



MATSDA

TEACHER DEVELOPMENT THROUGH
MATERIALS DEVELOPMENT

TEACHER ADAPTION / EVALUATION OF MATERIALS

PROJECT: TEACHERS' USE OF A TEXTBOOK FOR ENGLISH AT
PRIMARY SCHOOL

Susanna Schwab



OVERVIEW

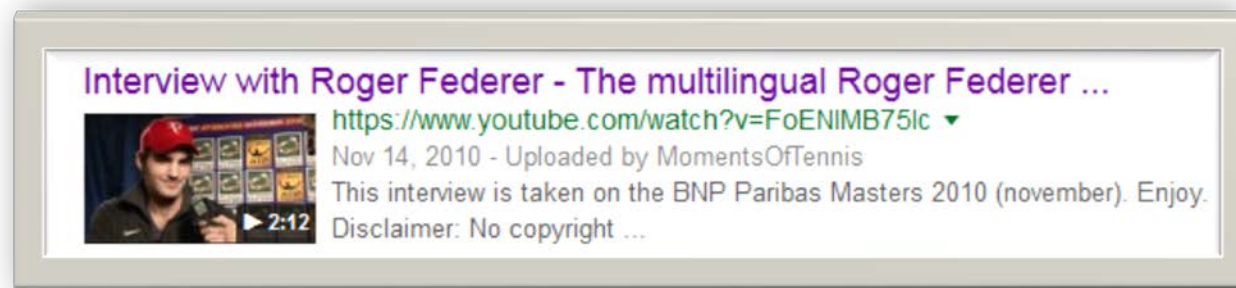
Introduction with Situation / Context

Research project

- Research questions
- Methodology
- Pilot study – first insights

Future research

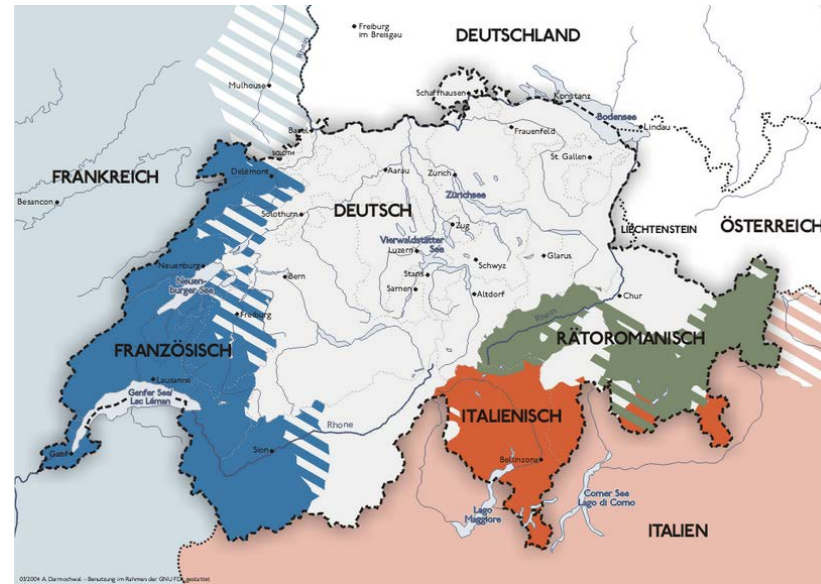
INTRODUCTION



<https://www.youtube.com/watch?v=FoENIMB75Ic>

My background

- English language teaching
- Teaching English as a foreign language (since 1990)
- Teacher educator at Bern University of Teacher Education, Switzerland (since 2006)



