

## EXCHANGING EXPERIENCE: SETTING UP AN "ACTIVE" RESOURCE CENTRE

John Holmes - PUC-SP

*This paper was a competition entry for the English-Speaking Union EFL Prize in 1984. Consequently all specific references which could identify the Brazilian ESP Project had to be excluded. I apologise if this may result in a lack of acknowledgement of any individual's work. On the other hand, I feel that in this way we have shown that the work of the project is generalisable and that our approach can be adapted for other countries and other situations.*

### 1. Objective

The main argument of this paper is as follows:

- The classroom teacher, as a professional, suffers from a high degree of isolation.
- This isolation has recently increased, due to recent tendencies leading to greater teacher production of classroom materials, both in ESP and more general EFL.
- This increased materials production can in fact be used as a vehicle for the communication of classroom experience and a means by which this isolation can be overcome.
- The setting up of a centre for classroom materials can be the means by which this exchange of experience can take place.

This paper is based on experience over the past five years in setting up a resource centre which caters for about twenty institutions separated by geographical distance as well as different levels of expertise. In setting up a resource centre to store and retrieve classroom materials we naturally encountered successes as well as failures, but we feel that the attempt was a valuable one and that other institutions where EFL is taught might be able to benefit from our insights. Accordingly, we shall describe our experience in general terms, hoping that our conclusions and recommendations may be applicable for as wide a variety of EFL institutions as possible.

## 2. The Situation: The Isolation of the Classroom Teacher

In most classroom teaching, the teacher occupies an isolated position. EFL is no exception. The teacher enters the classroom alone, and leaves it alone, often with very little knowledge of what is going on in the classrooms on the same corridor. Usually, the amount of informed observation of colleagues' classes which takes place is minimal, even in the most progressive establishments. It remains for the teacher to guess at what goes on, by discussions in the staffroom or by overhearing the comments of students, or the noise of some particularly boisterous activity next door. In a truly professional sense, then, most classroom teachers, - and most teacher trainers for that matter, - know surprisingly little about what happens in the classroom.

The consequences of this isolation of the classroom teacher are numerous. It is difficult for any teacher to improve his teaching if he is unable to evaluate it. How do I know what I am doing wrong? - who can tell me? We draw on our experience of previous

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classes; we remember the lesson observation and teaching practice of our teacher training course; we remember the many years we ourselves spent behind desks, and the variety of good and bad teachers who taught us. We might exchange ideas with our colleagues, - try out someone else's material, or an activity which succeeded. It may fail because we did not know exactly how our colleague really set about using the material in class. We are still unable to say why the attempt went wrong. Was it our own fault? Were the materials poor to start with? Were the instructions at fault? Because of this isolation it is difficult for teachers to help each other in overcoming their common problems.

During the seventies this isolation increased. With the trend towards communicative approaches and ESP, the teacher became looked on as a materials writer rather than someone who had to get through a set book in a set time, as O'Neill (1982) points out. It became almost a confession of failure in ESP teachers to admit that they followed a textbook, but the comment also applies to many teachers of general English. This increases the isolation of the classroom teacher, at the cost of giving him a closer relationship with his own students. He focusses on their needs and peculiarities, and he prepares his materials accordingly. By relegating the use of a textbook to a secondary role he also reduces the common ground between him and his colleagues. In the staffroom the textbook can no longer provide that area of mutual professional interest, when most of the teacher's time is spent in preparing materials for his own class. This problem is even more acute in ESP when very often materials are explicitly marketed by the teacher as being "specially for you". This results in some strange situations when taken to its logical conclusion: the engineers begin to complain and are split up into civil, mechanical and electrical; in a group of medics I once taught a neuro-surgeon who felt that a set of materials in neurology were not suf-

ficiently within his own specialism. While it is important and useful to adopt a learner-centred approach, the back-up that comes from communication and exchange of ideas between colleagues should not be neglected.

