

# Developing English Teaching Materials for the Brazilian Academic Community

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# Why Materials Development?

## Questions/Poll:

1. Have you developed materials/activities for your own class before?
2. Have you made adaptations to textbook materials/activities before?
3. What English course books do you use?
4. What do you like about them?
5. What are some problems with them?

# Why Materials Development?

- Problems with global course books
  - Designed for all, thus for no one
  - Safe and bland topics
  - Mechanical drills
- Advantages of local materials
  - More relevant to specific learners
  - Evidence-based



# Definition

All language input learners are exposed to and activities they are engaged in.

# A Framework for Materials Development

- Reflect on beliefs on language teaching and learning
- Articulate those beliefs
- Turn them into criteria to guide the materials development process
  - Universal criteria
  - Local criteria



# Examples of My Criteria

Will materials:

- provide learners exposure to comprehensible language input?
- engage learners affectively?
- engage learners cognitively?
- provide an achievable challenge to learners?
- provide learners opportunities to respond personally to the content of the input?
- allow learners to notice linguistic features from the input?
- offer opportunities for contextualized communication?

# What are Yours?

Please type some ideas into the chat box.

1. What are some important factors contributing to language development?
2. What are characteristics of good teaching?
3. What are the challenges of teaching a mixed class?

Think about how your materials should be to reflect your beliefs and address the challenges



# Approaches

- Text-based approach (Tomlinson, 2003)
- Task-based approach (Ellis, 2003)

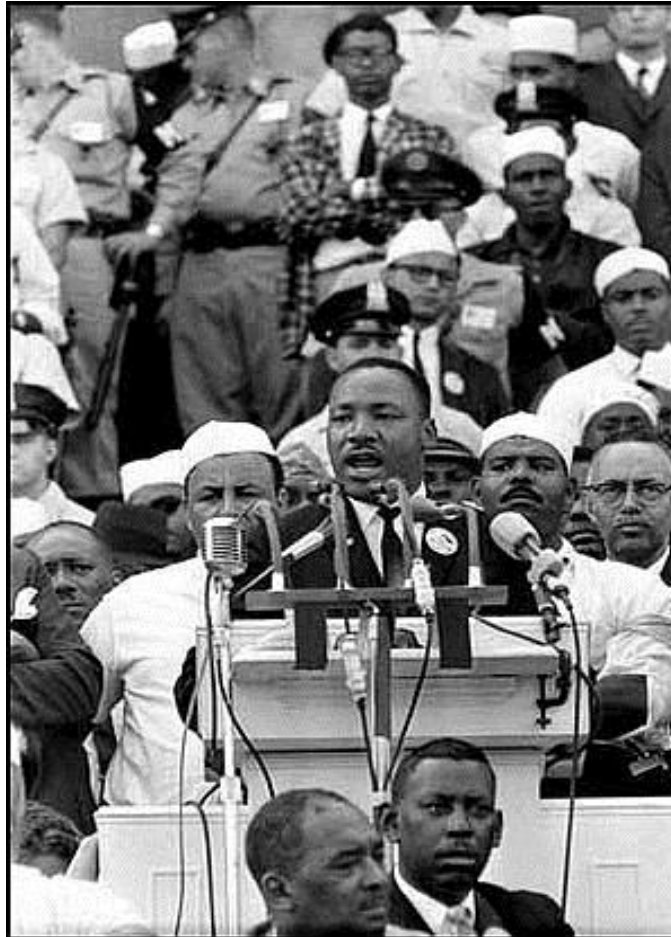


# Text-Based Approach

1. A potentially engaging text
2. Readiness activities
3. Focus on meaning
4. Personal responses to texts
5. Language analysis
6. Extended production
7. Feedback and revision



# Example: I Have A Dream



# Readiness Activity

- 1. Think about the period in the American history when slavery existed. Think about what you have read in literature and newspapers or have seen in movies about African Americans' life during this period. Also think about the changes in African Americans' living conditions, struggles, and achievements during the 20<sup>th</sup> and 21<sup>st</sup> century after the abolition of slavery in 1865.*
- 2. Tell me or your classmates what you know about Martin Luther King, Jr.*
- 3. Imagine in your head what Martin Luther King's dream was.*
- 4. You are going to watch a Youtube video of Martin Luther King's speech "I Have a Dream". It was delivered by King on August 28, 1963, in which he called for an end to racism in the United States. It was delivered to over 250,000 civil rights supporters from the steps of the Lincoln Memorial in Washington, D.C. Now imagine that you are standing in the crowd. Listen to the speech and visualize in your head what he says.*