SWITZERLAND



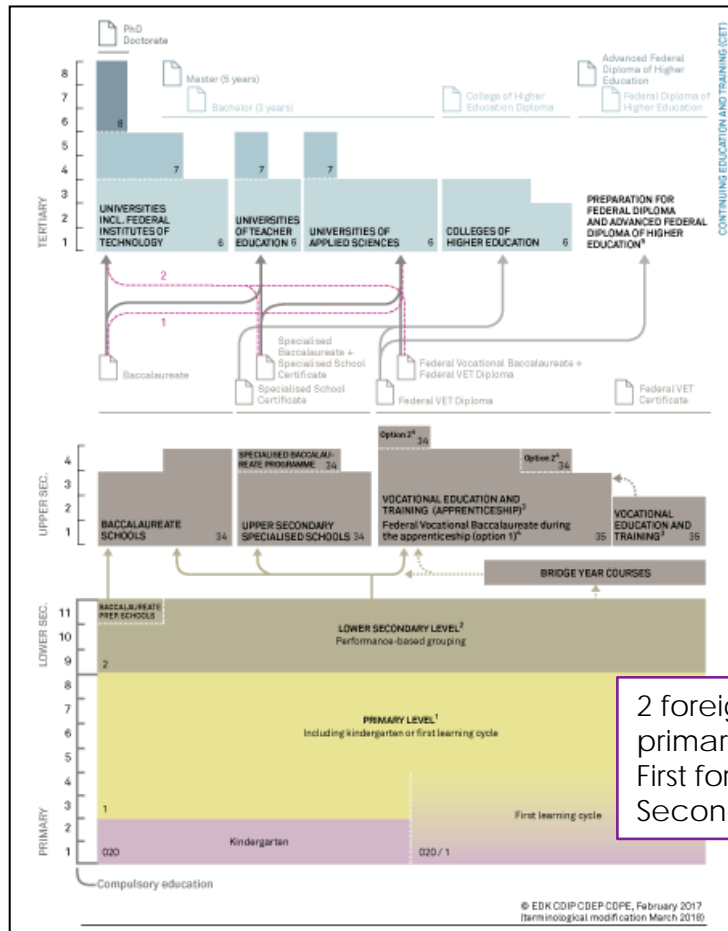
Languages: The language of instruction is German, French, Italian or Romansh, depending on the language region, though Romansh-language municipalities represent a special case. Traditionally, language learning has an important role in Switzerland. Students learn a second official language of Switzerland as well as English during their compulsory school years.

26 cantons: 22 «monolingual», 3 bilingual, 1 trilingual

Population: 8.3 mio
 Languages: 4 official
 (G = 63%, F = 22%, It = 8%, Romansh = 0.6%)

<http://www.edk.ch/dyn/16342.php>

THE SWISS EDUCATION SYSTEM



PHBern / Bern University of Teacher Education (since 2005)
 Institute Pre-Primary and Primary Education
 Bachelor programme: 180 credits (3 years)
NO MA for primary school teachers

2 foreign languages beginning at primary level = 3/5 model
 First foreign language = Grade 3
 Second foreign language = Grade 5



SCHOOL SUBJECTS VS. COURSE MATERIALS

Zeit	Montag	Dienstag	Mittwoch	Donnerstag	Freitag
07.20 - 08.05		Sport		Franz	TTG 2
08.10 - 09.40	Deutsch	Deutsch	Englisch	NMM	Math 1 TTG 2
	Musik	Deutsch	Deutsch	NMM	Deutsch 1 TTG 2
10.10 - 11.40	Math	Englisch	Math	Sport	NMM
	NMM	Math	NMM	Sport	Musik
13.20 - 14.05	Franz 1	BG		TTG 1 Math 2	
14.10 - 14.55	NMM	BG		TTG 1 Deutsch 2	
15.10 - 15.55				TTG 1	
16.00 - 16.45					

Green (7 subjects):

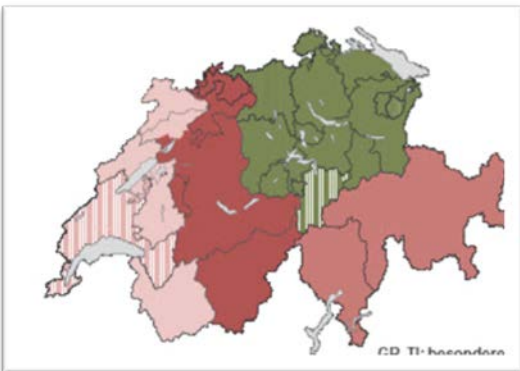
German (6)
 Music (2)
 Maths (5)
 Science (3)
 Sport (1)
 English (2)
 Art (2)

Teacher: 28 lessons / week = full time
 39 weeks = 1 school year

Subject	Compulsory	Recommended	Free (list)
German		2-3	
Music			Free
Math	1 (-2)	(2019 = 2)	
Science			Long list
French	1		
Sport			Free
English	1		
Art			Free
Technology			Free (App!)
Media & Inf		?	?