There is, however a positive side to this focus on the learner, in the form of an increased production of materials. In most EFL establishments there is now a "resource centre" where these materials can be stored. In the past it was mainly a place for keeping visual aids such as magazine pictures, but now it may be a specially designated room where not only audiovisual aids, but also teaching materials can be stored. In many cases "stored" is the appropriate word. The materials are laid to rest, carefully filed, and emerge from time to time when visitors are showed round, but basically they are rarely used. As we have pointed out before, the materials were produced for a specific situation and were used in a specific way. Without increased communication between teachers, the resource centre becomes a last resting place for exercises, texts, units or even entire courses of materials. The objective of this paper is to outline ways in which the resource centre can assume a more "active" role, so that materials are stored in ways which help and suggest how to re-use them. Furthermore, by encouraging the re-use of materials by other teachers, the original materials writer obtains useful feedback on his own teaching and that of his colleagues. The resource centre can therefore be a channel of communication between the teachers in an institution and between institutions.

### 3. Preliminary Research: How do Teachers Use Materials?

The first step in setting up a resource centre is to find what teachers do with the resources they already have. In other words, what goes on in the classroom? It is now quite common for the classroom to be looked upon as a language learning laboratory and class

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room-centred research is now, fortunately becoming accepted as valuable data in the setting up of criteria for advocating a certain approach or methodology. Collections such as that by Long and Seliger (1983) show that this type of research is already bearing fruit but there is still a long way to go.

The type of research necessary in this case need be a mere pilot study. It has as its objective to find out simply what teachers used in the classroom with a view to identifying what was most useful and most necessary. In our particular case we asked about twenty teachers to write an account of their most recent lesson: what went on, what material was used, what problems arose, how the students felt, what questions they asked, what materials were not used, where the lesson plan was not followed, and how the teachers felt at the end. Everyone enjoys talking or writing about themselves and no-one complained about writing an informal account of one of their own lessons. We could equally have asked teachers to use a tape recorder to record a lesson, make a transcription, and then comment on it, but that would have involved more work. As it was, even busy teachers found time to write fairly full accounts, - almost like a diary study.

The lesson accounts constituted our preliminary data on materials use. The next step was to discuss the accounts and draw up some general conclusions, which would serve as guidelines for the resource centre. At the same time, when possible, we discussed the accounts with groups of teachers in order to obtain a general consensus wherever possible. We shall give here a summary of what emerged from the accounts and the subsequent discussions. These conclusions come from groups of teachers working in secondary schools or private language schools catering for young adults. In almost all cases the teachers were required to use a set book, although they were usually allowed to make minor departures from it.

The main patterns that emerged were as follows:  
(a) Extra "language contact"

The main adaptations made to the set materials were usually to cut down on exercises and give students more time either reading or listening to material in English. Most teachers felt that their textbooks, - usually produced locally and rarely imported, devoted too much to exercises of a rather mechanical nature. This tended to reduce the students' motivation, and these exercises were often replaced by examples of authentic or at least "realistic" English, in the form of dialogues on tape, conversations or texts in written form. We called this type of activity "language contact". Most teachers seemed to try to give the students as much contact and practice with the language as possible.

(b) Motivating students: making content relevant and interesting

One important point that teachers stressed was the importance of the content of the lesson, - not in terms of grammar or structure, but in terms of ideas. A syllabus could be designed carefully with interesting exercise types, but if the students felt that the ideas which were conveyed were childish or irrelevant, then they lost interest. Teachers, therefore, spent some time on activities to make the materials interesting to their students. Sometimes the class discussed a text or dialogue in the native language, after the usual comprehension exercises. Sometimes the teacher had a set of introductory activities to be carried out before the text or dialogue. In any case this type of activity underlined the importance of the content of the materials, in the sense of the ideas to which the students were exposed. It emphasised the fact that in a communicative approach the language must be seen as a vehicle for the exchange of ideas, and not just "communicative

activities" for their own sake.

(c) Changing the lesson plan

One interesting feature of the lesson accounts was the way in which teachers used a lesson plan. No-one confessed to going into a classroom without a lesson plan, but the lesson plan suffered a variety of alterations once the class was under way. In many cases it seems that the flexibility of the teacher depends on experience, - more experienced teachers seemed to be quite willing to depart from the plan if the needs of the class demanded it. Very often the students would have difficulties which were not foreseen in the plan, so the teacher would have to explain vocabulary or go through some previously dealt with grammar point. Sometimes the lesson plan went out of the window as a fundamental problem emerged, was reorganised as such, and was dealt with.

