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Focus on
ELT Materials

Editor
Jayakaran Mukundan
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Preface

The articles in this collection are papers presented at the First International Conference on English Language Teaching (ELD Materials). The conference, which is the first SIG on materials in Malaysia, was held in Melaka in April 2005. The Malaysia International Centre for English Language Teaching (MICELT), Faculty of Educational Studies, UPM is grateful to the materials experts who participated in the conference. Brian Temkinson (founder of the Materials Development Association – MATSDA), Hiteni Masihah (co-founder of MATSDA), Alan Maley, Bao Dar, Jinu Srin, Tan Boon Tsin, Chua Pui Ling and Marc Halgensen were among those who presented papers and conducted workshops for the participants at the conference, comprising mainly school teachers.

The conference came about as a result of strong encouragement from Pearson Malaysia. MICELT is grateful to Pearson Malaysia for sponsoring all the foreign speakers and for helping to sponsor the participation of some teachers at the conference. We are also thankful to Pearson Malaysia for publishing selected papers presented at the conference.

Jayakanthan Mukundan
Editor
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MUHAMMAD FALAHUL YAKUB, AZADKHAN ABULAIKH and MOHD ARI MAMDUR
About the Contributors

Alan Malry has been a frequent visitor to Malaysia. He is currently Visiting Professor at UTM, Jangan. He has worked in ELT for over 40 years, in 10 countries, including TX, China, India, Thailand and Singapore. He is a prolific writer with over 30 books to his credit, and numerous articles. He is also senior editor for the Oxford Resource Books for Teachers, which has over 35 titles. His main current interests are in creative writing, creative materials design and teacher development.

Azaharee Abdullah is a lecturer with Universiti Teknologi MARA, Malaysia (UiTM) at the Arau Campus, Perlis, and a Kua Reyangan. He received his BA (Hons) in English and Computer Science from Universiti Sains Malaysia, Penang, and an MSc in TESOL from the University of Strirling, Scotland. His current research interests include syllabus and materials development and evaluation, technology assisted language learning and teaching, computer supported collaborative work for teaching and learning, human-computer interaction, information design, usability and web design for teaching and learning systems. He loves cooking for family and friends. He is presently living in a delightfully rustic kampong in the Singapore city-state of Perlis, Kedah, and Penang.

B.S. Doma received his PhD in Applied Linguistics from Leeds Metropolitan University and has taught at the National University of Vietnam and the National University of Singapore. He is presently teaching in the MA-ELT Programme at Assumption University, Thailand. He has published widely in major books and international journals, and has given presentations at international conferences in Asia, Europe and North America. His research interests include classroom discourse in Asia, creative adaptation of course materials, cross-cultural issues in ELT, learner contribution in ELT methodology and innovative action research for teacher development. He is also an illustrator for ELT materials and has provided visual illustrations for many ESL/ EFL coursebooks published in Singapore, Hong Kong, and Vietnam.

Brian Tomlinson is a Reader in Language Learning and Teaching at Leeds Metropolitan University, where he heads the Post-Graduate, Research and Consultancy Unit in the School of Languages. He has worked in Japan, Indonesia, Nigeria, Singapore, UK, Vietnam and Zambia and has given presentations in over forty countries. He is founder and President of MATSDA (International Materials Development Association) and has published many articles and books e.g. Discover English, Openway, Swayhind, Materials Development in Language Teaching, Developing Materials for Language Teaching and Developing Language Centre Materials. He is currently working on Language Acquisitions and Development: Studies of Learners of First and Other Languages (Continuum) and on World Wide Readers for series web readers he is editing with Alan Malry. Brian has also worked as a newspaper editor and looks forward to travel, listen to jazz, read and write fiction and experience new food and drinks.