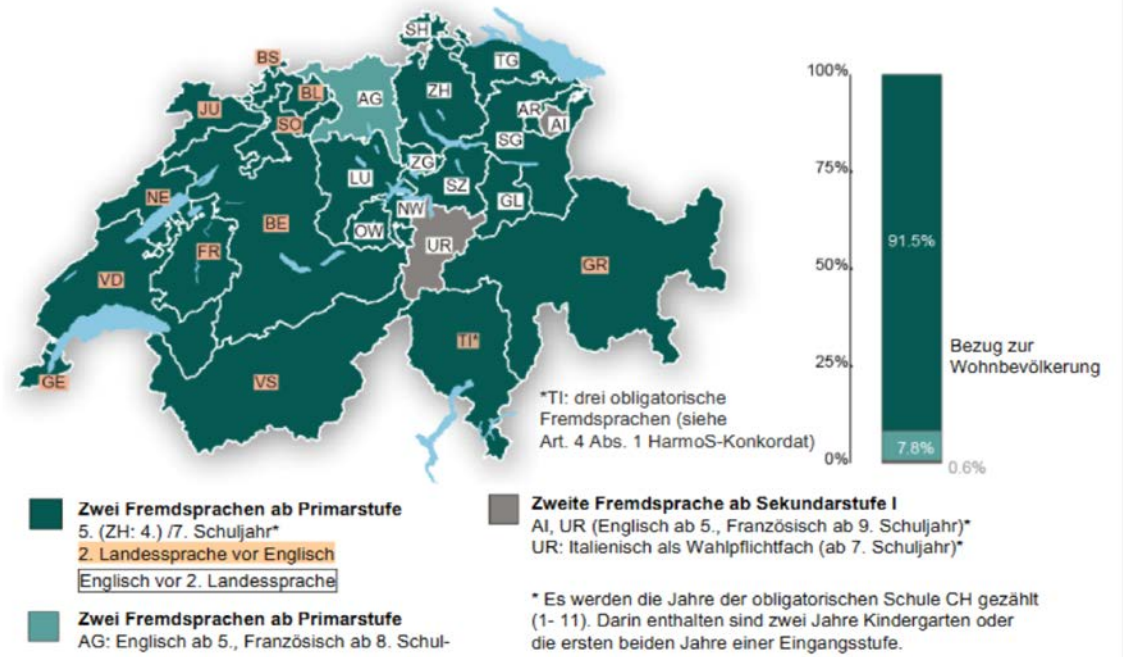
FOREIGN LANGUAGE LEARNING AND TEACHING IN SWITZERLAND

National Language Strategy 2004 :
2 foreign languages at Primary School
Compromise: one language = a national language, the other = English



Intercantonal agreement:
language border cantons
BS; BL; SO; BE; FR; VS
Passepartout Project

Abb.1 Sprachenunterricht in der obligatorischen Schule im Schuljahr 2017/2018
(entspricht der Situation seit Schuljahr 2015/2016)



PASSEPARTOUT PROJECT

Passepartout Project 2008 - 2018

Educational reform

develop PDP for preservice and inservice teachers (of F & E)

1 design a didactics/ methodology concept



Passepartout 2008
6 major objectives

2 develop a new curriculum for foreign languages Grades 3-9 (age 9 - 16)



design new textbooks for French and English

3 create and develop assessment tools

4 define language teacher profiles
language competence

C1* primary
C2* lower secondary



Chapter	Highlights	Past	Present (future)
Constructivism	Knowledge (and skills) is built by the learner.	Knowledge is supplied by the teacher	
Competence-based	Different levels of competences	Called learning goals; objectives	Different levels of competences. "can-do"
Content-based	Focus is on Content (authentic, not chosen to illustrate grammar)	grammar and vocabulary = centre	Authentic materials, Content-based
Progression	Work with competences Communication Content/ Competence	Grammar / Structure Communication	Not based on a grammar-syllabus Can-do: A1.1;
Learner-oriented	Create your own learning process. Consider needs and interests of the people.	Teacher-centred	Autonomy
Teacher role(s)	Teacher and students are on the same level.	Teacher took on the central role.	Teacher has to be ready to take different roles.
Assessment & Reflection	Today student can help each other. Students can reflect their learning process.	No reflection about the learning process, no strategies.	functional plurilingualism; self-assessment Students reflect a lot.
Differentiation	Catering for different learner types	Everybody was taught the same thing at the same time, one size fits all.	4 types: quanti; quali; social forms; vary use of media/materials/tools

