

# **The MATSDA/University of Limerick Conference**

## **Applied Linguistics and Materials Development**

### **University of Limerick Main Building C Block**

**Saturday June 9<sup>th</sup>**

08.30-09.00 – **Registration (Corridor on 1<sup>st</sup> floor of C Block)**

09.00- 09.20 - **Welcome (Brian Tomlinson) (Charles Parsons Theatre)**

09.20-10.15 – **Brian Tomlinson (Charles Parsons Theatre)**

### **Second Language Acquisition and Materials Development**

There seems to be a considerable mismatch between what SLA researchers and theorists claim facilitates language acquisition and what materials developers actually do in practice to help students to learn languages. We'll discuss together why this is the case and we'll look at ways of ensuring that research results are more accessible and applicable to practitioners. We'll also focus on research findings which appear to be valid and important and we'll consider ways in which materials developers could make greater use of them.

10.15-10.45 **Coffee**

10.45-11.25 **Parallel Presentations**

**1 Angela Chambers and Fiona Farr (University of Limerick, Ireland) (Charles Parsons Theatre)**

#### **Elicited versus spontaneous speech: Using corpora for materials development**

As corpora are increasingly seen as a source of data for materials development, the teacher choosing or creating a spoken corpus for teaching purposes must choose between spontaneous or elicited data. This paper discusses the advantages and disadvantages of both. While spontaneous conversation can be seen as closer to natural language use, including colloquial, informal and non-standard usage, elicitation in the form of an interview can serve as a model for everyday language use in a somewhat more formal context. The paper will be illustrated with data from the Limerick Corpus of Irish English for spontaneous conversation, and from the online SACODEYL and Backbone corpora for elicited data.

**2 Heather Buchanan (Leeds Metropolitan University) (C1058)**

**Out of the media and into the classroom**

This presentation will explore the pros and cons of using factual radio and TV programmes for language development and discuss the use of generic worksheets to exploit such broadcasts. Issues discussed will include how to achieve affective engagement with factual texts, selection criteria and frameworks to use with specific programme types. I will show some generic time-saving worksheets I have developed and propose some ideas for promoting learner autonomy through TV and radio broadcasts.

**3 Neil Heffernan** (Ehime National University, Matsuyama, Japan) **(C1061)**

**Developing EFL Materials for Japanese University Learners: A Case Study**

This presentation will focus on how four textbooks – one for each language skill – were created for use at a medium-sized national Japanese university after conducting a survey to 2,000 first-year Japanese university students regarding their language learning needs, and creating “Can-Do” lists based on the survey results. The presenter will demonstrate how the use of these textbooks has reshaped the language curriculum at the university, leading to the creation of a program-wide testing program based on the contents of the textbooks. The program in question is in unique standing in Japan; so much so that other Japanese universities are starting to implement similar programs around the country.

**4 Brenda P. Imber** (University of Michigan), **Carson Maynard** (University of Michigan), **Philomena Meechan** (University of Michigan) and **Maria Parker** (Duke University) **(C1062)**

**Generating Effective Learning Materials for ESL and ELF Oral Skills Instruction**

This interactive demo provides participants with learning materials predicated on the impact of three theories of effective processing – variability, spacing (aka frequency), and reflective thinking (Rohrer & Pashler 2010, deWinstanley & Bjork 2002, King 2000). In the first half, we analyze materials and activities based on these concepts, e.g., rubrics that help students improve paraphrasing and self-analysis; transcribing and dubbing DVD clips for listening skills and pronunciation; and music activities to teach pronunciation and vocabulary. In the second half, participants customize some of these activities to fit their own learners’ needs and learn how to vet their own materials for further adaptation.

**11.30-12.30 Focused Presentations**

**1 (Charles Parsons Theatre)**

**1 Minoo Alemi and Zahra Mesbah** (Sharif University of Technology, Iran)

**A textbook evaluation based on the ACTFL standards: The case of the *Top Notch* series**

This study aimed to evaluate the *Top Notch* series using Hood Cisar’s (2000) checklist based on ACTFL standards. The findings indicate that the series enjoys some benefits

for language learners, such as encouraging the students to communicate successfully through lively and authentic visual images without cultural bias. This book also lets students connect with other disciplines such as Medical Science, Art, Geography, etc. However, with regard to ACTFL standards, the series suffer from lack of activities or discussions that present words, cognates, idiomatic expressions of students' native language, or even similarity or diversity of students' own culture and the target one.