Chaz Paglin is a freelance teacher and teacher trainer. He has worked in the US, the UK and the Czech Republic, and he lives in Paris with his family. Chaz holds a master’s degree (TESOL), a Post-Graduate Dip (TESOL), the Trinity Dip (TESOL) and the CELTA, but considers his most eye-opening educational experience the time spent studying Multiple Intelligences Theory. A regular presenter at international conferences, Chaz has written for several professional journals, and since 2002, has enjoyed editing the activity column for the IATEFL newsletter (Writer). Apart from Multiple Intelligences Theory, Chaz is deeply interested in creativity issues, ways to help teachers deal with unmotivated groups and designing materials based on neuropsychological research findings. When he doesn’t teach, Chaz enjoys playing his beloved guitar. A not-so-bad blues guitarist, Chaz draws from a band of five called “Bluesman”. His motto is: Be brave, Be curious (when one teacher, two teams).

Dulip Sanjeet Singh has been in the TESOL business since 1980, having taught in schools in Pakistan and Sarawak. He has a BA (First Class Hons) in TESOL from the University of Manchester, UK and an MSc in TESOL from UPM, Selangor. Dulip is a teacher educator with Muktzah Perguman Tun Abdul Razak, Kota Samarahan in Sarawak.

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Jayakumar Mokkandan is an Associate Professor at the Faculty of Educational Studies, UPM. He holds a doctorate in English Language Teaching Materials. His latest book on the subject is Readings on ELT Materials (UPM Press, 2007). Apart from writing academic texts, he has also written storybooks and readers for young adults. He is listed as an expert in Class Readers, having served the Ministry of Education, Malaysia from 1989 to 1997 in the Class Reader Programme National Committee. His major work in this area, which he co-wrote with Ting Su Hee and A.B. Abdul Ghani, is Class Readers Theory and Practice (Longman, 1998).

Jayakumar Mokkandan has been Chair of the Malaysia International Conference on English Language Teaching (MICELT) since 1996. He manages a website, www.micelt.com.my, and is Editor of an ELT magazine, JUST ENGLISH. He recently was appointed Director of the Extensive Reading Foundation (ERF).

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Marc Hedgkiss is a well-known writer and teacher-trainer. He is the author of over 100 professional articles, book chapters, and textbooks including the popular English Firsthand series (Longman) and "Listening" in Practical English Language Teaching. David Nuttall, McCook-Hil, Marc has been a frequent speaker at KaTESOL, JALT, ThaiTESOL, and other conferences. He is particularly interested in language planning, extensive reading, and brain-friendly teaching.

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Shivcharan Kaur has taught English at UiTM Melaka since 1985. She presented her latest paper in December 2004, entitled “Teaching Portfolios—Practice and Possibilities” at UiTM Melaka’s Academic Conference for Excellence. She is a distinguished Toastmaster, a member of Melaka Theatre Group and a MELTA member. Her interests include promoting learner autonomy. She has also helped set up the SAC at UiTM Melaka.

Siti Mina Tamah has been a full-time lecturer at the English Department of Widya Mandala Catholic University, Surabaya, Indonesia since 1989. She has great interest in language teaching methodology. The subjects she teaches are, among others, Paper Writing, TEFL and Curriculum and Materials Development.

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INTERACTION-ORIENTED DESIGN
FOR DEVELOPING INSTRUCTIONAL MATERIALS

Siti Mina Tamah

Workshop Objectives

This workshop is expected to enable the participants:

a. to explore a range of interactive exercises injecting the seven functions of language
b. to appreciate the importance of adapting existing materials creatively
c. to experience a model of cooperative class where cooperative learning takes place

Workshop “Commandments”

First Commandment: workshop participants are to attempt to do their best
Second Commandment: workshop participants are to work cooperatively

Workshop Underlying Theories:

Functions of Language

Searle (1976) quoted in Levinson (1983:240) points out five kinds of language functions. The five macro classes of illocutionary acts (see Coulthard, 1985:24) proposed by Searle are: (1) Representative – language is used to commit speaker to the truth of the expressed proposition of which the typical examples are asserting and concluding, (2) Directives – language is used to get the addressee to do something (requesting, questioning are its typical examples), (3) Commissives: language is used to commit the speaker to some future course of action (promising, threatening, offering are its typical examples), (4) Expressives: language is used to express a psychological state (thanking, apologizing, welcoming, congratulating are its typical examples), (5) Declarations: language is used to effect immediate changes in the institutional state of affairs and to rely on elaborate extra-linguistic institutions (excommunicating, declaring war, firing from employment are its typical examples).

