials; systematic evaluation of materials
- experiential learning, xi
- expert panels, 292
- Facebook, 348–9, 389
- feedback, need for, 296–7
- Flat Classrooms Project, 344–5
- flexi-materials, 386
- focus groups, 290–1
- focused tasks, 213
- foreign languages, definitions, xi
- freelance editors, 161
- GarageBand, 336
- Gateva, Evalina, 405
- global coursebooks, xii, 10, 137
 - potential for, 435
- glossy coursebooks, 162
- Google Talk, 333–4
- Google Video, 338–40
- grammar, as choices, 96
- group think, 291
- Harmer, Jeremy, 170–2
- heads/headers, 94–6
- Hot Potatoes suite, 305
- IB (International Baccalaureate), 390
- iCALL programs, 335
- ICAME (International Computer Archive of Modern and Medieval English), 48
- ICE (International Corpus of English), 48
- ICQ, 333–4
- III (illustration; interaction; induction), in
 - spoken grammar teaching, 90–1
- illustrators, author's experiences, 161–2
- iMovie, 340
- incubation (Lozanov method), 404, 407
- Innovation in Teaching 1998–2009 website,
 - 415–16
- input-providing tasks, 213
- interactive whiteboards (IWBs), 322–5
- interested parties, 174–5
- Internet Activities Workbook, 388
- interpersonal grammar, 82–3, 95–6
- Jabberwacky, 335
- Johns, Tim, 51
- Jumpcut, 340
- Kay, Sue, 169
- kfNgram, 48
- Krashen, S., 13–14
- KWICs (key word in context), using teacher-prepared corpus material, 38
- L2, xiii
- language awareness approaches, xii, 102–3
- language data, xii
- language learning, 4–5
- language practice, xii
- language teaching, 3–4
- language use, xii–xiii
 - as a continuum, 329
 - need to know more about, 439–40
- learner choice, need for respect for, 434
- learners
 - anxiety/relaxation, 9–10
 - confidence, 10–11
 - facilitation of self-investment, 12
 - mental readiness to learn, 12–13
 - production of own grammars, 102–3
- learners without computer availability
 - classroom resources
 - using teacher-prepared corpus material, 37–8, *see also* concordances, Do It Yourself; offline materials
- learning principles, influencing materials, 175–6
- learning styles, xiii
- lexical approaches, xiii
- lexical chunks, xiii
- listservs, 335
- Livemocha, 349
- Lozanov cycle, 407, 412–13
 - example, 407
 - elaboration, 408
 - presentation, 407–8
 - grammar, 410–12
 - language, 408–10
 - positivity, 410
- Lozanov, Georgi, 403, 404, 406
 - teacher development, 405
- Macmillan website, 388–9
- marketing team influence over
 - publishers, 161

Cambridge University Press

978-0-521-15704-9 - Materials Development in Language Teaching, Second Edition

Edited by Brian Tomlinson

Index

[More information](#)*Index*

- materials, xiii–xiv, 2
 - as constraining teachers' freedom of action, 379–81, 392
 - impact of, 8–9
 - incorporating choice into, 384–5,
 - see also* coursebooks; multimedia materials; self-access materials; supplementary materials; workbooks; *see also* flexi-materials
- materials adaptation
 - by teachers, 381–2
 - presentation
 - analysis, 398, 402
 - as springboard for creation of new texts, 397, 402
 - classroom procedures, 398
 - comparison/contrast, 396, 400
 - expansion, 395, 399
 - interpretation, 397, 401
 - matching, 396
 - project work, 398
 - reconstruction, 396–7, 401–2
 - reduction, 395
 - reformulation, 397
 - selection/ranking, 396, 400–1
 - transfer into a different medium, 395–6, 399, 400
- materials development, progress
 - made in, 437
- MATSDA (The Materials Development Association), vii
 - collaboration with other institutions, 441–2
 - comparative evaluation, 297–8
 - materials evaluation workshop, 297
- meta-materials, 385
- MICASE (Michigan Corpus of Academic Spoken English), 40, 48–9
- Michigan Corpus Linguistics, 48
- MICUSP (Michigan Corpus of Upper Level Student Papers), 39, 40–1, 43–51
- mobile phones, 317, 353
- modelling data on authentic patterns, 92–4
- monitoring, importance of, 174
- MonoConc, 41, 49
- Moodle, 321–2, 349
- Multidimensional Model (Meisel, Clahsen and Pienemann), 12–13
- multimedia materials, xiv
 - 'must haves lists', 270
- MySpace, 338–40, 348–9, 389
- Namibian Textbook Project, 24, 174, 175, 261, *see also* *On Target*
- Nation, Paul, 49
- native speaker, as most appropriate paradigm, 98
- Ning, 349
- offline materials, 304–5
 - Oxford University Press printable
 - Hot Potatoes-style tasks, 306, *see also* concordances, Do It Yourself
- On Target* (Grade 10 English textbook), 24–5
- open learning, 415
- open tasks, 213–14
- OttoWiki, 344
- outcome feedback, SLA research on, 23
- outcomes, need for research on, 437–8
- output-prompting tasks, 213
- para-conscious, 404
- PB wiki, 344
- pedagogic corpus
 - creating a balanced syllabus, 71–2
 - need for, 54–5
- pedagogic simplifications, need for, 102
- pedagogic tasks, xv
- Pienemann, M., 12–13
- piloting, 274–6
- pink dolphins example, 310–12
- podcasts, 309, 337–8
- Polyani, M., *The Tacit Dimension*, 404
- PPP approach, xv
 - and delay of positive effects of instruction, 17
- Prabhu, N. S., 214, 379, 380–1, 385, *see also* Communicational Language Teaching Project
- project work, 383
 - as means to overcome inflexibility of materials, 398
- psychological dimension, 403–4
- publishers
 - evaluation of materials, 267–8
 - benefits, 294
 - challenges faced, 268–70
 - differences from teacher perspective, 270–1
 - future directions, 295
 - methods used, 274–93
 - motivations, 272–4
 - potential problems, 294–5