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Constructivism	Knowledge (and skills) is built by the learner.	Knowledge is supplied by the teacher	
Competence-based	Different levels of competences	Called learning goals; objectives	Different levels of competences. "can-do"
Content	MISSING?		
Progression	Didaktik der Mehrsprachigkeit		
Learner	Multilingual Approach	From a monolingual to a multilingual approach – possibly the biggest change	
Teacher	Teachers' Perceptions of the Implementation of a Multilingual Approach to Language Teaching		
	same level.	central role.	different roles.
Assessment & Reflection	Today student can help each other. Students can reflect their learning process.	No reflection about the learning process, no strategies.	functional plurilingualism; self-assessment Students reflect a lot.
Differentiation	Catering for different learner types	Everybody was taught the same thing at the same time, one size fits all.	4 types: quanti; quali; social forms; vary use of media/materials/tools

NEW TEXTBOOKS FRENCH AND ENGLISH

First foreign language

French: Mille feuilles (Schulverlag Bern)



Grade 3 - 6

Second foreign language

English: New World (Klett und Balmer)



Grade 5 and 6

MILLE FEUILLES

Media (teachers and parents)

Since 2013 constantly in the
«news»(cantonal, of course)

- 1 canton = replace *Mille feuilles*
- March 2018: Swiss radio broadcast
one canton wanting to leave
Passepartout
- Bern Minister of Education: return to
more traditional teaching and
learning

- Publisher (Schulverlag Bern)

«On bavarde?» – Die neue Sprachspielbox für die 5./6. Klasse (7. Klasse Niveau G)



Die attraktive Spielbox enthält vielfältige Materialien zur Förderung des Sprechens im Französischunterricht. «On bavarde?» eignet sich, um Alltagssprachliche Redemittel spielerisch einzuüben.

► www.schulverlag.ch/88961

- Schulverlag Bern: revision *Mille feuilles 5 and 6* (return to more traditional activities, more focus on vocabulary and grammar)
- More worksheets

<https://www.passepartout-sprachen.ch/informationen-fuer/lehrpersonen-primarstufe/lehrmittel/>

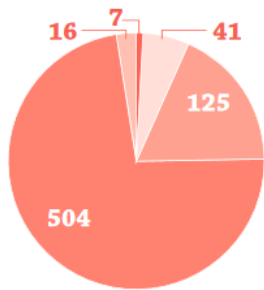
SURVEY MARCH 2018 TEACHERS' UNION

Resultate der Umfrage Passepartout

In Ausgabe 3 / 2018 der «Berner Schule» sind Resultate der Umfrage Passepartout publiziert worden. Bei den Grafikern hat sich dabei ein Fehler eingeschlichen: Sie sind ohne Legende erschienen. Deshalb werden sie hier noch einmal in kompletter Form veröffentlicht.

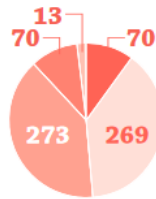
- gar nicht
- eher nicht
- eher ja
- ja
- nicht beantwortet

Would you need more time for practice?

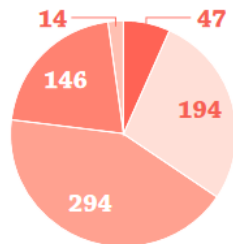


- 7 Not at all
- 41 Not really
- 125 Probably yes
- 504 YES, much
- 16 Cannot say

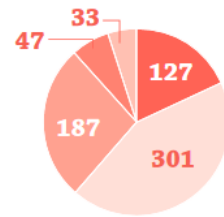
Können die Schülerinnen und Schüler die im Lehrmittel vermittelten und angewendeten Lernstrategien gewinnbringend einsetzen?



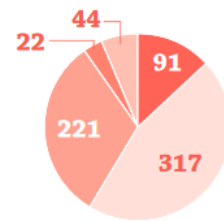
Sind die digitalisierten Lehrmaterialien (App, Evaluationen, Arbeitsmaterialien) im Unterricht in der Regel hilfreich?