## **2 Olga Bondarenko** (The Moscow State Institute of Tourism Industry)

### **Intercultural Communication Teaching: Language or Lecture Course?**

The work focuses on the problem of content selection for the IC course meant for professional training (tourism and hospitality). Sharing the idea of structured knowledge as the way to study cultures (Byram, M. et al.), the argument is made that training in intercultural communication can be effective within a limited time budget if it is carried out by two parallel or staggered courses – an LSP course and a lecture course featuring professionally important aspects of multi-vector intercultural communication. A solution to the problem may be a “matrix” approach to the IC course.

## **3 Simon Humphries** (Doshisha University)

### **CLT Materials in Japan**

This paper reports the findings from a Japanese further education college of engineering where CLT-oriented EFL textbooks were implemented in Grades 11 and 12 to replace ministry-mandated materials. The researcher explored teachers' reactions to the change from multiple perspectives: (1) comparison of the textbooks based the analytical framework proposed by Littlejohn (1998, 2011), (2) observation of the teachers' use of the textbooks, and (3) semi-structured teacher interviews. Observation results indicated that the teachers tended to use non-communicative approaches for both textbooks. The teachers' interview responses indicated several sociocultural issues that ought to be considered when producing CLT materials for Japan.

## **2 (C1058)**

### **1 Marina Rabadan-Gómez** (Leeds Metropolitan University)

### **MFL Teaching Materials and Pragmatic Competence: Where are we now?**

Since the early 90s, we have witnessed a growing interest in the implications of sociolinguistic and pragmatic research for MFL teaching. In this presentation we will provide an overview of the latest developments in language materials oriented towards the enhancement of the pragmatic competence. Our objective is to understand what has been done so far regarding the application of the research to the materials development, what the current trends are, and what yet remains to be done in this field.

**2 Patrícia de Oliveira Lucas** (Federal University of São Carlos, Sao Paulo)

**Using Movie Trailers as a Resource for Developing Teaching Material**

The idea of this focused presentation is to share upbeat results that an EFL teacher has achieved at using *Movie Trailers* as a resource for developing teaching material to help students to improve not only their listening, but mainly their writing. The presenter will show some samples of activities that she has developed and how she has worked with them, according to the students' level. After presenting the activities, she plans to discuss, with the audience, the importance of reflective teaching when developing educational materials, taking into consideration some important factors, such as: students, needs/wants, context and the intended purpose.

**3 Giuseppina Vitale and Elisa Pellegrino** (University of Naples 'L'Orientale')

**Investigations on interlinguistic transfer: the role of reading assessment techniques**

The theory of linguistic interdependence assumes that the literacy related skills acquired in L1 transfer to academic abilities in L2 thereby facilitating the acquisition of academic and linguistic skills in L2. To test this hypothesis we elaborated two "cognitively demanding" and "context reduced" reading tests and administered them to foreign and Italian students. The test revealed to be an effective way to confirm the positive effects of interlinguistic transfer from L1 to L2 on school progress. The foreign students, partially educated in L1 and with high level of L1 vitality performed either as accurately as Italians or better than them.

**3 (C1061)**

**1 K. Premkumar** (Bishop Heber College, Trichy, India)

**English Language Acquisition through Teaching Drama in Classrooms.**

Using Drama in the classroom is not a new concept. Alan Malay and Alan Duff, the classic sources of drama have explored the benefits of using drama techniques to learner to learn new vocabulary, communication, develop independent thinking and confidence. The group work in the study of drama builds understanding and practically removes the shyness which blocks the second language learners. The oxford dictionary defines drama as a play for theatre, a performing art, which brings existing events of life, but drama as tool of language learning here, provides another platform for exploring practical aspects of English Language learners. This paper highlights drama, as a powerful tool for effective language learning and communication.