Cook (1989:25-26) considering the seven elements of communication (addressee, addressee, channel, message form, topic, code and setting) puts forward seven sorts of language functions. They are as follows:
The emotive function: communicating the inner states and emotions of the addresser (‘Oh no!, ‘Fantastic’, ‘Ugh!, and swear words used as exclamations.

The directive function: seeking to affect the behaviour of the addressee (‘Please help me!’, ‘Shut up!’, ‘I’m warning you!’).

The phatic function: opening the channel or checking that it is working, either for social reasons (‘Hello’, ‘Lovely weather’, ‘Do you come here often?’) or for practical ones (‘Can you hear me?’, ‘Are you still there?’, ‘Can you see the blackboard from the back of the room?’, ‘Can you read my writing?’).

The poetic function: in which the particular form chosen is the essence of the message. (The advertising slogan BEANZ MEINZ HEINZ would lose its point if it were paraphrased as ‘If you are buying beans, you will naturally buy Heinz.’)

The referential function: carrying information.

The metalinguistic function: focusing attention upon the code itself, to clarify it or to renegotiate it (‘What does this word mean?’; ‘This bone is known as “femur”’, ‘‘Will” and “shall” mean the same thing nowadays’). This book has largely metalinguistic function.

The contextual function: creating a particular kind of communication (‘Right, let’s start the lecture’, ‘It’s just a game’).

Richards (2001: 155, 179 -182) referring to Van Ek and Trim (1998) presents 126 functions of language. These functions are grouped into 6 categories: (1) imparting and seeking factual information, (2) expressing and finding out attitudes, (3) deciding on courses of action, (4) socializing (5) structuring discourse, and (6) communication repair. The assumption to analyze the basic functions of language is that “mastery of individual functions will result in overall communicative ability” (Richards, 2001:155)

Having depicted language functions put forward by those linguists, the writer is now presenting the synthesis of those language functions. Careful reading of the explanation given in each function discussed above leads the writer to conclude that there are 7 language functions. They are (1) referential function, (2) personal function, (3) directive function, (4) metalinguistic function, (5) phatic function, (6) commissive function, and (7) poetic function.

Learner-centeredness

Learners will, as claimed by proponents of a learner-centered approach, bring different belief and attitude about the nature of language learning. Concerning
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This idea, Nunan (1995:178) more particularly points out: “A learner centred approach is based on the belief that learners will bring to the learning situation different beliefs and attitudes about the nature of language and language learning and that these beliefs and attitudes need to be taken into consideration in the selection of content and learning experiences.”

Brown (2001) underscores some characteristics of learner-centeredness. They are:

- techniques that focus on or account for learners’ needs, styles, and goals.
- techniques that give some control to the student (group work or strategy training, for example).
- curricula that include the consultation and input of student and that do not presuppose objectives in advance.
- techniques that allow for student creativity and innovation
- techniques that enhance a student’s sense of competence and self-worth.

(Brown, 2001:46-47)

Encouraging teachers to implement learner-centered instruction, Brown (2001:47) further states that this sort of instruction will help provide students with a sense of “ownership” of their learning and as a consequence motivate them intrinsically.

Implementing learner-centeredness does not mean that the teacher hands over rights to the students. It is not a devaluing of the teacher’s professional role if the teacher ‘takes a back seat’ (using the term of Richards (1998: 52)). Nunan (1999:12) argues: “… learner-centered instruction is not a matter of handing over rights and powers to learners in a unilateral way. Nor does it involve devaluing the teacher. Rather, it is a matter of educating learners so that they can gradually assume greater responsibility for their own learning.”