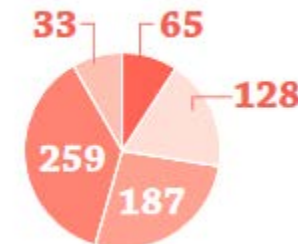
Bietet das Lehrmittel genügend Möglichkeiten zur Binnendifferenzierung?



Erreichen die Schülerinnen und Schüler mit dem Lehrmittel die Sprachlernziele gemäss Passepartout?



Have you had above-average 'work/effort' to create additional practice materials compared to other French coursebooks?



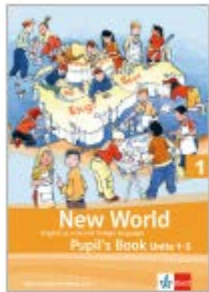
- 65 not at all
- 128 not really
- 187 probably yes
- 259 YES, much
- 33 Cannot say

- Not at all
- Not really
- Probably yes
- Very much so
- Cannot say

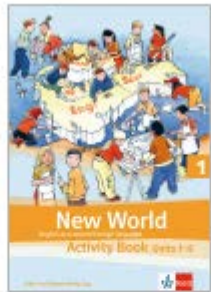
THE TEXTBOOK NEW WORLD

Compulsory – (mandatory) all Pässepartout cantons

Grade 5: English as a **second** foreign language



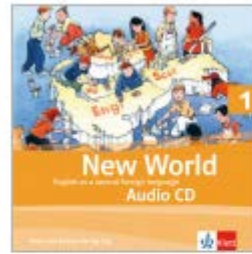
New World 1
English as a second
foreign language
Pupil's Book
5. Schuljahr



New World 1
English as a second
foreign language
Activity Book (inkl.
Pupil's eBook Plus auf
CD-ROM)
5. Schuljahr



New World 1
Teacher's Pack
Teacher's Book und
Audio-CD
5. Schuljahr



New World 1
English as a second
foreign language
Audio-CD
5. Schuljahr



New World 1
English as a second
foreign language
Word Cards
5. Schuljahr



**Wörterbox – Word
box – Boîte à mots.**
Einzelexemplar
Karteikartenbox leer.
Passend zu den Word
Cards



New World 1
English as a second
foreign language
Poster
5. Schuljahr



**New World 1/2: Plakat
Lernstrategien**
Tips and tricks, Learning
strategies from «New
World 1/2», Plakat
(kostenlos)
5./6. Klasse

https://www.klett.ch/de/hauptlehrwerke/new_world/

!No online component!

END OF CONTEXT



I am a teacher educator

I am training pre-service primary school teachers to teach EFL

I am a practitioner working on establishing links between practice and research

I am a researcher and designed a project to address teacher textbook awareness

- little textbook awareness (pre-service and in-service teachers)
- coursebook-based teaching or teaching the coursebook
- coursebook = script?
- Fill the gap (a little!) «between what the textbook intends and what actually happens in lessons» (Harwood 2014, p. 11)

PROJECT WEBSITE

- Abstract only (for the time being)
- <https://www.phbern.ch/teachers-use-of-a-textbook-for-english-at-primary-school/projekt.html>
- Financed by the Bern University of Teacher Education = PHBern





LITERATURE REVIEW

- (Context)
- Textbooks Roles and Functions
 - Role of mandated textbooks in Switzerland
- Textbook as change agent
- Teacher roles using textbooks
- Passepartout: External evaluations (2009 – 2016)

NOT: teacher beliefs

RICHARDS, 2001; MCGRATH, 2013

Negative effects:

- may contain inauthentic language
- may distort content
- may not reflect students' needs
- are expensive
- can **deskill** teachers

- Textbooks do not cater for the whole person & ignore learning preferences
- Textbooks do not reflect the findings of research into language (limited culture)
- Textbooks «**marginalize**» teachers (McGrath, 2013, p. 12)

MANDATED TEXTBOOKS IN SWITZERLAND

- In Switzerland foreign language teaching = all cantons compulsory (or one of 3 = Zürich = explorers)
- Content to be covered over 1 school year = prescribed ministry of education Bern: New World 1 = Grade 5, New World 2 = Grade 6. (no exams!)
- Textbook = hidden curriculum?
- Absolve teachers of responsibility? (Swan 1992, p. 33) « ... secure in the belief that the wise and virtuous people who produced the textbook knew what was good ... »
- Teachers becoming «mere technicians» (McGrath, 2013, p. 13)