Cambridge University Press

978-0-521-15704-9 - Materials Development in Language Teaching, Second Edition

Edited by Brian Tomlinson

Index

[More information](#)*Index*

- need to help, 441
- organizing teachers' forums
 - evaluation meetings, 255–6
 - 'take your pick' sampling meetings, 256
 - users meet to become producers, 256–9
- timescales, 268–9
- publishing process, author's experiences, 159–61
- quantum biology, 403–4
- questionnaires, 291–2
- reading extensively, 384
- real world tasks, ix, *see also* authentic tasks
- 'recapitulation' days (Lozanov method), 407
- re-mixing, 304
- research needs, 437–42
- resource book series, 382–3
- reviewing, 276
- Richards and Rodgers model, 182
- Rogers, C., 410
- RSS (Really Simple Syndication) feeds, 337–8
- Schmidt, R., 15
- SCOLA website, 340
- Scootle, 346
- scope and sequencing, 273
- Scottish Corpus of Texts and Speech, 49
- second languages, xv
- Second Life, 332, 389
- Self-Access Language Learning (web newsletter of HASALD), 416
- self-access materials, xv, *see also* access-self activities
- self-perceived needs, 240
- semi-materials, 385
- Sharma, Pete, 168
- Short Message Service (SMS), 333–4
- silent period at the beginning of instruction, SLA research, 20–1
- simplified texts, xvi
- situational grammar exercise, distinction from TBLT task, 212–13
- Six Minute English, 340
- skills modules, 382
- Skype, 308, 309, 331–2
- SLA (Second Language Acquisition), xvi
 - basic principles, 7, 23
- SLA research
 - disagreements and consensus in, 7–8
 - effective use of, 6–7
 - practitioner involvement, 23–5
 - SLA research on
 - delay of positive effects of instruction, 16–17
 - drawing attention to linguistic features, 14–15
 - exposure to authentic language use, 13–14
 - impact of materials, 8–9
 - inclusion of right and left brain activities, 21–2
 - learner confidence, 10–11
 - learner self-investment, 12
 - learners feeling at ease, 9–10
 - mental readiness to learn, 12–13
 - outcome feedback, 23
 - perception of relevance and utility of language acquisition. *see also* SLA research on, outcome feedback
 - provision of opportunities for language use for communication, 15–16
 - reliance on controlled practice, 22
 - silent period at the beginning of instruction, 20–1
 - variety in learners' affective attitudes, 19–20
 - variety in learning styles, 18–19
- Sperling, Dave, 388
- spoken English
 - and grammar, 78
 - authentic vs. scripted dialogues, 79–81
 - developing a 'feel' for the language, 96–7
 - interpersonal grammar, 82–3, 95–6
 - language awareness and consciousness-raising, 90–2, *see also* tails
- spoken grammar teaching
 - materials, 97–8
 - materials evaluation, 88–90
 - modelling data on authentic patterns, 92–4
 - sample materials, 84
- Sri Lankan website production example, 313–15
- Stikipad, 344
- Stranks, Jeff, 169–70
- strategic awareness activities, 103
- strong communicative approaches, x
- student materials, creation separately from teacher's materials, 158
- subcontracting, 155–6
- Suggestopedia, 21–2, 403, 404, 405–6
- supplementary materials, xvi
- syllabus, pre-determination of, 175
- systematic evaluation of materials, 5–6