# Personal Response

- 1. What do you think about the speech? Why do you think it attracted so many people?*
- 2. Work individually, in pairs, or in groups to create a poster that contrasts Martin Luther King's dream and African Americans' real conditions at the time of the speech. You can draw pictures or use pictures on the internet. Insert a few words or phrases in the picture to make the contrast clear.*
- 3. Now describe the picture or summarize the information to the class. Add other information as you wish.*

# Examples of Students' Work



# Personal Response

*In groups, discuss the following questions:*

1. Do any conditions described in the speech still exist today in the U.S.? What have changed?
2. Do any other groups in the U.S. still receive unequal treatment? Can you give specific examples?
3. Do any groups in your country receive unequal treatment? Can you give specific examples?
4. Apart from the fight for racial equality, do you know any other movements to fight for the equal rights and well-being of other groups?

# Language Analysis

*As you can see, MLK's speech is full of images conveyed by descriptive adjectives, nouns, and verbs. Especially, he used a lot of metaphors with the following structure noun + of + noun with one or more adjectives preceding the nouns. Some examples are:*

the **greatest demonstration** of **freedom**

a **great beacon light** of **hope**

a **joyous daybreak**

- 1. Work in groups to list interesting noun phrases from the speech and put them into different categories. Each category should have a title or label.*
- 2. Discuss what they mean and why you categorize them that way.*
- 3. Discuss why MLK makes use of those noun phrases in his speech. What effects do they have on you and on the live audience?*
- 4. Present your list to the class.*

# Extended Production

*Imagine you are an activist fighting for equal rights of a minority group in the U.S. or in your country. In pairs or in groups, write a short speech (about 5 minutes long) to a gathering of people belonging to the minority group and other activists fighting for the same cause. You could specify the unequal treatment, urge people to take action, and express your dream. Your speeches will be posted on the OIA's blog.*



# Some Speeches

- *Think and think again before you make a judgment:*

<http://blogs.chatham.edu/oia/2016/07/07/think-and-think-again-before-you-make-a-judgement/>

- *Let us not forget:*

<http://blogs.chatham.edu/oia/2016/04/19/let-us-not-forget/>

- *Let's begin to walk a road of gender equality*

<http://blogs.chatham.edu/oia/2017/08/25/speech-for-equality-lets-begin-to-walk-a-road-of-gender-equality/>



# Other Texts

- Students' stories
- Ted talks
- Speeches
- My own academic writings
- TV series (Friends and Glee)
- Lectures on Youtube

What texts may be used with your students?

# Other Writing Assignments

- Write an email reply to the author of a story
- Write a commencement speech
- Explain a concept
- Write a TV episode

# Other Language Focus Activities

- Text construction
- Dictogloss
- Practice exercises
- Student presentations of language concepts
- Explicit instruction



# Other Speaking Tasks: TBLT

Poll: Who has heard of TBLT before?

# Going Shopping (Ellis, 2013)

*Look at Mary's shopping list. Then look at the list of items in Abdullah's store.*

## Mary's Shopping List

1. oranges
2. eggs
3. flour
4. powdered milk
5. biscuits
6. jam

## Abdullah's Store

- |                 |                   |
|-----------------|-------------------|
| 1. bread        | 7. rice           |
| 2. salt         | 8. sugar          |
| 3. apples       | 9. curry powder   |
| 4. tins of fish | 10. biscuits      |
| 5. coca cola    | 11. powdered milk |
| 6. flour        | 12. dried beans   |

*Work with a partner. One person is Mary and the other person is Mr. Abdullah. Make conversations like this.*

Mary: Good morning. Do you have any \_\_\_\_?

Abdullah: Yes, I have some./ No, I don't have any.

# What Can You Buy? (Ellis, 2013)

## Student A:

You are going shopping at Student B's store. Here is your shopping list. Put ticks next to the items on your list you can buy.

### Mary's Shopping List

1. oranges
2. eggs
3. flour
4. powdered milk
5. biscuits
6. jam

## Student B:

You own a store. Here is a list of items for sale in your store. Find the items that Student A asks for that you do not stock.