What conclusions can be reached from such a set of information? In the main it seems to re-inforce what most of us feel about teaching materials, - the importance of contact with the language in as realistic form as possible, the importance of flexibility and of relating the ideas which the English language conveys, to the students own needs and interests. But this will give us some insights in setting up our resource centre, by telling us, to begin with, that we need to have a collection of interesting and relevant texts, - either oral or written - which all teachers could make use of in giving students increased contact with the language and by being able to provide them with materials that have been tried out before and have been found to be interesting and motivating. However, we still need to focus a little more closely on the types of materials which are used and prepared by teachers.

#### 4. More Preliminary Research: Working With Other People's Materials

Before our resource centre was a going concern we carried out a series of workshops with teachers who were going to use the centre. The main objective was to find out the strengths and weaknesses of the materials from the point of view of their re-usability. We decided, then, to distribute materials between groups so that each group received materials prepared in other establishments, and the workshop groups had no personal contact with the materials writer. The materials were reading comprehension course units, each one consisting of a reading text and a series of exercises. It should also be pointed out that all the establishments involved were part of an in-service teacher-training project focussing on reading comprehension in EAP.

The main instructions to the workshops were:

"Examine the materials. Do the exercises as if you were one of the students. Then make a list of what you consider to be the good points of the materials".

We did not want to specify the bad points of the materials since we wanted the participants, - who had themselves produced materials! - to feel motivated and positive about their own and their colleagues' materials. As it was, in the discussions we soon had quite a few comments on the problems which had emerged. One other feature, -we made a specific point that the workshops would not just look at the exercises but should go through them in detail, as if they were students. In this way it was possible to have a more accurate idea of how the material might actually go down in class.

The workshops were held over a large geographical area and involved a variety of establishments and materials. From this series of workshops we might sug-



gest the main positive features of the materials as follows:

- (a) Interesting texts, usually authentic and intelligent, and also well-written so as to be fairly easy for even beginners to extract some ideas from.
- (b) Variety of exercise types in the units so that in general the materials avoided monotony.
- (c) Frequent specification of objectives both for units and for individual exercises. This was also important in that to a large extent the objectives were shared by teachers who were working on similar courses.

There were other more detailed comments, but the above points perhaps sum up the strengths of the materials in general. Indeed, we might contend that these are, in general, the strengths of many home-produced materials. The teacher selects texts that will interest the students, and he has a specific group in mind. Once he has found a formula which seems to work with a unit of materials he can then use this to give varied exercises within the unit. Finally, it is a feature of the communicative approach that objectives are communicated to students.

But what were the problems which emerged? These came out in the discussion which followed the workshops and can be summed up as follows:

- (a) Lack of teacher's notes, especially with regard to indicating the pre-requisites of a unit.
- (b) Vague use of metalanguage, - what appeared to be objectives as indicated by the materials writer often had little to do with what actually went on in class.
- (c) Monotony of units. When comparing different units from different courses they all seemed to be at

the same level of difficulty and to have very similar objectives.

To be quite fair, these are problems present in many materials. Teachers' notes may be lacking even in expensive published textbooks, and we had already established that teachers adapt and change their materials as a matter of course. It would be unjust to expect teachers who scarcely have the time to prepare their materials to sit down and write detailed teachers' notes. However there were some specific comments which should be borne in mind. One point was an indication of the previous work necessary in order to begin a unit, - i.e. the prerequisites. For this reason it was important to indicate whether an exercise was presenting something for the first time, or practising a point which had already been taught. Another specific point made is that it should be indicated if an exercise can be answered with freedom and justification. In other words, in some cases there are several correct answers, and the student has the freedom to choose which he prefers. Also the exercise may ask the student to explain why he has chosen a certain answer, - thus justifying his choice in classroom discussion. If the teacher treats such materials as a type of test, - with one correct answer only, then this leads to confusion. Another important point was that although the materials looked attractive in terms of the metalanguage of the objectives as stated, in reality what happened when someone actually did the exercise was often very different. Thus, an exercise might say: "Using discourse structure of process texts to focus on adverbials indicating sequence", whilst in reality it meant that the student had to learn by heart words such as "First", "Next", "Finally" etc. Again this is a fault not confined only to home-produced materials. It shows, however, the importance of piloting such materials in the classroom and giving feedback to the materials writer. Finally, the problem of monotony of units is perhaps

