# Book review: Tomlinson, B., *Materials Development in Language Teaching*, Cambridge University Press, 2011, 451 pages, ISBN: 978-0-521-15704-9

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**Materials Development in Language Teaching** consists of five parts. The first part entitled "Data collection and materials development" is a triad of noticeable articles of which the first one deals with the use of corpus in the classroom. The author asserts the feasibility of analyzing a bulk of language so that a corpus can be constructed allowing researchers to crunch the way language is being presented and used, nowadays. Through these analyses it is possible to identify the types of language that could be incorporated in design and selection of the material for the classroom. In this part, the way a corpus makes decision making possible for materials design is depicted. The second articles of this part call teachers for mobilizing concordancers in the classroom for the students to crunch the way the language is used. This article zeroes in on the use of concordancers in the classroom without computers to describe grammar and the lexicon. Moreover, the part one rigs teachers with direction to design materials using such concordances. It also illustrates how to access these concordances. This paper seeks to denote that no especial apparatus is needed to use this technique. The third article of part A appertains to the use of corpus to learn English grammar, especially patterns. The authors suggest the study of grammar hinged upon discourse, especially the grammar of the spoken language.

The second part, part B, puts forward the process of materials writing included in three articles. The first article suggests and discusses a framework to design materials that comprises of five processes and steps are introduced in the first segment of this part. The first step of these processes is identification and exploration of needs on the materials. The second one, linguistic exploration in a particular domain is canvassed. The third one includes the contextual realization that appertains to the foraying of ideas that are apposite for the setting or for the textbooks that learners are to study. This reverberates the variety and leeway in the materials development. The fourth process is the pedagogical realization of the materials that is the discrepant options and the actual tasks. The final step is the physical production of the materials where different things need to come into account like the presentation, the size, the visual aspects, the reproduction and the extension.

The third part of this book discusses the process of materials evaluation. It is a collection of tetra-article documents. The first article is about the analysis of language teaching materials: inside Trojan. This section canvasses the piloting of materials. It commences with the implications of piloting materials and brings listing the factors that identify what should be piloted. It likewise demonstrates the advantages piloting presents and the way it should be conducted. In the article, there are checklists that have been utilized by some publishers to conduct the piloting. The second article in part C is about Macro and micro evaluations of task-based teaching. It seeks to acquaint the reader on how to evaluate the communicative tasks. Rod Ellis delineates the micro and macro evaluation. First, he invites us to mull over the kinds of evaluation we should conduct and different dimensions like the approach, the purpose, the emphasis, the scope, the evaluators, the time, and the type of information needed to assess the materials. He likewise supplies us with a very transparent pedagogical description of what a task means in language teaching and the stages to carry out and evaluate one. The third paper of this part is about course-books and text books. The author gives a good idea of the needs and wants of the different players in the process of learning and teaching, underscoring those of the teachers. This part is very beneficial for the experts in the field of language teaching who aim to be uplifted in the evaluation of resources. The last article analyses the teaching materials. In this article, the author submits a framework for materials analysis. There are suggestions and instances to study the materials and forms to connect the finding to our own context. This section is remarkable to recognize the materials that will be used in an institution or class.

Part D includes two articles which the first one discusses the electronic delivery of materials and the second one presents new technologies to support language learning. The first article begins with this reminder that in this era of multi literacy world, language teachers are responsible to contribute more to development of materials. Digital technology has come to assist language teaching supplementary materials through offering standalone computer, laptop lid, video chips hot potatoes suite for doing exercises and skill delivery done sometimes by flash cards. Digital literacy is offering a second life online action empowered by the advent of YouTube, Google talk, blog links, recording blogs & wiki text-board, web diaries, VLE, IWB, Moodle, Wikipedia as a reference book, flipchart software. This contributes and redounds more to the simultaneous development of autonomy and helps language learners and teachers prepare their quiz and expand their choices, participating in discussion forum, collecting and finding of glossary, storing their files etc.

The second article in part four introduces new technologies to support the state of art of language learning. Innovation in technology facilitates electronic learning. The author reminded the motion towards carefully planned materials reflected themselves in monologue where a slower discourse is experienced away

from spontaneous, unplanned discourse where meaning is collaboratively built pedagogically well-constructed. The technology offers collaborative interaction by dint of Skype toolbox, Tokbox video chat, ooVoo, Polycom systems where face to face exchange of information is impossible. Webcam, videoconference, telephone conversation, VOIP and Skype make it possible to economize interaction. Tech-survey young people enjoy the era of technology in stimulated environment. *E*-twinning as a kind of micro-blogging in the form of twitter short message project allows enjoying pen pal for learning language. Adaptive and responsive iCALL as a self-directive artificial tool can provide contingent micro-scaffolding to the learners in the way of e-learning and chatterbox.

Technologies like PDA, palmtop computer supply teachers with video-based lesson. User-controlled technology such as Jumpcut, videoegg windows or iMovie, Yalba/show, play is a contributor to intelligence enhancement and concurrent language learning. Copious supply on internet facilitates reading skill and comprehension and allows access to animated texts, diagram, wordcahamp and making academic word list. Social networking such as micro-bloghing and multimedia composition makes the writing enhancement possible. Concordance and write-fix help dissect texts for their structures. Technology provides a solitary privacy. Scootle supplies users with a mite of 8000 resources for learning and doing composition practices. Technology caters for audiences' want and needs, assist collaborative interaction and remove inhibitions existent in face-to-face transaction and exchanges. Multimodal input through avatar languages websites, podcast surfing on MSN, AOL come to assist the enhancement of content. Self-presentation in the lab through recoding in audio region and use of camera, microphone, CD camcorder, waveforms, desktop tape recorder is paved by the help of technology. On the whole, technology provides a nomadic environment in which anyone is anywhere where responsive teaching to track change and design a prepackaged reflective procedure out of immediate context is made possible.