TEXTBOOK AS CHANGE AGENT

- Richards 2001: textbooks can train teachers
- Hyland and Wong (2013) maintained that «it is the EFL teacher who decides what innovations find their way into the classroom» (p. 2)
- The textbook as a change agent is of particular interest for my project as Passepartout is not just introducing English as a new subject at primary school but it is also aiming to introduce new teaching methods and approaches
- Swiss research project (Zürich), new English textbook (Criblez & Nägeli, 2011, p. 2) concluded that «to implement the required paradigm shift in contemporary language didactics, teachers not only have to understand the new philosophy but also accept it and adapt it to their own teaching « (translated Schwab)

TEACHER ROLES & TECHNIQUES USING TEXTBOOKS

Shawer (2010) investigated 10 ESL college teachers, his findings indicated 3 roles/categories:

- Curriculum developers = textbook developers?
- Curriculum makers = textbook makers?
- Curriculum transmitters = textbook transmitters?

Framework McDonough, Shaw, and Masuhara (2013): 5 techniques:

Adding

Deleting

Modifying

Simplifying

Reordering

PASSEPARTOUT EXTERNAL EVALUATION

- Pilot studies during project time: 2009 – 2016
- Focus on teachers' satisfaction with the new materials (new textbooks)
- Questionnaires and some focus group interviews, no classroom observation
- <https://www.passepartout-sprachen.ch/services/downloads/> then go to external evaluation (in German only)
- 2020: Evaluation focus on French and student achievement for French

RESEARCH QUESTIONS

How do primary school teachers use the mandated textbook *New World*?

Sub-questions:

- How do teachers perceive their role using a mandated textbook?
- To what extent do teachers adhere to the textbook *New World*?
- Which methods of ELT textbook adaptations (adding, deleting, modifying, reordering, simplifying) do teachers employ? Why?



METHODOLOGY

A qualitative ethnographic case study

- Interviews: before and after the classroom observations (2; audio-recordings)
- Classroom observations (film and fieldnotes)
min 10 consecutive lessons (10 x 45')
- Document analyses (mostly textbook materials, plus additional materials used by the teachers)

OVERVIEW RESEARCH QUESTIONS

Research Questions	Data Collection	Details
To what extent do teachers adhere to the textbook <i>New World</i> ?	<p>Observations</p> <p>Interviews</p> <p>Documents</p>	<p>Filmed; observational protocol; record descriptive and reflective field notes, etc. Select clips for stimulated recall (I)</p> <p>Interview protocol (pre- and post-observation)</p> <p><i>New World</i> textbook (package); additional (all) materials teachers use.</p>
How do teachers perceive their role using a mandated textbook?	<p>Interviews</p>	<p>Interview protocol (pre- and post-observation); see Menkabu & Harwood 2014, adapted).</p>
Which methods of ELT textbook adaptations (adding, deleting, modifying, reordering, simplifying) do teachers employ? Why?	<p>Observations</p> <p>Interviews</p> <p>Documents</p>	<p>Filmed; observational protocol; record descriptive and reflective fieldnotes, etc. Select clips for stimulated recall (I)</p> <p>Interview protocol: Including a prompt card that focuses on methods of adapting textbooks (deleting, editing, reordering, adding (see Menkabu & Harwood 2014, p. 171), etc.</p> <p><i>New World</i> textbook (the package); additional (all) materials teachers use.</p>

SETTING AND SAMPLE

The sample will include 8 primary school teachers who work with the textbook *New World* in a *Passepartout* canton.

