

# Preface to the Third Edition

This third edition of *Materials and Methods in ELT: A Teacher's Guide* has been extensively revised and updated to provide teachers of English as a foreign language (EFL) with a contemporary account of major trends in English language teaching (ELT) materials and methodology. It is based on the same rationale as the first two editions in that we hope it will be equally useful to teachers who are following a scheme of study in language teaching methodology or applied linguistics as well as to classroom teachers of EFL around the world who wish to keep abreast of developments in the field. The overall aim of the book is to provide a synthesis between 'principle' and 'practice', by making links between background issues – views of language, psychological bases of language learning – and the practical design of materials and methods.

The first edition of *Materials and Methods in ELT* appeared in 1993 and the second in 2003. During that time we have received extensive feedback from teachers in many parts of the world, and we have tried in this new edition to incorporate that feedback. The revisions for this third edition, undertaken by Hitomi Masuhara working with the original authors, are substantial, though the overall format remains essentially the same, as does the hands-on approach and supportive voice. By the end of the book, we hope that readers will have the necessary skills to understand the most common design approaches for teaching materials, to evaluate critically the principles upon which they are based and to assess their relevance to their own teaching context. It is also our hope that readers will gain some insight into materials and methods within educational frameworks that may differ from their own.

We have divided the book into three parts. The five chapters in the first part relate to the area of materials and syllabus design by looking at the *principles* on which materials and methods are based. This includes a description of

educational frameworks relevant to all ELT practitioners, an analysis of the communicative approach and the wide range of developments that have followed it, a 'pair' of chapters on evaluating and adapting materials, and a completely new chapter on technology in ELT, written specially for this book by Diane Slaouti of the University of Manchester. In part II of the book we attempt to relate to each individual language skill in turn the principles discussed in part I, finishing with a chapter that looks at different ways of achieving effective skills integration in teaching materials. The third and final part of the book focuses largely on different methods of organizing the resources and management of the classroom, including a variety of classroom structures and interaction patterns, in particular group and pairwork and the concept of the individual learner. We then focus increasingly on the teacher by looking at classroom observation techniques and in the final chapter on teachers' roles and possibilities for professional development in the contemporary ELT context.

For this edition, references have been totally updated for all chapters, as have illustrative samples from current and representative teaching materials. There is up-to-date discussion of developments that have taken place since the second edition. The original chapters 2 and 3 have been amalgamated and rewritten, taking a more historical perspective for the analysis of the impact of communicative approaches and exploring current approaches in more detail than before.

Our final goal in writing this book remains that of enabling readers to become better informed about contemporary ELT methods and materials by providing a relatively compact reference package that incorporates practical 'operational' tasks into the text with the desired outcome that readers will have the skills to make informed judgements about their present and future classroom practice.

Jo McDonough, Christopher Shaw  
*Colchester*  
Hitomi Masuhara  
*Southport*  
*March 2012*

# Acknowledgements

The authors and publisher gratefully acknowledge the permission granted to reproduce the copyright material in this book:

## **Chapter 2:**

P. Kerr and C. Jones 2007, *Straightforward Intermediate Student Book*. Macmillan. © P. Kerr and C. Jones 2006. Published by Macmillan Publishers Ltd. Reprinted with permission of Macmillan Publishers Ltd. All rights reserved.

Scanned pages from A. Tilbury, T. Clementson, L. A. Hendra, D. Rea, A. Doff, *English Unlimited Elementary Coursebook* with e-Portfolio. Cambridge University Press, 2010, pp. 2–3. Reprinted with permission of Cambridge University Press.

Scan of contents pages from A. Clare and J. Wilson, *Speakout Intermediate Student Book*. Pearson Longman, 2011. Reprinted with permission of Pearson Education Ltd.

Coursebook map from *Outcomes Upper Intermediate 1E*, Dellar/Walkley, Heinle/ELT, 2011. Copyright © 2011 Heinle/ELT, a part of Cengage Learning, Inc. Reproduced by permission. [www.cengage.com/permissions](http://www.cengage.com/permissions)

## **Chapter 6:**

Exercise 7b, c and d on pp. 66–7 from H. Puchta, J. Stranks and P. Lewis-Jones, *English in Mind Level 5 Student's Book*. Cambridge University Press, 2008. © Cambridge University Press 2008. Reprinted with permission.

## xii *Acknowledgements*

Excerpt from *Life of Pi* by Y. Martel. Copyright © 2001 by Y. Martel. This material may not be reproduced in any form or by any means without the prior written permission of the publishers. Reproduced with permission of Houghton Mifflin Harcourt Publishing Company, Random House of Canada Limited, Westwood Creative Artists Ltd, and Canongate Books UK.

Illustration of the book cover *Life of Pi* by Y. Martel, illustration by A. Bridge. © A. Bridge, reprinted with kind permission of the illustrator.

L. Clanfield and A. Jeffries, p. 111, *Global Pre-Intermediate Student Book*. Oxford: Macmillan Education. Text © D. Crystal, Instruction © L. Clanfield and A. Jeffries 2010, Design and Illustration © Macmillan Publishers Limited, 2010. Reprinted with permission of Macmillan Publishers Ltd. All rights reserved.

p. 98 Wellar/Walkley/Hocking *Innovations Intermediate 1E*. © 2004 Heinle/ELT, a part of Cengage Learning, Inc. Reproduced by permission. [www.Cengage.com/permissions](http://www.Cengage.com/permissions)

E. Glendinning and B. Holmstrom, *Study Reading, A Course in Reading Skills for Academic Purpose*, 1992, exercise from pp. 104–5. © Cambridge University Press. Reprinted with permission of Cambridge University Press.