most serious. It seemed that many teachers were preparing very similar materials, - why not, when they were all part of an in-service training project? The main problem seemed to relate to the levels of difficulty and the concept that during a course the materials should be more demanding in terms of building upon what has been previously taught. What seemed to be happening was that many of our materials were prepared without a detailed course plan. The units were prepared week by week so that in the end the course seemed to lose coherence, and very often the materials only kept the class amused and busy, without reaching a set of stated objectives. This, perhaps, is one of the main problems of home-produced materials.

#### 5. Decisions for Storage, Retrieval and Requesting of Materials

Our research did not pretend to the rigour of a Pennsylvania project, such as reported by Smith (1970) but the conclusions were sufficient for us to set up the criteria for the storage and retrieval of materials in our resource centre. One point that made us go ahead with the operation as soon as possible was the idea that the resource centre itself would serve us as a research tool, so that by analysing patterns of material use via the resource centre and by obtaining feedback from users we would be able to make further adjustments in tune with practical needs.

There emerged from the preliminary research two main points which would help teachers to make the best use of the materials:

##### (a) Coherence between units

In building up a course it should be possible to select units so that one moves from one objective to another in a coherent way. Thus the course has an internal structure and the materials correspond to the

course design.

(b) Coherence within units

Within the unit itself there must be a connection between the different activities which take place. This means relating the text itself to the objective of the unit and relating exercises to the text. Using an interesting text is not a sufficient guarantee that the objectives will be reached, neither is an attractive title for an exercise.

This meant that our first foundation stone was in the specification of objectives. In order to prepare material and use material the teacher must be aware of his objectives. We decided also that in requesting material the user should also specify objectives. Accordingly we looked at the materials already available and drew up a list of objectives, in terms of language items and skills. We were helped in this by the fact that most of the teachers in the in-service training project were working in the area of reading comprehension in EAP. We could therefore draw up a list of language items, both above and below the level of the sentence and of skills or strategies relating to the reading and learning process. These are given in Appendix One, which also includes a list of exercise activities.

The next step was to set up the categories of material for the classification system. Whilst it is important to keep materials in their original form, it is also useful to split up materials into smaller divisions. The ones which we decided upon were texts, exercises and units.

Separating texts from the materials in general was no problem. The classification system is given in the next section. Exercises provided more difficulty. At first we thought to classify all the exercises in our materials but soon ran into problems since the majority of exercises were closely connected with the text.

and could not be used without it. We found, however some types of exercises which we called "text-free", which were not closely connected with the content of the text, but with the objective of the unit. In other words, when a particular teaching point came up, such as sentence structure in English or the order of adjectives and nouns in noun phrases, there might be a set of exercises introducing the topic, practising some of the concepts and then leading on to the main text and set of exercises. Such a "text-free" exercise could be used in any unit which had the same objective. Consequently these exercises could be switched from one course to another and were highly re-usable. We decided therefore to classify these text-free exercises separately, according to the objective.

The value of classifying units depends on two factors. The unit may be exactly what someone was looking for and in terms of content and objective can be slotted into a course. However, if the content is not appropriate the organization of the unit, if it is coherent and clear may still be a useful pattern for materials preparation, in terms of the exercise types and the objectives. Thus in classifying the units we must be careful to make the overall objective clear, as well as the relationship between the text and exercises within the unit.

Finally, the procedure for requesting materials was ready. The list of objectives in appendix One was the starting point. This led us to work out the request form given in Appendix Two. In fact, this form is nothing less than a rather crude course design. Thus, in order to request materials the user must prepare his course and specify his objectives. We hoped in that way to encourage teachers to plan their courses in advance and be able to make better use of the materials they received. It should also be emphasised at this point that due to geographical factors, very few teachers could actually go to the resource centre and browse through the materials, so that everything had to be

done by mail. We were particularly careful to make the request form simple, - we didn't want it to be more of an effort to request materials than to prepare one's own.

The next stage, after materials are requested is to retrieve them from the store. Let's look at the ways these materials are stored and retrieved.