- 8 teachers – 8 classrooms (min10 lessons/45 minutes each)
- 4 generalists; specialists (with a wide range of teaching experiences)

Generalist: a teacher at primary school who teaches up to 9 school subjects

Specialist: a teacher who 'only' sees the learners/the class for the 2 lessons of English

Example = French specialist = 2 lessons + science

Zeit	Montag	Dienstag	Mittwoch	Donnerstag	Freitag
07.20 - 08.05		Sport		Franz	TTG 2
08.10 - 09.40	Deutsch	Deutsch	Englisch	NMM	Math 1 TTG 2
	Musik	Deutsch	Deutsch	NMM	Deutsch 1 TTG 2
10.10 - 11.40	Math	Englisch	Math	Sport	NMM
	NMM	Math	NMM	Sport	Musik
13.20 - 14.05	Franz 1	BG		TTG 1 Math 2	
14.10 - 14.55	NMM	BG		TTG 1 Deutsch 2	
15.10 - 15.55		Franz 2		TTG 1	
16.00 - 16.45					

PILOT STUDY

Within these eight surveyed lessons the teacher made the following number of adaptations:

❖ Adding: 21

❖ Deleting: 8

❖ Modifying: 4

❖ Simplifying: 9

❖ Reordering: 4

For further analyses of the f

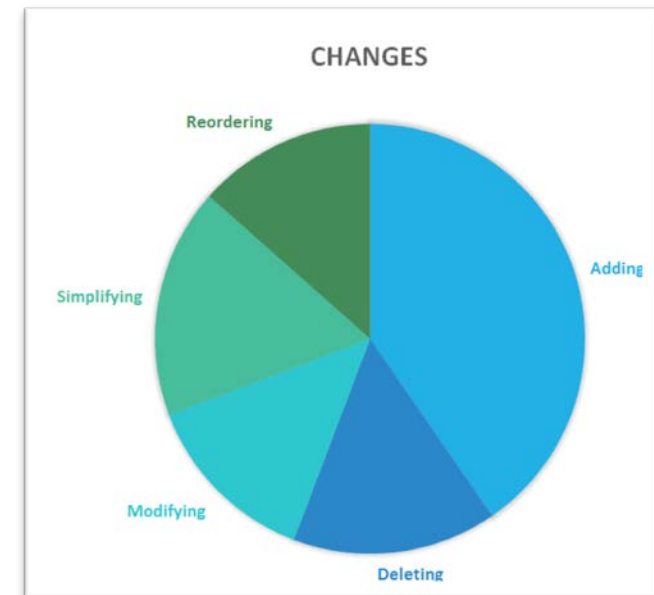
Colour-code (Schwab)	McDonough,
Yellow	Adding
Red	Deleting or omitting
Green	Modifying
Blue	Simplifying
Purple	Reordering

03.05.2017	5. Halbkasse Zigi	Interpretation
07:20 – 08:05	<ul style="list-style-type: none"> - Einstieg Unit 4 p. 27 - Time to write on an A3 paper known foods – 15mins - Input: circle it according to category of food – 5mins - Switch papers and circle – 5mins - Pupils in front of blackboard, talk about their papers with the help of chunks – 5mins - AB p.43 – 5mins word snake - Check plus listen and then repeat – 5mins - NR 3 - 5mins - HW: Finish Nr. 3 + p. 51 write foodwords 	<p>D: second box right</p> <p>A (qual): write on paper</p> <p>M: 3er groups /switch of papers /exchange</p> <p>AB p.43 4. Plus 5 (Worksheet 1&2 plus eBook)</p>
03.05.2017	6. Klasse	Category
10:05 – 10:50	<ul style="list-style-type: none"> - Chant, 1x CD loud, 1x CD not loud so kids sing - AB p. 53 work in pairs, read the role play to another group - First part of the story with picture, discuss story (qual) - Put in to groups - AB p. 54 1, 2, 3, 4 pupils use Computer for Audio tracks - Pupils ask questions, teacher responds, coaches - Homework vocabulary list until 'flag', write on cards plus learn 	<p>A (qual): story with pictures together as a 'book'. S: easier to read</p> <p>A (quant): vocab list and learn with cards</p>

PILOT STUDY CONT'D

McDonough, Shaw and Masuhara's framework (2013)

