ELT MATERIALS WRITING
OUR
HOW CAN RESEARCH INFORM

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More important questions

- How can we...

- access relevant research insights?
- improve materials with reference to research in 'background' disciplines?
- make decisions about methods and materials on a sound basis?
- conduct our own ELT research?
Research shows learning needs some attention to form. Materials should provide scope for noticing. Explicitly demonstrate language points. Include controlled practice activities. Highlight phrases, collocations & colligations. Train form-function mapping. So materials should highlight phrases, collocations & colligations. Research shows learning needs some attention to form...
Research shows that language learning needs substantial input, opportunities for output & interaction. So materials should focus on meaning and build up to production tasks. Recycle new language and train Ls to use resources outside classroom. Use various media for input and build up to production tasks. Include pair / group work or tasks / projects.

Research shows long learning needs...
Research shows... 

... So materials should...

... different things for different Ls.

- intrinsic motivation.
- individualised language use.
- individualised language tasks.
- be appropriate for the context & Ls.
- allow for L choice.
- include variety of activities / production tasks.
- feel supportive.
- utilise L's other skills.

Translating research insights #3
Research shows that learners show developmental readiness according to their natural syllabus. Show development of readiness... Or does it???
Methodology books may not be as objectively based on research as we might think! (Scott Thornbury, IATEFL 2017)
Accessing Research

- Editor’s Choice, or ‘State of the art’ articles
- IATEFL’s Mawsig
- IATEFL’s Resig
- www.ELTResearchBites.com
Pay attention to

(1) validity of findings,
(2) relevance of findings to pedagogy, and
(3) practicality of findings for classroom.

Be aware of fashions!
Teacher Research

1. Formulate research question.
2. Maybe do some background reading.
3. Develop a data collection method.
4. Collect data.
5. Collate & analyse data.
6. Reflect & draw conclusions.
7. Share.
8. Repeat as necessary.

Teacher Research
Thank you for your attention!

Dankeschön!

Gracias!

Diolch!
References


Ur, Penny, “And what about the research?”, MAWSIG Blog, December 2017.


Thornbury, Scott, “Writing Methodology texts: A bridge too far?” IATEFL


Tomlinson, Brian (ed.), Materials Development in Language Teaching and-text Methodology: A bridge too far? IATEFL