### Abdullah's Store

- |                 |                   |
|-----------------|-------------------|
| 1. bread        | 7. rice           |
| 2. salt         | 8. sugar          |
| 3. apples       | 9. curry powder   |
| 4. tins of fish | 10. biscuits      |
| 5. coca cola    | 11. powdered milk |
| 6. flour        | 12. dried beans   |

# What is a Task?

1. A primary focus on meaning
2. A communicative gap
3. Participants use own resources
4. A communicative outcome

(Ellis, 2009)





# 1. A Focus on Meaning

Tasks should be designed to allow learners to communicate ideas or understand meaning rather than rehearse language.



## 2. A Communicative Gap

Provides reason for learners to use language communicatively in the classroom.

1. Information gap
2. Opinion gap
3. Inference gap

## 3. Learner's Resources

1. Access their L2 resources to meet the demands of the task
2. Restructure their L2 resources



## 4. A Communicative Outcome

1. An objective beyond the use of language for its own sake
2. Contextualized communication – Mapping of L2 forms



# Review

What are the four criteria of a task? Type the four criteria in the chat box.

# Task Types According to Discourse Genres (Yule, 1997)

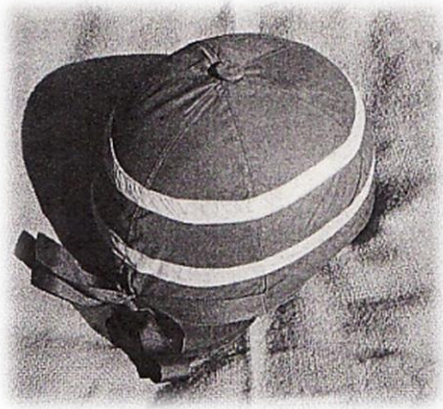
- Description: identify a referent
- Instruction: explain procedures
- Narration: relate a sequence of events
- Opinion: express and support a position

*Think: What kind of language is produced?  
When and how do we use these task types in  
the classroom?*



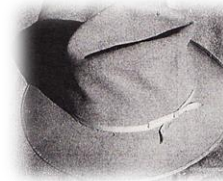
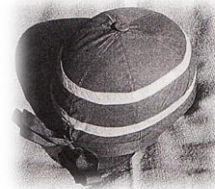
# Description Task: Hats (Yule 1997)

**Speaker**



*“Tell me more.”*

**Listener**



# Instruction Task

You have a swimming pool of water, a 3 gallon bucket, and a 5 gallon bucket. You have nothing else to measure with (the buckets have no measuring lines on them for smaller amounts) and you have no idea how much water is in the pool. Your task is to get 4 gallons of water in the 5 gallon bucket.



# Narrative Task (Lambert & Engler, 2007)

These four pictures are from four different stories.

1. Order the pictures to make an original story of your own.
2. Tell your story to your partner who will order the pictures.



# Opinion Task

- Debate
- Desert Island
- North Pole
- Ethical Dilemma
- Designing a Curriculum
- Opening a Shop
- Proposing Activities