The idea of learner-centeredness is partly an attempt to involve more student participation in class. In other words, the shift from the traditional teacher-fronted classroom to learner-fronted classroom is likely to immerge from the question “What is the most effective method of teaching?” McKeachie (1994:144) argues that the answer is “Students teaching other students.” One typical way to realize this is employing group work.

**Group Work**

Group work is employed in many aspects of language instruction. It is in fact a form of learner activation. Besides giving practice of oral fluency, group work fosters learner responsibility and independence, improves motivation and contributes to a feeling of cooperation and warmth in class (Ur, 2000:232).
Group work is undoubtedly a social activity. A constructivist is in favor of work group as learning is believed to be a social activity. To this point, Kaplan (2002) claims: “Learning is a social activity: our learning is intimately associated with our connection with other human beings … Conversations, interactions with others and collaborations are an integral aspect of learning.”

Brown (2001:177) defines group work as “… a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self-initiated language”. In brief the students are given chance to work together. One of the major purposes of group work is, Brown (2001:177) continues saying, giving students more opportunity to speak.

Relating it to classroom interaction, Brown (2001:178–9) puts forward four advantages of group work. It generates interactive language. It offers an embracing affective climate. It promotes student responsibility and autonomy, and it is a step toward individualizing instruction.

The success of group work depends on effective and careful organization. Ur (2000:234) suggests 4 sections to consider: presentation, process, ending, and feedback. In presentation section, the teacher gives the instruction before giving out material or dividing the class into groups. In process section, the teacher monitors and intervenes to among others provide general support and help students having difficulty. In ending section, the teacher sets a time limit. In feedback section, the teacher most importantly expresses appreciation of the effort that has been invested and its results and takes part in among others giving the right solution.

Workshop Materials

The original material (taken from Cambridge IELTS 3)

[Note: The original material is not revealed completely; the writer highlights merely the part that is going to be used in the workshop which is allocated for 1 hour only]

<table>
<thead>
<tr>
<th>THE RISKS OF CIGARETTE SMOKE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discovered in the early 1800s and named nicotianine, the only essence now called nicotine is the main active ingredient of tobacco. Nicotine, however, is only a small component of cigarette smoke, which contains more than 4,700 chemical compounds, including 43 cancer-causing substances. In recent times, scientific research has been providing evidence that years of cigarette smoking vastly increases the risk of developing fatal medical conditions. In addition to being responsible for more than 85 per cent of lung cancers, smoking is associated with cancers of, amongst others, the mouth, stomach</td>
</tr>
</tbody>
</table>
and, kidneys, and is thought to cause about 14 per cent of leukemia and cervical cancers. In 1990, smoking caused more than 84,000 deaths, mainly resulting from such problem as pneumonia, bronchitis and influenza. Smoking, it is believed, is responsible for 30 per cent of all deaths from cancer and clearly represents the most important preventable cause of cancer in countries like the United States today.

Passive smoking, the breathing in of the side-stream from the burning of tobacco between puffs or of the smoke exhaled by a smoker, also causes a serious health risk. A report published in 1992 by the US Environmental Protection Agency (EPA) emphasized the health dangers, especially from side-stream smoke. This type of smoke contains more, smaller particles and is therefore more likely to be deposited deep in the lungs. On the basis of this report, the EPA has classified environmental tobacco smoke in the highest risk category for causing cancer.

As an illustration of the health risks, in the case of a married couple where one partner is a smoker and one a non-smoker, the latter is believed to have a 30 per cent higher risk of death from heart disease because of passive smoking. The risk of lung cancer also increases over the years of exposure and the figure jumps to 80 per cent if the spouse has been, smoking for four packs a day for 20 years. It has been calculated that 17 per cent of cases of lung cancer attributed to high levels of exposure to second-hand tobacco smoke during childhood and adolescence.