Category	Sub-category	S1	S2	S3	S4	S5	S6	S7	S8
Adding	Expanding(qual)	> Discussion	> Exchange story	> Three questions		> Chunks	> Highlighting words (AB p. 55)	> Question game	> Question game
	Extending(quant)	> Foods on paper	> Booklet > Vocab list		> Learners helping learners	> AB p.50 > Question game	> Learners helping learners > Exchange	> Question word > Exchange	> Learners helping learners > Question words > Exchange > Vocab list
Deleting or omitting	Subtracting	> AB p. 43 (4, 5)		> AB p. 56 > AB p. 57 Nr 4		> Worksheets		> PB p. 31 Nr 1, 2	> PB p. 31 Nr 1, 2
	Abridging				> Task explanations	> Task explanations			
Modifying	Rewriting	> Groups > Exchange	> booklet					> Exchange	> Single work
	Restructuring	> Circle acc. to group		> Nr. 3 in teams					
Simplifying	task complexity						> Copy from text (AB p. 55)	> Questions word by word	> Questions word by word
	Content		> booklet						
	Activity		> song	> Song explanation	> Song explanation	> Task explanations	> Task explanations		
Reordering	Sequence change (outside unit)			> Three questions		> AB p.50 > Question game	> PB p. 34	> Question game	> Questions



DATA ANALYSIS / DOCUMENT

Document analysis:

«typical but most little value in facilitating language acquisition or in helping learners develop communicative competence»
(Tomlinson, 2018)

Type	New World 2, u4	Global courseb ook
Closed questions (only 1 answer possible)		23
Open questions (more than 1 answer possible)		19
Choosing the correct word from a box, complete the sentence		15
Controlled conversations (ss are given topic and phrases to use)		17
Matching exercises		11
Sentence completion (finish with correct form)		3
True/false questions		4
Rearranging sentences (jumbled = order)		4
Listen and repeat		3
Correction activities (from incorrect to correct)		4
Dialogue repetition (transcript dialogue given)		3

GOOD TASKS – NEW CURRICULUM

1. Competence-orientation
2. Context (Interest/Motivation)
3. Prerequisite, prior knowledge
4. Connection to teaching context
5. Activity: open – semi-open- closed
6. Challenge: complexity of content, materials, etc
7. Differentiation, support; time on task
8. Opportunity for self-assessment, assessment, reflection, diagnose

	pb / a1	ab / a1	pb / a2	ab / a5	Project t.
1. Competence-orientation	Yellow	Yellow	Yellow	Yellow	Yellow
2. Context (Interest/Motivation)	Green	Green	Green	Green	Green
3. Prerequisite, prior knowledge	Yellow	Green	Green	Green	Green
4. Connection to teaching context	Green	Green	Green	Green	Green
5. Activity: open – semi-open- closed	Yellow	Yellow	Green	Green	Green
6. Challenge: complexity of content, materials, etc	Green	Yellow	Green	Green	Green
7. Differentiation, support; time on task	Yellow	Yellow	Yellow	Green	Yellow
8. Opportunity for self-assessment, assessment, reflection, diagnose	Red	Yellow	Yellow	Red	Red

Green	Criteria fulfilled.
Yellow	Criteria almost fulfilled, but take care.
Red	Criteria not fulfilled.

Ellis' criteria	pb / a1	ab / a1	pb / a2	ab / a5	Project task
Primary focus on meaning	Green	Yellow	Green	Green	Green
Existence of some kind of gap	Yellow	Yellow	Yellow	Green	Green
Learners should largely rely on own resources	Green	Yellow	Green	Green	Green
Clearly defined outcome	Yellow	Red	Yellow	Yellow	Yellow

pb	Pupil's Book
ab	Activity Book
a1	Activity 1

FIRST INSIGHTS APPLIED

Add component in Teacher Development

Teacher development through materials development:

- Teacher textbook awareness
- Materials writing

Training primary school teachers of English to analyse and adapt materials (mostly one of the mandatory textbooks used in Switzerland) but also analysing, adapting and designing worksheets, activities, etc.

Or in other words:

- Teaching teachers how a coursebook can be used creatively, based on a principled approach (see e.g. Tomlinson, 2015 and McGrath, 2016)

FUTURE RESEARCH PROJECTS

Textbook

- ❖ Coherence Passepartout curriculum and textbook *New World*
- ❖ Coherence French materials (first foreign language) with English materials (second foreign language) = synergies?
- ❖ Analyse activities in the textbook = do they contribute to communicative competence, to what extent? (e.g. Tomlinson 2018 in Bao et al.)

Teachers

- ❖ Teacher beliefs
- ❖ Teachers' own language learning experiences and how they influence their own teaching (see educational reform)

Learners

- ❖ Student achievement for English (Passepartout will have «evaluation» for French)



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