**2 Zanette Meintjes & Louise Olivier** (North-West University, Potchefstroom, South Africa)

**Fostering first-year students' academic writing: Towards the integration of generic and subject-specific teaching materials**

The debate regarding generic vs. specific approaches to the teaching of academic literacy (Hyland, 2006; Dudley-Evans & John, 1998) also manifests itself at North-West University in South Africa. Owing to logistics and time-table constraints, a generic academic literacy course that focuses on core academic skills is currently offered to all first-year students. It has, however, become clear that the teaching of core academic writing skills needs to be supplemented by the inclusion of subject-specific instruction. This paper addresses the problem of integrating generic and nursing subject-specific academic skills in the teaching of writing skills.

**3 Ciléia Alves Menezes** (Federal University of Pará – Bragança)

**Material Development: the movie *Crash* as a motivational resource to discuss race**

The development of different 'genres' of video and movies have become increasingly used as a powerful tool of authentic materials for teaching in EFL environment. Movies offer excellent eye-catching scenes to raise students' interest when discussing cultural aspects and behaviors. This presentation attempts to analyze the movie *Crash* (Paul Haggis, 2005) by exploring various dimensions of racial difference, since it makes us think about how prejudice is faced and the way we act towards it. In order to create a motivational atmosphere to foster the discussion of polemic topics, activities will be shared with participants to assert that this kind of material carries lots of classroom exploitation.

**4 (C1062)**

**1 Maria Siopa** (Camões Institute, Portugal and Eduardo Mondlane University, Mozambique) and **Víctor Justino** (Eduardo Mondlane University, Mozambique)

**Materials Development for Portuguese Second Language (PL2) Teaching and Learning at the University level in Mozambique**

In Mozambique, university students, speakers of Bantu languages (L1), acquire Portuguese as a second language (PL2) in natural and instructional settings. This paper examines some of the most problematic areas in the use of PL2 by these students and the need for adequate procedures and materials for teaching and learning in PL2 (Tomlinson 2009, Ellis 1997, Ferris 2002). We will report on how we have developed those materials (Siopa 2006, 2010; Justino 2011) and show results of their efficacy on students' writing. Finally, we will discuss the hypothesis through which the linguistic situation limits the achievement of formal instruction.

**2 Ross Graham, Tim Nesbit and James Henry** (University of Coventry)

**Action research and the teaching of academic writing: bridging continents**

A three-year action research project (2011-14) involving small teams at Coventry University and two universities in Ethiopia is examining the teaching of academic writing in courses of 10-15 weeks. Challenges of collaboration, including differing institutional constraints and the use of online communication, are described. These

themes are amplified in the accounts of two of the Coventry teacher-researchers. One of these (JH) investigates different ways of giving feedback to students. Another (TN) examines the effectiveness of different approaches to using academic writing models. A cross-cultural element is introduced by comparing views expressed by participants from the UK and Ethiopia.

### **3 Eloy JM Romero-Muñoz – Universty of Namur (FUNDP), Belgium**

#### **Never judge a (text)book by its cover: The hidden structuralist agenda in published ELT materials for the English tense system**

This paper correlates current trends in acquisition research and empirical data from best-selling ELT textbooks to preface a discussion of language teaching materials development. It does so by offering a content analysis of current methodological approaches to the English verb phrase in popular published ELT materials for students and teachers. Central to the discussion is the mismatch between ELT typologies for the English verb phrase and advances in corpus-based pedagogical grammar research and cognitive approaches to pedagogical grammar, which is shown to have resulted in the perpetuation of a structuralist agenda in current ELT materials.

#### **12.30-13.30 Lunch**

#### **Poster Presentations**

Poster Presentations will be presented in **Rooms C1059** and **C1060** from 12.45 today until the end of the Conference. The presenters will be available near their posters at lunch times and during breaks to answer any questions on their research.

#### **13.30-14.15 Plenary Presentation**

#### **Michael Byram (Charles Parsons Theatre)**

#### **Assessment and/of Intercultural (Communicative) Competence**

‘What is not tested, is not taught’ is an oft-quoted teaching adage, and – though not necessarily true – sums up the concerns of many people working with the concept of ‘intercultural competence’. Although this is in part a technical issue for assessment specialists, I will attempt to present an analysis of the pre-technical issues, distinguishing for example between assessment and/or testing for research purposes and teaching purposes, raising the ethical questions involved. There will be no definitive answers but, I hope, a degree of clarification and basis for further thought.