A more recent study by researchers at the University of California at San Francisco (UCSF) has shown that second-hand cigarette smoke does more harm to non-smokers than to smokers. Leaving aside the philosophical question of whether anyone should have to breathe someone else’s cigarette smoke, the report suggests that the smoke experienced by many people in their daily lives is enough to produce substantial adverse effects on a person's heart and lungs.

[the last 3 paragraphs are deleted]

[The exercises following the text are of 4 sorts; they are displayed as follows:]

Choose one phrase from the list of phrases below to complete each of the following sentences:

Classify the following statements as being

A. a finding of the UCSF study
B. an opinion of the UCSF study
C. a finding of the EPA report
D. an assumption of consultants to the tobacco industry

[etc.]

Choose the appropriate letters A-D and write them: [etc]

Do the following statement reflect the claims of the writer in Reading Passage?

YES If the statement reflect the claims of the writer
NO If the statement contradict the claims of the writer
NOT GIVEN If it is impossible to say what the writer thinks about this [etc]

The Modified Material (Interaction-oriented Teaching Material)

Task 1: Read the following text silently.

**THE RISKS OF CIGARETTE SMOKE**

1) Discovered in the early 1800s and named nicotianine, the only essence now called nicotine is the main active ingredient of tobacco. Nicotine, however, is only a small component of cigarette smoke, which contains more than 4,700 chemical compounds, including 43 cancer-causing substances. In recent times, scientific research has been providing evidence that years of cigarette smoking vastly increases the risk of developing fatal medical conditions.

2) In addition to being responsible for more than 85 per cent of lung cancers, smoking is associated with cancers of, amongst others, the mouth, stomach and, kidneys, and is thought to cause about 14 per cent of leukemia and cervical cancers. In 1990, smoking caused more than 84,000 deaths, mainly resulting from such problems as pneumonia, bronchitis and influenza. Smoking, it is believed, is responsible for 30 per cent of all deaths from cancer and clearly represents the most important preventable cause of cancer in countries like the United States today.

3) Passive smoking, the breathing in of the side-stream from the burning of tobacco between puffs or of the smoke exhaled by a smoker, also causes a serious health risk. A report published in 1992 by the US Environmental Protection Agency (EPA) emphasized the health dangers, especially from side-stream smoke. This type of smoke contains more, smaller particles and is therefore more likely to be deposited deep in the lungs. On the basis of this report, the EPA has classified environmental tobacco smoke in the highest risk category for causing cancer.

4) As an illustration of the health risks, in the case of a married couple where one partner is a smoker and one a non-smoker, the latter is believed to have a 30 per cent higher risk of death from heart disease because of
passive smoking. The risk of lung cancer also increases over the years of exposure and the figure jumps to 80 per cent if the spouse has been smoking for four packs a day for 20 years. It has been calculated that 17 per cent of cases of lung cancer attributed to high levels of exposure to second-hand tobacco smoke during childhood and adolescence.

5) A more recent study by researchers at the University of California at San Francisco (UCSF) has shown that second-hand cigarette smoke does more harm to non-smokers than to smokers. Leaving aside the philosophical question of whether anyone should have to breathe someone else’s cigarette smoke, the report suggests that the smoke experienced by many people in their daily lives is enough to produce substantial adverse effects on a person’s heart and lungs.

Exercise A:

Choose one phrase from the list of phrases below to complete each of the following sentences:

Passive smoking ...

a. includes reviews of studies in its reports.

b. Argues for stronger action against smoking in public places.

c. Is one of the two most preventable causes of deaths.

d. Is more likely to be at risk from passive smoking diseases.

e. Is more harmful to non-smokers than to smokers.

Exercise B:

Classify the following statements as being

A a finding of the UCSF study

B an opinion of the UCSF study

C a finding of the EPA report

D an assumption of consultants to the tobacco industry

There is a philosophical question as to whether people should have to inhale others’ smoke.