J. A. C. Brown, *The Social Psychology of Industry*, p. 186. London: Penguin 1954. Reprinted with permission of Penguin Books UK.

p. 113, Wellar/Walkley/Hocking *Innovations Intermediate 1E*. © 2004 Heinle/ELT, a part of Cengage Learning, Inc. Reproduced by permission. [www.Cengage.com/permissions](http://www.Cengage.com/permissions)

Colchester Evening Gazette for *Paying to learn: is it snobbery?*

### **Chapter 7:**

p. 36, Wellar/Walkley/Hocking *Innovations Intermediate 1E*. © 2004 Heinle/ELT, a part of Cengage Learning, Inc. Reproduced by permission. [www.Cengage.com/permissions](http://www.Cengage.com/permissions)

Extract from p. 30, *New Cutting Edge Intermediate Students' Book* by S. Cunningham and P. Moor, Pearson Longman, 2005. Reprinted with permission of Pearson Education Ltd.

Unit 14 pp. 147–8, *Just Right Upper Intermediate - Teachers Book 1E* by J. Harmer and C. Letherby. Published by Heinle/ELT. Reprinted with permission of Cengage Learning Inc. [www.cengage.com/permissions](http://www.cengage.com/permissions)

### Chapter 8:

16.1 from *Market Leader Upper Intermediate Coursebook* by Cotton, Falvey and Kent, Pearson Education, 2001, p. 157. Reprinted with permission of Pearson Education Ltd.

p. 382 J. Angouri 'Using textbook and real-life data to teach turn taking in business meetings'. In N. Harwood (ed), *English Language Teaching Materials. Theory and Practice*. Cambridge University 2010. Reprinted with permission of Cambridge University Press.

'The Bully Asleep' by J. Walsh, from *The Roundabout By the Sea* by J. Walsh published by OUP 1960.

Speaking 6A from p. 39 *Speakout Intermediate Students' Book* by A. Clare and J. Wilson, Pearson Education, 2001. Reprinted with permission of Pearson Education Ltd.

### Chapter 9:

Writing Portfolio of Unit 4 p84 C. Davies, F. Tup, and D. Aziz. 2003. Life Accents. © Times Media Private Limited in Singapore Reprinted with permission of Marshal Cavendish International (Singapore) Pte Ltd

### Chapter 10:

'Water Conservation' activity written by B. Tomlinson. Unpublished. © B. Tomlinson. Reprinted with kind permission of the author.

p. 52 from G. Duran and G. Ramaut, 'Tasks for absolute beginners and beyond: developing and sequencing tasks at basic proficiency levels'. In K. van den Branden (ed), *Task-Based Language Education: From Theory to Practice*. Cambridge University Press, 2006. Reprinted with permission.

p. 62 from G. Duran and G. Ramaut, 'Tasks for absolute beginners and beyond: developing and sequencing tasks at basic proficiency levels'. In K. van den Branden (ed), *Task -Based Language Education: From Theory to Practice*. Reprinted with permission of Cambridge University Press.

Figure 'A hole in your hand' taken from a task-based syllabus for Dutch Language education at the level of secondary education, from *KLIMOP+TATAMI*, Centre for Language and Education, Leuven. Reprinted with permission.

Figure and activity 'A gruesome performance taken from a task-based syllabus for Dutch Language education at the level of secondary education, from *KLIMOP+TATAMI*, Centre for Language and Education, Leuven. Reprinted with permission.

'Focus on writing: project work', from pp. 148–9 from A.-B. Fenner, and G. Nordal-Pedersen. *Searching 9, Learner's Book*. © Gyldendal Norsk Forlag AS 2008. Printed by permission.

**Chapter 12:**

'Openings' by B. Tomlinson, Penguin 1994. © B. Tomlinson, Reprinted with permission.

Figure 8.3 on p. 193 from Christine Goh 'Listening as process: learning activities for self-appraisal and self-regulation'. In N.I Harwoods (ed), *English Language Teaching Materials: Theory and Practice* (2010). © Cambridge University Press, 2010. Reprinted with Permission.

**Chapter 13:**

pp. 48, 50–1, 126–8 of D. Lubeleska and M. Matthews 199 in the booklet accompanying, Andrew Bampfield, *Looking at language Classrooms*. © Cambridge University Press. Reprinted with permission of Cambridge University Press.

Transcript between T and S1 and transcript between T, S1 and S2, from pp. 31–2, Chapter 2 by I.-K. Ghosn in B. Tomlinson and H. Masuhara (eds), *Research for Materials Development in Language Learning*, 2011. London: Continuum. ©Irma-Kaarina Ghosn. Reprinted with the kind permission of the author and by kind permission of Continuum International Publishing Group, a Bloomsbury company.

Every effort has been made to trace copyright holders and to obtain their permission for the use of copyright material. The publisher apologizes for any errors or omissions in the above list and would be grateful if notified of any corrections that should be incorporated in future reprints or editions of this book.