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#### **14.20 -15.10 Invited Speakers**

#### **1 Hitomi Masuhara (Charles Parsons Theatre)**

## **The Fifth Skill in a Cultural Maze**

Byram and Masuhara (2012) identify four major areas of intercultural competence in their literature review: knowledge of self and others; awareness of self and others; attitudes toward the relativized self and others; skills of exploring, interpreting, relating and interacting.

This session explores a question: what kinds of approach may help teachers to fulfil these competence targets in language education for multi-cultural and multi-linguistic learners in a globalized world? It will involve critical appreciation of some examples from recent literature and coursebooks that claim to help learners acquire cultural competence. Through such an exploration, I intend to establish criteria that can be used for developing materials for intercultural education in our own classrooms.

Byram, M. and Masuhara, H. (2012) 'Intercultural competence' in B. Tomlinson (ed.) Applied Linguistics and Materials Development. London: Continuum International Publishing Group.

## **2 Freda Mishan (C1061)**

### **The monster in the classroom: The course book and language pedagogy**

In this session, we will examine the claim that today, more than any prevailing language pedagogies, it is the course book that dictates classroom practice:

'What the majority of teachers teach and how they teach [...] are now determined by textbooks' (Akbari, 2008, p. 647). We will speculate on the causes of the development of this sort of 'self-sufficient pedagogy', and assess the transfer of some current language pedagogies – such as task-based learning, corpus-based and autonomous learning approaches - to the course book.

## **15.15-15.55 Parallel Presentations**

### **1 Dermot F. Campbell, Marty Meinardi, Charlie Pritchard and Yi Wang**

(Dublin Institute of Technology) **(Charles Parsons Theatre)**

#### **The EU-funded FluenCi Project**

The EU-funded FluenCi project focuses on the importance of intonation in native-to-native communication, using corpus-informed, high-frequency collocations. Learners are presented with common phrases in neutral form plus several intonational variations, illustrating different speaker intentions and realised by several speech features. The 30 selected phrases are embedded in realistic dialogues and the variations demonstrate different communicative effects.

FluenCi sensitises users to dialogue as *response*, highlighting speakers' interactive strategies. Slow-down technology is incorporated and focused feedback on learner

performance is provided. The programme is delivered online, primarily for autonomous learners. It could also be developed for use across multiple platforms.

## **2 Catarina Castro (Fundação para a Ciência e Tecnologia/ Faculdade de Ciências Sociais e Humanas de Lisboa) (C1058)**

### **Learning Portuguese in European Universities: principles for textbook development.**

The increasing importance of foreign language learning in European Universities and the broadening of learning goals have motivated the development of language textbooks adapted specifically to this learning context, where students should develop not only communication skills but also generic ones that can be crucial for a successful intercultural communication.

Therefore, the present contribution aims to present a coherent set of principles with the purpose of supporting particularly the development of textbooks used in European Universities to learn and teach Portuguese as a foreign language, based on recent second language acquisition theories, language teaching methodology and language policies in Europe.

## **3 Helen Emery (University of Essex) (1061)**

### **Materials for CLIL: Student-teachers create vocabulary tasks and activities to support the teaching of English through Environmental Science.**

This paper presents the results of a project aimed at encouraging student-teachers to create materials for CLIL, specifically materials which incorporate the teaching of English language and Environmental Science. The project took place in Borneo, an environment which provides a rich stimulus for teaching Environmental Science. The project involved 72 trainee primary and secondary English teachers. The focus of the students' materials was to facilitate the learning of subject-specific vocabulary by pupils in the upper level of primary school and Form 3 of secondary school. The presenter will explain the process that the students went through in deciding which lexical items to teach, and what types of task and activities to use for their materials. The students drew up a list of features they believed to be important in designing materials for children, and aimed as far as possible to incorporate these in their tasks. The presenter will show examples of the vocabulary learning materials the students designed, and outline the features of good tasks and the weaknesses of poor tasks. The presentation addresses the students' efforts from a teacher-training perspective:

- The project was useful for helping student-teachers learn how to design vocabulary activities – and the types of activity which are most beneficial in developing certain skill areas.
- The project was useful for lecturers/ course tutors to see where the weaknesses lie: what students don't do well, and as a result – the areas that need to be focussed on more in our courses.