## 6. Storing and Retrieving Texts

The text classification card is given in Appendix Three. In the use of texts, two important points should be borne in mind in order to integrate texts within the course design. We have called these the application activities and the associated language items. Although these categories were originally set up for reading comprehension activities there is no reason why they cannot be used with any texts, spoken or written.

"Application activities" refers to the way in which the ideas or information in the text are used. Instead of the traditional ten comprehension questions, reading a text should be followed by some activity involving use of the reader's understanding, such as in note-taking, building up a diagram, or criticism. We were influenced in this by the work of Davies and Greene, on information structures in their work on science teaching, carried out for the Schools Council (1980).

"Language items" refers to the knowledge necessary to understand the text in order to carry out those application activities. For example, in order to understand a text which compares two different systems of transport it is necessary to know how English deals with comparison. This means knowing the traditional comparison of adjectives, also it may include vocabulary such as "about the same as", "as much as" and

markers such as "on the other hand". In order to use such a text, the teacher would deal with the language items which were necessary. Thus it would be possible to relate the use of a text to the objectives of a course design.

The key to text use is in the text typology which we set up. We were originally influenced by Beau grande and Dressler (1981) who in Chapter IX distinguish three basic text types, as given in Appendix Four. We extended this by adding a list of sub-types of the kind most teachers find easy to identify. Thus, by identifying a text as a report, the teacher can identify relevant language items (e.g. time adverbials to mark the stages of the reported events) and the application activities (e.g. tabulating the results, preparing a diagram or graph, comparing with the reader's own experience). This is the basis for integrating texts and course design.

Of course, in real life, this was not so simple, since we found that most texts are mixtures of the pure text types we had distinguished. This however, did not affect the use of the texts but merely gave materials writers a little more freedom. In a report, for example, we often have a long section of description, and at the end there may be an argument as well. However the importance of the concept is for the teacher to be able to distinguish what language items are necessary for what parts of the text, rather than saying that only one language item should be taught because the text must belong to a certain type. It is important that the text typology be seen as a tool and not as a straitjacket. Another problem lay in establishing a system for grading texts according to difficulty. It is not possible to give here the guidelines that we used because they depend a great deal upon the first language of the students, but text structure was also a feature of importance, - if the text could be divided fairly clearly into parts, then it was easier to understand.

## 7. Storing and Retrieving Exercises

As previously explained, we decided to store some exercises separately. These were exercises specially prepared around one of the course objectives and which could be taken out of the course for which they had originally been prepared and inserted into any other course which shared those objectives. Accordingly we had to go through materials, locate these text-free exercises and classify them according to the objective of the exercise, as well as details such as the activities carried out during the exercise. As yet, we have not begun our own classification of these text-free exercises, since we are not sure what type of material to include. The exercises in the home-produced materials are not as common as their usefulness might suggest. On the other hand it is relatively easy to select such exercises in most published materials. Consequently in order to build up a really valuable resource of text-free exercises we might have to begin a full-scale survey of published textbooks. This demands time and a knowledge of copyright laws, but we hope that this materials will take its place in the resource centre in the near future.

## 8. Storage and Retrieval of Units

Finally, the course units are also stored separately, classified according to overall objective, and with details of the texts and exercises contained in them. An example of the classification card is given as Appendix Five. Once again, there are problems in trying to identify an "overall objective" for a unit, and sometimes we have to cross-classify, using several plausible categories. The important point is that when someone has prepared a course design they can then look for and find a variety of materials prepared around

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each of the objectives in our original list, in Appendix One. If the potential user does not find something which can be used directly, then he may still find a well-organised unit with the same objective which will guide him in preparing exercises around a different text to the original one. For this reason we give the objectives and activities which characterise the exercises within the unit.

#### 9. Summary: The Resource Centre in Action

The setting up of a resource centre is a fascinating operation, and each centre will naturally have its own characteristics. Our own is characterised by a common purpose, - mostly dealing with EAP reading comprehension, and enormous communications problems, so that it is difficult for people to meet personally or visit the resource centre. Nevertheless we feel that this type of resource centre, once working, will do a lot to end the loneliness of the teacher and materials writer.