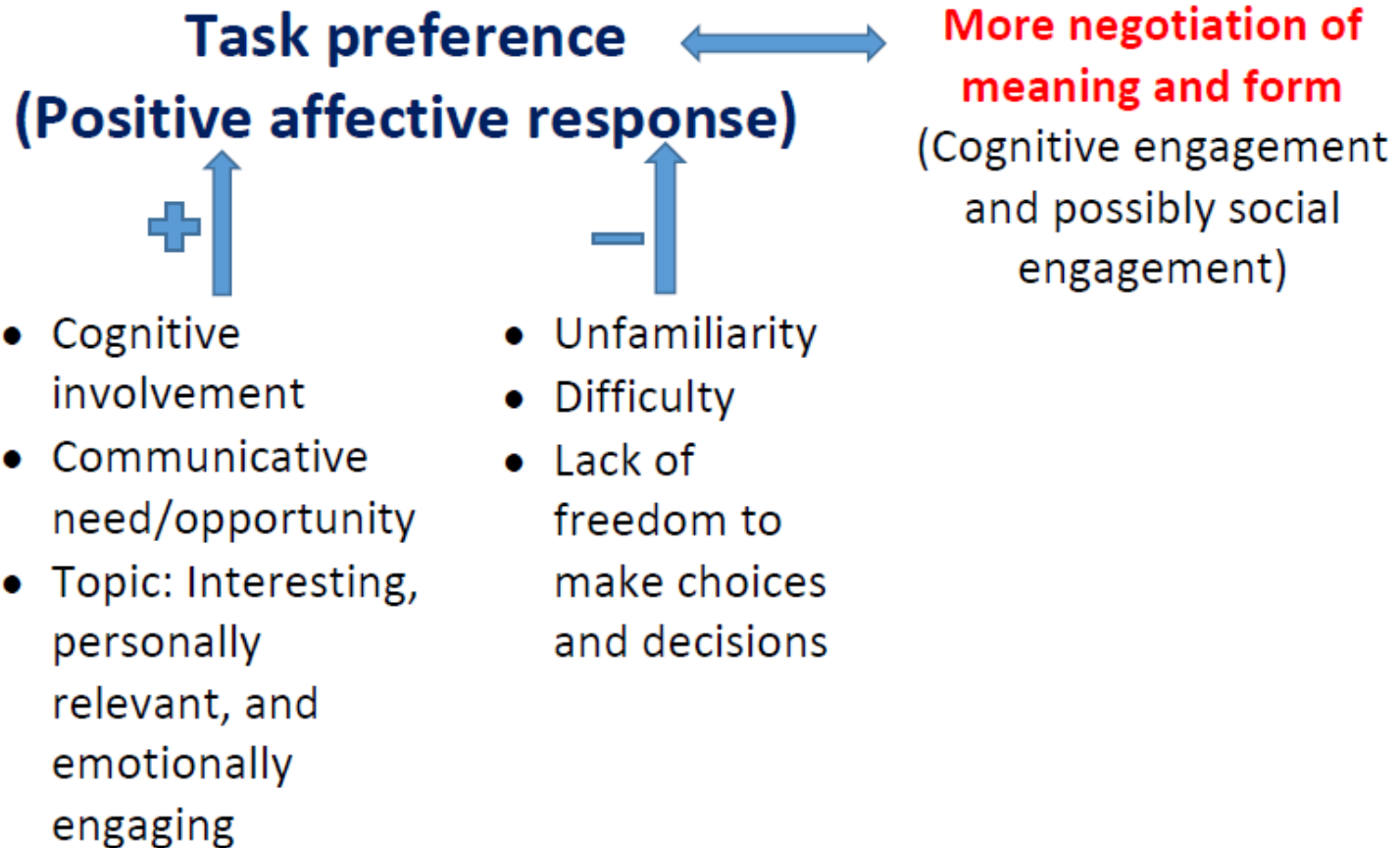




# My Recent Research on Task Engagement

Culture Task	Activity Task
Learners generated 9 artifacts They discussed and agreed on 3	Learners were provided 9 activities They discussed and agreed on 3
Asked what task they preferred and why	

# Main Findings



# Criteria for Task Development

1. Are learners allowed to think about their own ideas?
2. Are learners allowed to communicate their own ideas?
3. Do differences among interlocutors create a genuine communicative gaps?
4. Are the topic and content familiar to learners?
5. Is the topic personally relevant to learners?

# Mixed-Level Class

- Try the text-based and task-based approaches
- Allow learners to use their existing linguistic resources
- Utilize learners' differences to create a genuine need for communication
- Introduce language features that benefit all learners
- Give individualized feedback and request revisions

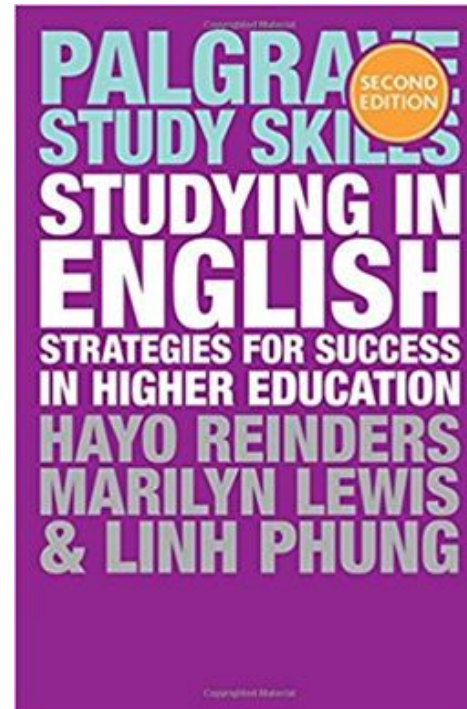
# Conclusions

- Adapt textbook materials
- Develop your own materials

## GRAMMAR IN CONTEXT

Materials for an Advanced Grammar Course

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# References

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# Questions or Comments?

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