## **4 Cang Trung Nguyen (The University of Sheffield) (C1062)**

## **Communicative Language Teaching: Do Tasks and Activities in School Textbooks Facilitate Learners' Development of Communicative Competence?**

This paper reports on the preliminary findings of a study evaluating *English 6* used in junior-secondary schools in Vietnam as a compulsory teaching material based on Tomlinson's (2003) evaluation criteria. Data were collected from questionnaires for instructors, administrators and students; interviews with instructors and administrators; documents related to the textbook; and classroom observation at eight schools in Mekong Delta - Vietnam. It focuses on evaluating the development of four language skills and communicative abilities; and the encouragement of interaction. It also draws implications regarding developing ELT materials for developing learners' communicative competence.

15.55-16.25 **Tea**

16.25-17.15 **Invited Speakers**

### **1 Ivor Timmis (Charles Parsons Theatre)**

#### **Spoken language research and ELT materials: where are we now?**

This talk begins with a retrospective look at some of the grammatical and lexical findings from spoken language research in recent years. I then consider the potential and actual impact of such findings on ELT materials, showing how some materials developers have responded to the challenge of making pedagogic sense of spoken language research. Finally, I consider how both spoken language research and practice might develop in future.

### **2 Irma-Kaarina Ghosn (C1061)**

#### **Language Learning for Young Learners**

Young language learners' developmental characteristics are not always taken into account when developing textbooks, which are often modelled after older learner materials. Memory, motivation and interest play a key role in learning, as do learner opportunities to experience success. Although currently available 'global coursebooks' meet many of the criteria appropriate for young learners, the research of the past thirty years suggests there are other more motivating and interesting options for educators working with the youngest group of learners.

17.20-18.10 **Invited Speakers**

### **1 Andrew Cohen (Charles Parsons Theatre)**

#### **Designing Materials for Teaching L2 Pragmatics**

This presentation will start by considering what we know, what we think we know, and what we need to find out with respect to materials development in L2

pragmatics. Existing research has shown that L2 pragmatics has rarely been represented adequately in the materials commercially available today. These studies show that the materials have typically included relatively few explicit discussions about register, politeness, formality, and appropriateness. Even when textbooks contain contextualized input, they may well fail to direct the learners' attention to how the language and the context interact to convey messages directly and indirectly. In addition, textbooks do not usually provide sufficient interactive exercises for practicing the introduced forms and discussing sociocultural norms of the target language. The presentation will identify some possible approaches to materials development in L2 pragmatics and will provide examples of what these materials might look like.

## **2 Jayakaran Mukundan (C1061)**

### **Are there some newer ways to promote idea-generation in writing?**

Teaching writing has been compartmentalized and fragmented for far too long. The reason for this has to a large extent to be due to the extent of sectarian-style conflict between the different schools of thought. In many parts of the history of the teaching of writing there also seemed a lack of confidence in teachers in ideas proposed by people researching composing and a greater confidence placed on those who worked on research on syntax, ideas proposed usually by the applied linguists. But who should teach ESL/EFL writers techniques in idea generation? And can it be taught at all? In this paper I am going to discuss the lack of interest in the development of composing processes of ESL/EFL writers. I am also going to report on some ways in which I have tried introducing idea-generation techniques in EFL writers through a short film project. I am assuming that these techniques which collectively can be a cognitive approach in composing will have effects on conventional classroom writing development.

## **Sunday June 10<sup>th</sup>**

### **09.00-09.50 Invited Speakers**

#### **1 Anne Burns (John Holland Theatre)**

##### **A holistic approach to teaching speaking: Implications for materials development**

Although the language classroom may be full of speaking activities, speaking as a skill is not necessarily taught explicitly. Speaking in a second language is complex and if students are to develop oral competence, speaking, both as a process and a product, need to be taught. Selecting appropriate materials for teaching speaking requires a holistic approach underpinned by a sound pedagogical model that integrates cognitive, metacognitive, lexico-grammatical and discursal knowledge and strategies. Drawing on recent work by Goh and Burns (2012), I will first present a pedagogical model that offers a holistic approach to planning speaking programme

and will then draw out the implications of the model for selecting, constructing and evaluating speaking materials and resources.