The fifth part of the book, part E, entitled "Ideas for materials development" opens on the first article that is about how to assist the second language readers to visualize. The author introduces visualization activities like drawings, connection activities, illustrations and mimicry. These kinds of tasks assist learners to improve their reading comprehension in an unconscious manner. The next article by Alan Maley entitled squaring the circle-reconciling material as constraint with materials as empowerment presents a series of proposals for materials development. The author expounds the nexus among, teachers, materials and students. He canvasses the factors that interpose in these nexuses; for instance, he asserts that some of the factors that can influence the situation with respect to the teachers include the language level and confidence they could handle, their prior learning experiences, their personality and their preferred teaching style. Maley likewise supplies the readers with ideas for materials adaptation since it seems

imperative to the author. Some of these proposals are omission, modification reduction, extension, division, reordering and rewriting. Moreover, the author demonstrates how to design our own materials with instances of projects, drama techniques, cut and paste and to design modules to develop the language skills. The author mentions Prabhu's classification of materials that is composed of two categories, the semi-materials and meta-materials. The first ones appertain to isolated tasks like activities for listening comprehension or vocabulary, a selection of visual, oral or written texts. The second kind of materials, the meta-materials, includes pedagogical procedures where the teacher determines the content and order. This section pertains to materials producers for their classes and those who do not found their teaching on a textbook only or who prefer to design their own study kit.

The next section of part E imparts the materials development including the teacher development and the students' autonomy. The authors assert that this condition is shared in other situations as it appertains to the distribution and assignment responsibility. Students have to develop self-study skills and teachers need to improve their skills for their practicum, which should be malleable and consider accountability. The authors canvass whether the textbooks enhance or hamper the students' autonomy or teachers' development. They likewise discuss the beliefs and stances that textbooks offer to the class. The first article entitled seeing what they mean: helping L2 readers visualize discusses how the readers harness imager to infer the meaning and how to help the second language readers visualize and whether the visualization is practical in reading. Visualization is adumbrated as drawings, connection activities, illustrations and mimicry. This document begins with the idea of eidetic or imagers. Visualization in reading invigorates the activation of schematic order in the processing of information, which equips learners with a readymade schematization. Wonders of reading were introduced as the experience of accomplishment of a ludic, hedonistic reading. Inner voice can be used to go into the minds of learners when they use imagery. However, neurophysiologic examination shows how inner voice self-monitoring facilitates besides outer speech the acquisition of language. Mental imagery is a way of visualization helps readers comprehend the texts and forecast the following sceneries. Interactive compensatory modal proclaims that feebleness in one area is compensated by the gaining potency in other area, which can be exemplified in experiential studies and reading.

The second article depicts Prabhu's (1987) conceptualization of teaching as the freedom of action of teacher apropos of the convoluted tradeoff between teacher, materials and student in the actual practice of teaching in the classroom, based on type B syllabus and the process approach. A drastic change in the way materials produced suggested to alleviate the problem of teacher decentralization through decision-making regarding content, order, pace and procedure. Content-based language teaching is proposed as a way of replacing English language textbook

hinged upon the discipline that content is applied. With consumer-driven world near to close and removal of prescribed materials in the teaching programs, teachers should care about the input, process and outcome when designing materials. To erect a course, information technology and encyclopedic knowledge of existent resources is an aid to teachers for accessing to materials. Core component modules such as project base module thematic module testing module awareness raisin module culture awareness raising module; grammar-fluency module; vocabulary development module; skills development ELT module; humanization module are some options to be harnessed for developing a course. However, meta-materials as empty pedagogical procedure is promoted for self and virtual environment.

The penultimate article of the last part of the book exemplifies the Lozanov's proposals and methodology called Suggestopedia, which is pivoted on a psychological base in opposition to Cartesian philosophy by the practice of going inside. Sprouting from Quantum science, it takes a subatomic crossroad approach and fluid inter-subjectivity for building trust. The therapeutic orientation of this method is believed to work as a treatment to traumatic problems encountered in the process of language learning by prescribing a para-conscious medication to enhancement of left-brain and self-respect and emotional balance through incubation. Pleasure principles of this method by removal of intimation, offering of color, fun, beauty, comfort, humor, tongue twisters, snatches of proverbs and saying and avoidance of malice, crime, accidents, and disasters is borrowed for material development. With multi-dimensional and participative approach, this method inspires the development of materials, teacher development and the autonomy of the students through selection and distribution of responsibility. It is a contributor to the autonomy development and removal of passive learning in the contemporary post-rationalist era concurrent with engagement in holistic, natural, organic and bottom-up processes.

The last article of this section exposes the readers to the self-access materials where, in a sense, is congruent with the promulgation of enhancement of learner autonomy. However, the value of single-focus materials, though conceptualized in a stereotypical sense, is inevitable. Individualistic and open nature of leaning in today's technology enhanced world calls for attending to the materials development for self-access materials. Self-marketing world is vigilant for the needs, wants, and users' concerns for learning enjoyment and their initiative and creative appeals.

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## Author's Biography

**Husain Abdulhay,** born on 26 August 1979, completed his Ph.D. in English Language and Literature at Arak University, Iran. His first poem was conceived when he was doing his Master's degree in TEFL at Kashan University, Iran. He serves as a lecturer at Azad University, Iran. His poems appear in such journals as The Criterion, Eastlit, LangLit, and Ashvamegh. He is an aspirant writer and has an inexorable and unflagging liking for poetry.