In the first place, the material we have received is not glossy or glamorous. When teachers receive the materials their first reaction is one of disappointment. They imagined complete courses with teachers' notes. Their second reaction is to send their own materials into the resource centre, since what they themselves are producing is every bit as good!. This is important, because we need people to contribute as well as request materials. If materials look very homespun, then this is only realistic, - we could not allow ourselves to accept only exemplary materials, or else hardly anyone would contribute. The main work of the centre is putting teachers in contact with the materials they can best make use of. Going back to our initial research, we are quite happy to send teachers materials which they must adapt and alter, since that

is what they do with published materials anyway. What we have done is save a teacher a great deal of materials writing work, given him the opportunity to see what a colleague has produced and also given the original writer of the materials an opportunity for feedback.

A very important point for anyone wishing to set up a similar resource centre: it needs work and a dedicated staff to devote some time to analysing materials at the beginning. Later on you may find the contributors themselves fill in the classification forms. As well as a group of teachers willing to spend a few hours a week you need space for working and for storage, - often something not easily come by in many institutions.

The development of the resource centre depends on the types of materials you receive or are asked for, and it is difficult to make broad generalizations. Our resource centre is only in its infancy, but we can see several useful developments which could take place. With regard to text-free exercises we could identify some objectives which appear to be in demand but which are lacking in the resource centre itself. Thus it might be possible, not just to search through textbooks for relevant exercises, but also to commission teachers to write materials for the resource centre, since only a central resource centre can identify where the principal gaps might be and where effort could best be directed. This is one of the ways in which a resource centre can take a positive role and also act as a research tool. By acting at the centre of a materials interchange a resource centre occupies a unique position.

To sum up, then, let us go through some of the stages which we ourselves found useful in attempting to set up a resource centre that was more than a materials depository.

- First: Carry out informal research. How do the teachers make use of the materials they already have?
- Second: Examine what kinds of materials you have, their strong points and weak points.
- Third: Set up a provisional list of common objectives which will be the backbone of your storage and retrieval system.
- Fourth: Work out a system for requesting materials, preferably asking your users to work out a course design at the same time.
- Fifth: Work out a system for classification of texts, preferably based on the way they are used in the classroom. We found a text typology very useful.
- Sixth: Try to identify any exercises of the "text-free" kind which are easily re-usable. Classify according to objectives.
- Fifth: Classify the units separately according to overall objective bearing in mind the usefulness of the way units are built up.
- Sixth: Don't forget the original units as first prepared. They must be stored somewhere, possibly according to the original target group.
- Seventh: The resource centre should be a growing, active entity by now, - it may help in orienting future materials writing; it will certainly be helping in promoting feedback and communication between materials writers and users.

The process should go on. There is no reason for a resource centre to stop developing. Its users, will, however, become more experienced, more aware of their colleagues, more willing to exchange materials, and by this means gain the kind of experience that makes teachers more confident and more professional.

## References

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## Appendices

### Appendix One

A list of objectives which characterise materials received by the resource centre.

### Appendix Two

Request form to be completed by potential users.

### Appendix Three

Classification card for texts as stored in resource centre, an example of completed card as filed.

### Appendix Four

Text typology: a table showing the relationship between text types and the associated language items and application activities.

### Appendix Five

Classification card for units. Example completed for filing.

## APPENDIX ONE

### A. Provisional list of objectives

This is a list of objectives which characterise materials and which are a feature of course design, principally in EAP reading comprehension.

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|-------------------------------------|-------------------------|
| I. STRATEGIES                       | II. LANGUAGE            |
| 1. Awareness (including prediction) | 1. Rhetorical functions |
| 2. Skimming                         | 2. Textual cohesion     |
| 3. Main points comprehension        | 3. Markers              |
| 4. Intensive comprehension          | 4. Text structure       |
| 5. Note-taking                      | 5. Verb phrases         |
| 6. Critical reading                 | 6. Nominal groups       |
| 7. Study skills                     | 7. Sentence structure   |
| 8. Others (specify)                 | 8. Vocabulary           |
|                                     | 9. Others (specify)     |

### B. Provisional list of activities

This is a list of activity types which characterise exercises in EAP reading comprehension. Some other criteria which are useful in specifying exercise types are included.