## **2 Annie Hughes (C1061)**

### **The Teaching of Reading in TEYL (Teaching English to Young Learners): Some considerations and thoughts about next steps**

The teaching of reading, and linked to this, writing, is an area in TEYL that is under-researched and still somewhat misunderstood. Many course books for TEYL have happily included English script from page one for their young learners but not many have really considered how and why the target script should be taught or introduced to these learners whatever their mother-tongue script or culture.

In this talk I will briefly review **What we know** about the teaching of reading in TEYL, move on to **What we think we know** and **What we believe about teaching reading in TEYL** following this with **How we might teach reading and writing in TEYL**.

The talk will conclude with a consideration of an *English Literacy Environment* for young English language learners, what this might include and how it could be used .

## **09.55-10.45 Invited Speakers**

### **1 Kathleen Bailey (John Holland Theatre)**

#### **What is *Washback* and Why Does it Matter in Materials Development?**

In this presentation we will examine *washback*, which is broadly defined as the effects of tests on teaching and learning. Washback can be positive or negative, planned or unplanned. The results of high-stakes tests influence individual students and teachers, as well as programs, textbook publishers, and even educational policy. Because test preparation materials are one example of washback, we will consider what materials writers can and/or should do to promote positive washback.

### **2 Chris Kennedy and Brian Tomlinson (C1061)**

#### **Language policy and language teaching materials – fit or split?**

Language policy attempts to influence the an individual's or group's future language behaviours. One of the main sub-areas of language policy is language-in-education policy where language policy is applied to educational issues, including decisions related to the curriculum, what textbooks are to be used and how they should be taught. The literature in this area reports many instances of the failure of textbook implementation in the classroom because of a 'split' between the aims of the language-in-education policy and the realities of the classroom. We will suggest some ways in which we might achieve a better 'fit' between language policy and language teaching materials, including 'adaptive' implementation and 'backward-mapping' strategies, and hope to receive many other suggestions from participants!

## **10.45-11.15 Coffee**

## 11.15-11.55 **Parallel Presentations**

**1 Elena Cotos, Sarah Huffman, Stephanie Link, Todd Paben, and Ruslan Suvorov**  
( Iowa State University, USA) **(John Holland Theatre)**

### **Teaching Research Writing: A Genre Analysis Approach to Materials Development**

We report on implementing a corpus-driven model for materials design, which is based on our analysis of a corpus of 960 research articles (RA) in 32 academic fields. We devised a cross-disciplinary schema of rhetorical functions for all RA sections and applied it to the annotation of the corpus. This presentation will demonstrate how this model was employed to develop different types of materials (corpus exploration tasks, video lectures, readings, practice exercises, knowledge quizzes) aimed at helping learners master genre and discipline-specific writing conventions. We will also discuss further applications of genre analysis in the teaching of academic writing.

**2 David Brining** (The University of York) **(C1058)**

### **The pros and cons of narrative in an ELT course book for Young Learners**

This presentation will focus on the use of story as a context for the introduction and practice of lexical items, structures, functions and skills in a YL course book. I will evaluate the stories, consider the writers' underlying assumptions about learning and young learners and discuss whether such stories are too culturally bound to be truly useful in an international context.

**3 Wendy Arnold** (ELT-Consultant) **(C1061)**

### **A balancing trick between curriculum, materials design and teacher ability**

The divide between the curriculum design and the delivery of the syllabus can be more like a chasm! This presentation will show different ways to overcome these chasms and sometimes monumental leapfrogs between the different stakeholders on the delivery side of the curriculum and the reality on the ground. Experiences from China (including Hong Kong), the Middle East, as well as international global training programmes will be referred to in order to give examples of challenges and possible solutions.

**4 Mandy Collins** (University College Cork) **(C1062)**

### **Scaffolding academic language acquisition in the multilingual post-primary classroom.**

The materials this study aims to develop are teachers' guidelines for incorporating classroom activities explicitly addressing language issues, into mainstream post-primary lessons. The research focuses on the academic language development of native English speaking pupils, and also of their non-native speaking peers who are learning English as an Additional Language while attending school.