Exercise C:

Choose the appropriate letters:

According to information in the text, pneumonia

a. is responsible for 84,000 deaths each year

b. is strongly linked to cigarette smoking
Exercise D:
Do the following statements reflect the claims of the writer in the text?

YES  If the statement reflect the claims of the writer
NO   If the statement contradict the claims of the writer
NOT GIVEN  If it is impossible to say what the writer thinks about this

1. 30% of deaths in the United States are caused by smoking-related diseases.
2. If one partner in a marriage smokes, the other is likely to take up smoking.

Assignment:
Write the adjectives appearing in the text and find the opposite and/or the synonym of the words.

Task 2: Find a word from the text and write it on a piece of paper.

Task 3: Share the word you’ve chosen (tell your friend next to you why you choose the word).

Task 4: Move around to find a partner. Use the two words creatively. For example: your word is SMOKE; your friend’s CANCER. You can use the two words creatively resulting in the following piece of work:

smoke
go away
    away from me
cancer
go far
    far from me

Task 5: Form home teams @ 4 students. There are 4 exercises following the reading text. Each student will be the expert of one exercise. Each home team decides a captain who will ensure that every member gets a different share.

Task 6: Form the expert teams now. Say goodbye to your home team members. In your expert team, get the task completed. Discuss it to make sure you
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become the expert as you are responsible for assisting your home team members later. Take important notes to help you share what you've got in the expert team when you ‘come back home’.

Task 7: Go back to your home team. Help one another so that every member gets the exercises completed. Encourage one another to do the best.

Task 8: Discuss how you’re going to take care of the home assignment.

Careful analysis to the modified material above indicates that Tasks 1-3 are designed to bring about referential and personal functions. From Task 4, poetic, directive and personal functions are expected to appear. Task 5 is designed to bring out directive and/or commissive function. Metalinguistic function is brought about from Task 6. Task 7 is designed to bring out referential, phatic and commissive functions, and Task 8 will bring out directive and commissive functions.

Workshop Participants in Action

In every workshop, the participants are to be actively involved in performing some tasks. The workshop participants are briefly supposed to be in action especially to achieve the predetermined workshop objectives. The facilitator of the workshop then leads the workshop following the procedure as follows:
1. Greet the workshop participants and inform the objectives of the workshop.
2. Tell them they will experience a model of interaction-oriented instruction.
3. Distribute the workshop material as displayed in 4.2
4. Ask the workshop participants to do Task 1.
5. Distribute a piece of paper for the students to do Task 2.
6. Order the workshop participants to turn to the person next to them and to do Task 3.
7. Make sure the workshop participants understand Task 4 by highlighting the example.
8. Ask the workshop participants to stand up and move around to complete Task 4.
9. Divide the workshop participants into groups of 4 forming home teams.
10. Ask each home team to choose a captain and inform that the captain’s job is to ensure that every member gets a different share (Task 5 is carried out).
11. Make sure that each participant has determined an exercise to take care or which expert he/she will become – Expert of Exercise 1, 2, 3, or 4.
12. Regroup the workshop participants forming the expert teams.
13. Move around to assist the experts and ensure Task 6 is performed.
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14. Stop the workshop participants and ask them to say good bye to their expert team members.

15. Ask the workshop participants to get back to their home team.

16. Move around to assist and ensure Task 7 is carried out.

17. Stop the workshop participants and ask them to do Task 8.

18. Inform the participants that the model of interaction-oriented instruction is over.

19. Review the related literature, namely functions of language.

20. Encourage the workshop participants to find out what functions of language are manipulated in each of the task in the model.

21. Ask 1 participant to share what he/she has found.


23. Assign the workshop participants to work in groups to modify the existing instructional material by devising interactive exercises manipulating the seven language functions.

24. Move around to assist and ensure the job is carried out.

25. Ask 1 group to share the result of their group work.

26. Provide feedback.

References


