

Developing Materials for Language Teaching

Edited by Brian Tomlinson

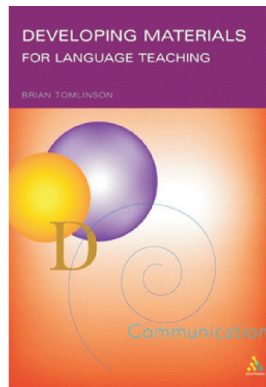
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There are many books that have raised important issues in the field of material development for language learning. However, this book is different from the others because not only does it provide a comprehensive coverage of the main aspects and issues in the domain of material development in language studies, but it also covers current developments in the subject through the eyes of developers and users of material throughout the world. Also, in addition to English, this book examines material development for language teaching from the perspective of other languages such as Spanish, Italian and Japanese. The authors of this book are both native and non-native speakers of English. They are from eleven different countries, speak different languages, have experience as teachers of a second or foreign language, have contributed to the development of L2 materials and have kept in touch with current trends in Linguistics.

This book deals with the principles and procedures of development, evaluation and the writing of materials, as well as personal and professional development of the teachers. There are five parts to the book:

- evaluation and adaptation of materials
- principles and procedures of material development (frameworks, writing,

publishing, humanizing, visual elements, electronic materials and creative approaches to a course book)

- developing materials for target groups (primary schools, L2, adult beginners, adults, etc.)
- developing specific types of materials (grammar, reading, speaking, vocabulary, literature, language awareness, cultural awareness, etc.)
- training in materials development (teacher training, materials development, textbook writing, etc.).

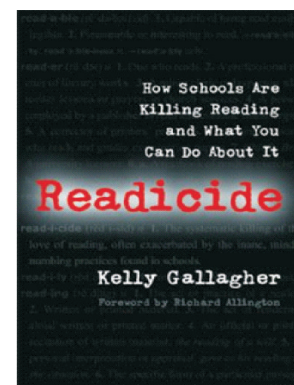
Most books on language learning materials focus only on print materials, however this book deals with visual, auditory, computer, internet and live materials. Some of the papers in the book discuss the requirements of a national and institutional textbook (Chapter 3, 30). Other chapters focus on the compromises necessary for commercial production of materials (Chapters 7, 8, 15, 19). Many chapters talk about how teachers can be good material writers with just a little training, experience and support (Chapters 6, 27, 30, 31). Some of the chapters also suggest ways in which mistakes in material production can be avoided (Chapters 1, 2, 4, 5). In sum, this volume is a one stop shop for anyone looking for current trends in materials development for language worldwide.

Readicide: How Schools are Killing Reading and What You Can Do about It

By Kelly Gallagher
Maine: Stenhouse Publishers

Published: 2009

ISBN: 978-1-57110-780-0



The word *readicide* is coined by the author and is defined as ‘the systematic killing of the love of reading, often exacerbated by the inane, mind-numbing practices found in schools’. Gallagher noticed in his twenty-two years of high-school teaching experience that there are various practices in schools that lead to kids disliking reading by the time they come to high school. He explains that if a study is conducted on kids from kinder garden, 5th grade and 12th grade, one would find that the attitude of the children towards reading, changes from enthusiasm to indifference to hostility.

Although schools are meant to encourage reading and teachers often feel that they are inspiring kids to read, statistics show that this is not the case. Teachers attribute this to things like poverty, lack of parental education, print-poor environment at home, second language issues, the era of the hurried child and other entertainment options. These factors do contribute to readicide, however, there are other factors within the school that are killing reading. Factors such as focus on test-takers rather than developing readers, ‘magic pill’ reading programs, limiting authentic reading experiences, over-teaching and under-teaching books and academic reading replacing silent reading are leading to readicide. Teachers do not intend to encourage readicide, however, it is these inane practices that invariably lead to it. Gallagher suggests:

“What do teachers and curriculum directors mean by ‘value’ reading? A look at the practice of most schools suggests that when a school ‘values’ reading what it really means is that the school intensely focuses on raising state-mandated reading test scores- the kind of reading our students will rarely, if ever, do in adulthood.”

This book has five chapters: the elephant in the room, endangered minds, avoiding the tsunami, finding the sweet spot of instruction and ending

readicide. Each chapter takes an in-depth look at the causes of readicide and ends with exploring what we can do to avoid graduating students who have no interest in books.

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