This current Action Research project explores the appropriateness and effectiveness of three pedagogical strategies, based on sociocultural perspectives, employing qualitative methods with the key stakeholders: pupils and teachers, as well as monitoring pupils' written work, using criteria suggested by the teachers and measures from Systemic Functional Linguistics.

## **12.00-12.40 Parallel Presentations**

**1 Eliane H. Augusto-Navarro and Patrícia de Oliveira Lucas** (Universidade Federal de São Carlos (UFSCar – Brazil) **(John Holland Theatre)**

### **Focus on Form in Teaching Materials: The Potential of Song Lyrics**

This paper results from the authors' search to engage their EFL students in making connections between meaning and form in activities that maintain a primary focus on meaning. They have found that song lyrics serve as a rich resource in the development of materials to focus on form, especially verb tenses. The natural interest that learners have in songs contributes to get them involved in the activities and *playing with* the meaning of the lyrics by implementing linguistic changes has proved involving and efficient. The authors intend to show the teaching materials that they have developed and discuss results.

**2 Kamal Poudel** (TEFL International, Kathmandu) **(C1058)**

### **Developing L2 Learners' Language Skills: Strategies of Using Interactive Materials and Reducing Errors**

This workshop deliberates on addressing the diminution of students' anxiety by developing/using appropriate materials which engage students pro-actively ensuring creativity. The materials and activities characterised by L1 acquisition strategies help L2 learners be more interactive without being over-sensitive. If we follow the pattern of feedbacks in L1 acquisition situations in which mothers/interlocutors correct the deviations covertly, the learners can re-/formulate L2 deep structure hypotheses and thus conceptualise rules innately, and the language acquired this way has fewer errors. The participants undergo the process of interactive contextualisation, context-sensitive prediction, vocabulary extension, visualisation based dialogue, writing, meaningful repetitions, and context-bound communicative practices.

**3 Sara Mahabadi** (Languages and Linguistics Center, Sharif University of Technology, Tehran, Iran) **(C1061)**

### **Task-based French course books: a comparative study**

Since the time CEFR was established in 2001, an action oriented perspective for language teaching in Europe was considered. Afterwards, material developers decided to design task-based books the first of which was "Rond Point" by Maison des Langues. Later another book entitled "Version Originale" was published. This study aims to compare these books at the level of "B1" in three phases. First, the frameworks of these books were compared. Later the shortcomings of both books

were analyzed. The final phase discussed the obvious advantages of “Version Originale”, despite its downsides, compared to “Rond Point”.

#### **4 Hanna Lee (Leeds Metropolitan University) (C1062)**

##### **Development of a Website for Online Video ESL/EFL Teaching Materials**

In recent years, online videos have been considered useful teaching materials in the second-language (L2) classroom. Although there are many types of research in the fields of computer-assisted language learning (CALL) and computer-assisted language teaching (CALT), it is hard to find specific studies regarding the use of online videos in L2 teaching and learning. Thus, this study focuses on the use of online videos for L2 teachers and a website, Video Detector ([www.vdetector.com](http://www.vdetector.com)), is created and organized. The website has been created for L2 teachers, and the ideas of online video search engine operating a filtering system. In other words, the website has been created to help L2 teachers who want to use online videos for their L2 classes choose the appropriate videos and design and manage their classes where video will be incorporated. In particular, in this study, an online video evaluation form for L2 teachers who want to use online videos for their listening classes has been developed. Before using online videos for educational purposes, teachers must carefully select the videos to use based on various considerations. On the basis of the theoretical knowledge in the field of teaching L2 listening. The evaluation form which has been developed is broadly divided into four categories: general information, listening principle, listening teaching dimensions, and technique checkup. The form provides teachers with specific guidelines for finding useful videos that can improve the learners' L2 listening proficiency and can enable them to enjoy learning the target language. The aim of the “Video Detector” website is to encourage L2 teachers' use of online videos as teaching material.