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| ACTIVITIES                                     | OTHER CRITERIA                |
| 1. Answering (questions)                       | Freedom (+ or -)              |
| 2. Completing (eg. cloze)                      | Justification (+ or -)        |
| 3. Matching                                    | Verbal or non-verbal response |
| 4. Identifying                                 |                               |
| 5. Re-ordering                                 |                               |
| 6. Translating                                 |                               |
| 7. Transcoding (verbal to non-verbal and v.v.) |                               |
| 8. Labelling (diagrams, etc.)                  |                               |
| 9. Criticising                                 |                               |

**APPENDIX TWO**  
**REQUEST FORM FOR MATERIALS FROM NATIONAL RESOURCE CENTRE**

UNIVERSITY		NAME OF TEACHER	
SEMESTER:		STUDENTS:	
BEGINNING:		UNDERGRADUATE	
ENDING:		OR POSTGRADUATE?	
TOTAL NO. OF CLASSES IN COURSE: (EACH CLASS= 1 HOUR/50 MINUTES)		<input type="text"/>	
CLASSES PER WEEK:	<input type="text"/>	NO. OF STUDENTS:	<input type="text"/>
COMPOSITION OF CLASS:			
STUDENTS' SPECIALTY:	<input type="text"/>	<input type="text"/>	<input type="text"/>
APPROX. NUMBERS:	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>AIMS OF COURSE</u>			
IMMEDIATE AIMS:	<input type="text"/>		
DEFERRED AIMS:	<input type="text"/>		
OBSERVATIONS			
(E.G. MOTIVATION, TIMING, EXPERIENCE ETC.)			
<u>OBJECTIVES OF COURSE</u>			
PLEASE INDICATE THOSE OBJECTIVES WHICH YOU CONSIDER MOST IMPORTANT AND WHICH CAN BE ATTAINED IN THE TIME GIVEN.			
<u>A STRATEGIES</u>		<u>B TEXT ORGANIZATION</u>	
1. AWARENESS (INCLUDING PREDICTION)	<input type="text"/>	9. RHETORICAL FUNCTIONS	<input type="text"/>
2. SKIMMING	<input type="text"/>	10. TEXTUAL COHESION	<input type="text"/>
3. MAIN POINTS COMP.	<input type="text"/>	11. MARKERS	<input type="text"/>
4. INTENSIVE COMP.	<input type="text"/>	12. TEXT STRUCTURE	<input type="text"/>
5. NOTE-TAKING	<input type="text"/>	<u>C. LANGUAGE ITEMS</u>	
6. CRITICAL READING	<input type="text"/>	13. VERB PHRASES	<input type="text"/>
7. STUDY SKILLS	<input type="text"/>	14. NOMINAL GROUPS	<input type="text"/>
8. OTHERS (SPECIFY)	<input type="text"/>	15. SENTENCE STRUCTURE	<input type="text"/>
	<input type="text"/>	16. VOCABULARY	<input type="text"/>
ANY OTHER OBJECTIVES?			

PLEASE WRITE ANY OTHER COMMENTS ON THE BACK OF THIS FORM  
 SEND TO: CENTRO DE RECURSOS (PROJETO DE INGLES INSTRUMENTAL)

APPENDIX THREE

Example of text classification form

<b>PRINCIPAL FEATURES</b>	Subject: General (education)	Level of difficulty: 4 Moderately difficult	Text type: Argumentative (narration, Problem + Solution)
<b>ESSENTIAL DATA</b>	Title: Getting unplugged: how to beat TV addiction in four weeks.		
	Author, source and date: Anonymous TIME Oct. 1982		
	Length (no. of words) 500	Appearance: (original or typed typed)	
	Non-linear info. (no. of diagrams, etc) None		
	Selected by: UFPb ESP teachers		
<b>TEXT TYPE</b>	Original intended readership: Adult laymen	Potential ESP readership: (?)Und. (x)Postg.	
	X of cognate vocabulary: 20% (low)	text organisation: clearly organised	
	writer's intention: Demonstrate problem of TV addiction. Show a possible cure.		
	Important components of text: Para I - Example - Narrating incident of text: Para II & III - Effects of TV addiction Para IV . description of symptoms / Para V - instructions - Possible Cure.		
	Text extension: Evaluate plausibility Compare with Brazilian situation Survey into TV addiction.		
	Language easier than most TIME articles. Further details: Problem-solution structure - but not reflected in surface language. Interesting text.		
<b>EXERCISES</b>	6 exercises on reading comp.		

