MATERIALS AND METHODS IN ELT
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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
Preface to the Third Edition

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 Slouti 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.

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Southport
March 2012
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**Chapter 2:**


**Chapter 6:**
Acknowledgements

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

Chapter 7:


Chapter 8:


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


Chapter 9:

Chapter 10:


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.