#### **12.40-13.40 Lunch**

#### **13.40-14.30 Invited Speakers**

##### **1 David A. Hill (John Holland Theatre)**

##### **The Speaking Skill: embracing the real world**

Even the very latest language courses are still rooted in drill-like dialogues for students to listen to and repeat; they bear little resemblance to real speech, and even less to the language students encounter on social network sites. With all the current interest in Englishes, English as a Lingua Franca, the global village and so on, how might we get closer to what learners of English will need tomorrow. Taking in ancient ideas such as Community Language Learning and contemporary models of Englishes, this session will try and carve a way forward.

##### **2 Ben Fenton-Smith (C1061)**

### **Discourse Analysis and Materials Design: Influence, Issues and Opportunities**

This paper has three aims: (a) to recognise the influence of discourse analysis on materials design for communicative language teaching over the last half century; (b) to consider how some of the most thorny issues for materials designers – such as the place of grammar, authenticity, and social critique – can best be understood through a discourse analytical lens; and (c) to appreciate the opportunities presented by the emergence of the international education industry for materials designers with discourse analysis skills.

### **14.35-15.05 Parallel Presentations**

#### **1 Maria Vrikki and Ernesto Macaro (University of Oxford) (John Holland Theatre)**

##### **Classroom**

Classroom codeswitching, or else first language (L1) use, has become a controversial issue in the field of second language acquisition research. With firm evidence that L1 use exists in various foreign language classroom settings, the present study hypothesises that allowing codeswitching during task completion may lead to L2 fluency development. This is a quasi-experimental study taking place in sixth grade classes (11-12-year-old students) of three primary schools in Nicosia, Cyprus, each representing a different condition. A detailed description of the research design, as well as the results of the study, will be presented

##### **Codeswitching**

#### **2 Seiko Harumi (Regent's College London) (C1058)**

##### **Interacting with classroom silence: activities and approaches to develop interactional competence of EFL learners and teachers in the classroom.**

Classroom silence, particularly of Asian EFL learners, is a perennial concern. Based on the results of a questionnaire survey on the use of silence by Japanese EFL learners, this study suggests practical pedagogical approaches and activities which reflect the participants' ideas. The material to be presented provides opportunities for both teachers and learners to reflect on their own and others' classroom interactional styles.

The study also aims to explain the importance of material that promotes awareness of interactional and cultural aspects of communication and explores the central role of material as a mediator of classroom interaction.

#### **3 Suresh Frederick (Bishop Heber College, India) (C1061)**

##### **L2 Materials Development: Acquisition of Life Sciences Vocabulary through Narrow Reading and Narrow Viewing**

L2 teaching materials form a very important tool in the hands of an ESL teacher. Acquisition of vocabulary is crucial for the acquisition of any language. Life sciences vocabulary acquisition is a useful one for adult ESL students. The Narrow reading technique is used to study Charles Harpur's "A Midsummer Noon in the Australian Forest"; through which life sciences related words are learnt. This study goes one

step further to include a visual input. The study is consistent with the comprehension (input) hypothesis that language learners subconsciously acquire vocabulary and spelling while they experience aural and written inputs in the language.

#### **4 Jacqueline Douglas (International House, London) (C1062)**

##### **How are corpora of spoken English exploited for lexical items in materials development for our current General English coursebooks?**

Having evaluated coursebooks which are recently published and/or widely in use, and interviewed the writers of a selection of these key books, I shall present in this session:

- the extent to which coursebooks have made use of spoken corpora in presenting lexis
- the approaches the writers adopt when consulting corpora regarding the lexical content of their coursebooks

#### **15.10-16.05 Plenary Alan Maley (John Holland Theatre)**

##### **Words and Worlds: Vocabulary and Reading.**

As Wilkins reminds us 'without vocabulary we can say nothing.' In recent years knowledge about lexis and how it functions has been vastly expanded by the advent of computerised corpora. I will briefly outline the extent of our current knowledge base. However, given the sheer size and complexity of lexis, and the limited classroom time available, how is a learner to acquire sufficient vocabulary? Clearly, much learning will need to be done independently, outside class. Extensive Reading offers one route to vocabulary acquisition. In Part 2, I will discuss the nature of such reading and ways of implementing it.

#### **16.05-16.30 Round Up Brian Tomlinson (John Holland Theatre)**