Prepared by:

date: / /

APPENDIX FOUR

OUTLINE OF TEXT TYPOLOGY

THE DIAGRAM BELOW SHOWS THE CONNECTION BETWEEN TEXT TYPES, THE DIFFERENT SUB-TYPES, AND THE DIFFERENT WAYS THEY CAN BE USED IN CLASS. IT SHOWS HOW THE TEXT TYPE IS RELATED TO THE KIND OF LANGUAGE NEEDED TO UNDERSTAND THE TEXT (THE LANGUAGE ITEMS) AND THE WAY IN WHICH AN UNDERSTANDING OF THE TEXT CAN BE EXPLOITED IN CLASS. (THE APPLICATION ACTIVITIES)

TEXT TYPE	SUB-TYPES	ASSOCIATED LANGUAGE ITEMS	APPLICATION ACTIVITIES
DESCRIPTIVE (ABOUT OBJECTS OR SITUATIONS)	STRUCTURE SITUATION COMPARISON CLASSIFICATION	LOCATION (PREPOSITIONS) PHYSICAL APPEARANCE, COMPARISON PRESENT TENSES	DIAGRAMS LABELLING GIVING EXAMPLES CHANGING KEY ITEMS
NARRATIVE (ACTIONS OR EVENTS IN A SEQUENCE)	PROCESS INSTRUCTIONS DEVELOPMENT RESULT REPORTING PREDICTING	SEQUENCING: MARKERS SUCH AS ADVERBIALS OR TENSE COMPARISONS CAUSE AND EFFECT	RE-ORDERING EXTRAPOLATING TABULATING RESULTS, GRAPHS ETC. SUPPLYING MISSING STEPS (PRESUPPOSED BY WRITER)
ARGUMENTATIVE (PROMOTING IDEAS OR BELIEFS)	LAW + EFFECTS ANALOGIES/METAPHOR GENERALISING SPECULATING	CAUSE AND EFFECT GIVING REASONS HYPOTHESISING UNCERTAINTY (MODALITY)	EXAMPLES EXCEPTIONS PROOF CRITICISM



**APPENDIX FIVE**

**CLASSIFICATION OF UNITS OF CLASSROOM MATERIALS**

PRINCIPAL FEATURES	OVERALL OBJECTIVE OF UNIT	Practising reading comp. general → detailed	LEVEL OF DIFFICULTY (2-4)	Easy/diff	AREA OF SPECIALISM	Gen.
IMPORTANT DATA	TITLE OF TEXT	Getting unplugged: how to beat TV addiction <i>in four weeks</i>				
	PRODUCED BY	Team	UNIVERSITY	UFPA João Pessoa		
	TARGET GROUP	Postgraduates (mixed)	UNIT NO	4	OF	1 UNITS
STRUCTURE OF UNIT	PRE-TEXT EXERCISES	TEXT (TYPE)	TEXT EXPLOITATION		OTHER ACTIVITIES (TESTS, FUN EXERCISES, TEXT-FREE EXS)	
	None	Arg/des (Problem - Solution Structure)	<ol style="list-style-type: none"> <li>1. Gen. comp/criticising/discussion</li> <li>2. Gen. comp/ QA</li> <li>3. Main points/ Identifying paragraphs.</li> <li>4. Detailed comp./ Matching halves of sentences to complete.</li> <li>5. Detailed comp./ Identifying referents.</li> <li>6. Vocabulary/ Identifying synonyms</li> </ol>		none	
OTHER INFORMATION	TEACHERS' NOTES	LANGUAGE CONTACT	TEACHERS' GRADING			
	None Objectives are indicated, not very helpfully	Exercise 1 involves a lot of time spent in reading the text. Once this has been done the student only returns to the text in order to complete the exercises, - there is little further reading practise.	Text: good **** Exs. 1-3 ** Exs. 4 & 5 * Ex. 6 ***  The exercises don't give any sense of progression in the unit.			