



Language Teaching Research Quarterly

2020, Vol. 15



Preface to the Special Issue

Future Perspectives and Challenges of Materials Development: In Honor of Brian Tomlinson's Contribution to Materials Development Research

Guest Editors

Christine Coombe, Dubai Men's College, UAE

Hassan Mohebbi, European Knowledge Development Institute, Turkey

This special issue brings together the research focusing on future perspectives and challenges of Materials Development. Despite a great number of studies investigating Materials Development from different aspects, there are various unresolved issues which need further research. This special issue publishes 5 articles which focus on different aspects of materials development in various contexts.

[Is Materials Development Progressing?](#)

Brian Tomlinson

Pages 1-20 | doi: 10.32038/ltrq.2020.15.01

In this article I am going to review the 'progress' which L2 materials development has made both as a practical pursuit and as an academic discipline since my first contact with materials development in the 1960s. I am also going to evaluate the current situation, to make predictions about future developments and to make recommendations to teachers, to materials developers, to researchers, to publishers and to Ministries of Education. As I have reviewed the 'progress' of materials before (in,

for example, Tomlinson (2012); Tomlinson & Masuhara (2013); Tomlinson & Masuhara (2018)) my review will be brief and my main emphasis will be on my evaluation and recommendations.

[Can Vision 3 Notch up a Win over Pre-university English Textbook?](#)

Mavadat Saidi, Hanieh Mokhtarpour

Pages 21-32 | doi: 10.32038/ltrq.2020.15.02

The present study aimed to evaluate the newly compiled English book for the third grade of senior high school, currently called the 12th grade, and the previous English textbook for pre-university students. To this end, 80 experienced teachers, with the experience of teaching both books, were asked to complete an eclectic checklist comprising 38 items and evaluating the book in terms of nine major criteria, namely General considerations, Vocabulary, Grammar, Speaking, Listening, Reading, Writing, Pronunciation, Supplementary materials, tasks and activities. Following that, 10 teachers were also interviewed in order to deepen the quantitative data. The findings indicated that the teachers were more satisfied with the newly introduced book to the educational system. Furthermore, the mean values revealed that the teachers rated the speaking and listening sections as good or satisfactory while they ranked the supplementary materials criterion as the least satisfactory one. As regards the other criteria of the checklist, the findings demonstrated that the teachers were satisfied to some extent. In general, the results confirmed that notwithstanding the dramatic positive changes in Vision 3, it still requires to undergo major revisions in order to meet the EFL students' needs. Hence, the results would benefit the materials developers in order to locate the areas for improvement.

[Materials Development in EALP Legal Writing Courses](#)

Rafael Dean Brown, Kashif Raza

Pages 33-49 | doi: 10.32038/ltrq.2020.15.03

While the field of materials development has grown in the past twenty years, covering areas like EAP and ESP, there remains a need to elaborate further the strategies and to develop a process for developing materials for EALP courses such as legal writing. Legal writing in particular poses unique challenges like the complex system of legal writing genres and the interferences created by multiple languages, cultures, and legal systems. This article expands on existing strategies offered by the scant literature on legal writing materials development. The article takes into account the work of materials development scholars who have proposed SLA-derived principles. The article also considers factors that affect materials development, including

learner, teacher, and contextual factors. Additionally, the article considers the role of theoretical frameworks in shaping decisions in materials development. Most importantly, the article relies on methods in legal writing pedagogy to inform the strategies and process for legal writing materials development. The article ultimately proposes a process for developing materials for legal writing courses that requires the consideration of the (1) purpose, (2) audience, (3) course and curriculum requirements, (4) length and number of assignments, and (5) sociocultural and legal context of the materials.

[Gender Representation in Iranian High School Textbook Images](#)

Mohammad Taghei Azad

Pages 50-70 | doi: 10.32038/ltrq.2020.15.04

Many studies have investigated how genders were represented in ELT textbooks. A critical part of ELT textbooks are their images, and how they reflect their authors' ideologies have been the subject many studies. In an attempt to contribute to this line of research, the present study aimed to analyze gender representation in the images of the nation-wide ELT textbooks in Iran called Prospect 1, 2, and 3. Developing a converged framework by utilizing the principles and criteria presented for image analysis in Goffman (1979) and Kress & van Leeuwen's (2006), the roles of both sexes were analyzed in terms of the active role, gaze direction, visual techniques, distance, and space illustrated in the images of the textbooks. The pictures were analyzed through content analysis and social semiological analysis, and Chi-square analysis indicated that the results of the study were statistically significant. The study found that in the images of the analyzed textbooks, males were depicted as playing a more active role and females were mostly portrayed as the reactive and goal participants. Also, the analysis of gaze direction revealed that males were frequently imaged as looking at the viewer while females were mainly illustrated as looking away from the viewer. Likewise, although women were typically shown in long shot frames – which expands the social distance between the participants in the images and the viewers of the images, men were frequently depicted in close-up frames – which implied their prominence. In contrast, on the subject of clothing, both males and females were portrayed as fully clothed in virtually all pictures of the textbooks, and women were never represented scantily or partially clothed. Concerning the places in which both sexes were portrayed in the images of the textbooks, it was shown that the authors illustrated a rather balanced view towards both males and females. Such a representation of genders in the Prospect Series textbook were discussed to be in line with the Islamic beliefs and culture dominant in Iran, but not consistent with the significant social roles both men and women play in the Iranian society.

[A Career Impacted](#)

Phil Quirke

Pages 71-80 | doi: 10.32038/ltrq.2020.15.05

When I was first contacted to contribute to this book, my first reaction was one of honour that the editors had thought of asking me to recognise the work of one of the most influential professionals in our English Language Teaching profession, as well as a feeling of excitement that I could pay tribute to a man who has deeply impacted my career although I have seldom managed to acknowledge that influence directly. We all know the facts behind Dr. Brian Tomlinson's distinguished career and his standing as one of the world's leading experts on materials development in English language teaching and learning. However, it has been his ability to touch the professional lives of so many of us which is truly impressive, and I hope that this journey through my career and how it has been impacted by his work will not only resonate with you as readers but also introduce you to some of his work that you may not have been familiar with.