Cambridge University Press

978-0-521-15704-9 - Materials Development in Language Teaching, Second Edition

Edited by Brian Tomlinson

Index

[More information](#)*Index*

- tails, 81–3
 - challenge for research, 95–6
 - grammar patterns and choice, 83–4
- task-based approaches, xvi–xvii
- tasks, xvi
 - definitions of, 188–9
 - identifying task boundaries, 189–91
 - online, 305–6
 - authentic, 307–8
 - TBLT (Task-Based Language Teaching)
 - definition, 188, 212–14
- TBLT (Task-Based Language Teaching), 212
 - definition of ‘task’, 188, 212–14
 - evaluation approaches, 214–15, 232–3
 - macro-evaluation, 215–16, 217–24
 - micro-evaluation, 216–17
 - accountability vs improvement, 224
 - and research, 231–2
 - examples, 226–8
 - dimensions, 228–30
 - procedure for, 225
 - teacher comments on, 230–1
 - types of information to collect, 224–5
- teachers
 - as being constrained by materials, 379–81, 392
 - education, 237
 - empowerment possibilities, 249–53
 - institution-based evaluation
 - keeping records of use, 259–60
 - post-use validation at a staff meeting, 260–1
 - pre-use evaluation of materials
 - timetabled as staff meeting, 259
 - needs analysis, 238–42, 262
 - importance of, 236–8
 - theoretical framework, 240–2
 - example use, 243–5
 - wants, 243, 438
 - opportunities for change, 253–5
 - overcoming materials inflexibility
 - adapting materials, 381–2
 - analysis, 398, 402
 - as springboard for creation of new texts, 397, 402
 - classroom procedures, 398
 - comparison/contrast, 396, 400
 - expansion, 395, 399
 - interpretation, 397, 401
 - matching, 396
 - project work, 398
 - reconstruction, 396–7, 401–2
 - reduction, 395
 - reformulation, 397
 - selection/ranking, 396, 400–1
 - transfer into a different medium, 395–6, 399, 400
 - creation of own material, 382–4, *see also* concordances, Do It Yourself
 - further possibilities, 391–2
 - introducing additional material not in coursebook, 381
 - using content-based learning, 390–1
 - using IT resources, 388–90
 - professional development through
 - material evaluation, adaptation and development, 261
 - teachers’ forums organised by publishers
 - evaluation meetings, 255–6
 - ‘take your pick’ sampling meetings, 256
 - users meet to become producers, 256–9
 - threat of deskilling, 245–9
- teacher’s materials
 - creation separately from student materials, 158
 - potential for, 434
- teaching, 3–4
- technological novelties, xiv, 25, 352–3, 441
 - author’s experiences, 162–4, 167–8
 - building a blog, 318–21
 - designing materials, 309–10
 - evaluation, 316–17
 - examples, 310–15
 - developing teachers’ skills, 317
 - digital literacy, 309
 - evaluation of, 328, *see also* ACTIONS model
 - online tasks, 305–6
 - authentic, 307–8
 - online texts, authentic, 306–7
 - opportunities presented by, 303–5
 - pushing the boundaries, 325–6
 - spoken language practice, 308–9, *see also* digital activities; interactive whiteboards; Virtual Learning Environments
- text-based approaches, xvii
- textbooks, as based on idealised data, 101–2
- texts, definitions, xvii

Cambridge University Press

978-0-521-15704-9 - Materials Development in Language Teaching, Second Edition

Edited by Brian Tomlinson

Index

[More information](#)*Index*

- Time Corpus, 38, 40, 49
- TPR (Total Physical Response) approach,
 - silent period at the beginning of instruction, 20–1
- TPR Plus, 21
- Twitter, 333–4
- UCREL (University Centre for Computer Corpus Research on Language), 50
- unfocused tasks, 213
- University Centre for Computer Corpus Research on Language (UCREL), 50
- University of Iowa, websites, 336–7
- Victory Author, 340
- video editing tools, 340
- VideoEgg, 340
- Virtex project, 340
- Virtual Classrooms (VC), 308
- Virtual Learning Environments (VLEs), 308, 321–2
- virtual worlds, 332
- visualisation
 - by L1 readers, 358–9
 - functional significance, 359–61
 - use of inner speech, 361–2
 - by L2 readers, 362–5, 373
 - characteristics, 365–6
 - possibility of helping, 366–8
 - student activities, 369
 - connections, 371
 - drawing, 369–71
 - illustrations, 371–2
 - miming, 372
 - student instructions, 368–9
 - neglect of, 357
- VOICE (Vienna-Oxford International Corpus of English), 50
- voice, supportive, 9–10
- Voices (the Newsletter of IATEFL), 388
- VOIP (Voice Over Internet Protocol), 308, 330–1, *see also* Skype
- weak communicative approaches, x
- Web 2.0, 304–5, 338–40
- Web Concordancer, 50
- web-based exams, 305
- WebCONC, 50
- WebCrossing, 343
- WebCT, 343
- WebPaint, 344
- white space, and learner anxiety, 9
- White, L., 15
- Wikipedia, 306–7, 344
- wikis, 344
- Wikispaces, 344
- Wimba Voice Tools, 309
- WizIQ, 309
- word frequency list, use in concordancing by hand, 55
- WordChamp, 342
- WordSmith, 41, 50
- workbooks, xvii
- World English, xvii
- World Wide Web, author's experiences, 168
- Writefix, 345
- writing of materials
 - case studies
 - materials for a class at upper intermediate level, 114–15
 - materials to practise the description of development and change over time, 122
 - rewriting of materials, 126
 - contextual realisation, 108–9
 - exploration of language, 108
 - identification of need, 107
 - pedagogical realisation, 109
 - physical production, 0212
 - process, 111–13
 - resources list, 130
 - working principles, 127–30
- WWWBoard, 343
- Yabla, 340
- YouTube, 307, 338–40, 341