Programme and abstract book

The Role of Materials Development in Foreign/Second Language Teacher Education

A European Online Conference (MaDe-InTEd)

#MaterialDevelopingTeachers

January 23, 2025

Keynote
Dr. Freda Mishan (University of Limerick)

The Role of Materials Development in Foreign/Second Language Teacher Education

A European Online Conference (MaDe-InTEd)

Conference topic

Teaching and learning materials (textbooks, worksheets, digital materials, authentic texts) are relevant media in language education in schools.

It has been argued that every language teacher is a materials developer. The development of materials should therefore also be considered a vital part of teacher education programmes since it can become a cornerstone for cultivating a range of essential skills and insights into the interplay of teaching, materials and learning processes. Going through a process of materials development sharpens the understanding of curricular expectations in the shape of specific competences. In the process of choosing suitable texts and formulating tasks with specific rubrics, student teachers learn to tailor content to diverse student needs and levels of ability and thus deepen their pedagogical knowledge. By engaging in the creation of teaching resources, language teachers actively apply theoretical concepts in practical settings, thus enhancing their understanding of instructional procedures and teaching approaches. Furthermore, the task of developing materials encourages creativity and innovation, prompting teachers to devise novel solutions and plan for engaging learning experiences. Towards the end of the design process, critical reflection is promoted in student teachers as they evaluate their textual and task-related decisions and refine rubrics and instructions of their tasks continuously. Even though the benefits of integrating materials development activities into teacher education seem plausible, there is little research that addresses the impact of materials development on teachers' emerging professional identity. In other words: there is a need to include materials development as a sub-topic in teacher education research.

In order to shed more light on materials development as a research field in teacher education, we would like to invite colleagues to propose papers and provide insights on the following issues or that address one or several of the following questions (among others):

1. How can materials development be used to support teachers in their continuing professional development? Which settings for materials development exist in (university-based) language teacher education (e.g. project-based learning, coursework, modular workshops, entire courses)? Which of these settings have proven to be effective?
2. Which types of materials are particularly relevant for language teacher education? Which types of materials (tasks, digital texts, skills- or system-based activities) should be designed by student teachers in university-based classes?
3. What are theoretical frameworks, principles or models that give direction to the material design process? How do student teachers implement and draw on those theoretical frameworks in the actual design process?
4. Why should pre-service language teachers be involved in materials development? In what way does a materials design experience during teacher training contribute to teachers' continuing professional development? How can such gains in the professional development of language teachers be captured at all and evaluated?
5. What do we know from student teachers' perspective about the design experience? How do they reflect on the design experience? How can critical reflection be stimulated in student teachers after completion of the design process? Which research methodologies can shed light on student teachers' professional development and their ability for reflective practice and critical reflection?

Conference structure & abstract submission

The online conference will have 30-minute slots, with 20-25 minutes for presentations and a 5-10 minutes for discussion afterwards.

Registration and participation

Presenters are automatically registered for the conference.

Participants without presentations are more than welcome to join the online conference. Participation is free of charge. We kindly ask you to send an email to materials2025@uni-wuppertal.de to register for the conference (deadline for registration: January 6, 2025).

All participants (with or without presentation) will receive links to the Zoom conferencing platform in early January 2025.

Timeline

- Deadline for paper submission: September 20, 2024
- Notification of acceptance: October 18, 2024
- Publication of conference programme: November 4, 2024
- Online Conference: January 23, 2025

Publication

We are planning to invite presenters to contribute to a publication, format and publisher of which are still to be determined. More information will be shared during the closing ceremony.

Conference organisation

- Dr. Daniel Becker (University of Münster)
- Dr. Ralf Gießler (University of Wuppertal)
- Prof. David Gerlach (University of Wuppertal)

BERGISCHE UNIVERSITÄT WUPPERTAL   **Universität Münster**

Programme overview for January 23, 2025

All times are Berlin/Central European winter time (GMT +1).

Talks are divided into strands with thematic blocks. It will be possible to change strands after every talk.

10.00-11.00	**Conference opening** (Dr. Daniel Becker, Dr. Ralf Gießler, Prof. Dr. David Gerlach) **Keynote** by Dr. Freda Mishan (University of Limerick) *'Looking under the bonnet' of the coursebook: The importance of materials development in language teacher education*	
	Strand 1	**Strand 2**
11.00-11.30	Marina Bouckaert-den Draak (Tilburg) *Reflexive Practice: The Missing Link between Materials Development and Teacher Professionalisation*	Mirjam Daum, Gina Do Manh, Yulia Edeleva (Braunschweig) *Enhancing the Subject Literacy of Language Teachers in CLIL: Adapting a Lesson Planning Tool for CLIL Language Teachers with a Focus on Teacher-Developed Materials*
11.30-12.00	Alessa Haase (Weingarten) *From the textbook or from scratch? How to measure primary (student) teachers' reflectivity regarding task and material sources*	Sarah Wunderlich (Koblenz) *Fitting a square peg into a round hole – The challenge of creating CLIL material*
12.00-12.30	Karen Bauer & Beate Hildegard Lindemann (Trondheim/Tromsø) *Trainee Teachers' Material Selection: Insights into the Sources, Preparation, and Reflection on Teaching Materials for German as a Foreign Language*	Katharina Egger (Innsbruck) *Learning Grammar in English as a Foreign Language Along the Principles of Processability Theory. A Textbook Analysis and Empirical Study*
12.30-13.30	**Lunch break** **Networking opportunities**	
13.30-14.00	Gena Bennett & Jill Robbins (VOA Learning English) *Developing Teacher Beliefs through a Materials Development Internship*	Torben Schmidt (Lüneburg) *EFL Student Teachers as Game Developers – Processes, Products and Skills*

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	Strand 1	Strand 2
14.00-14.30	Jenny Jackisch (Hildesheim) *Materials in Action: Primary EFL Teaching Materials and Student Teachers' Practicum Experiences*	Joanna Pitura (Krakow) *Reflective digital materials development in language teacher education*
14.30-15.00	Christine Biebricher (Auckland), Diana Feick (Jena), Petra Knorr (Leipzig), Götz Schwab (Ludwigsburg) *Developing (digital) pedagogical competences: An investigation of teacher students' OER-design in a virtual exchange project*	Nina Lazarević (Stavanger) *The creation and use of digital materials in the English teacher education program*
15.00-15.30	**Break**	
15.30-16.00	Drew Anthony Peterson & Bruna Sommer-Farias (Michigan) *Developing Language Materials with Backward Design and Text Analysis*	Manuela Schlick (Vienna) *Kinaesthetic Learning Material and Their Potential for FL Teacher Education*
16.00-16.30	Daniel Becker (Münster), David Gerlach & Ralf Gießler (Wuppertal) *Implementing Materials Development in Language Teacher Education: Design, Reflection & Community*	Ayse Kizildag (Aksaray) *Pre-service EFL Teachers Design and Modify Classroom Materials with Revised Bloom's Taxonomy and Universal Design for Learning*
16.30-17.15	**Open discussion about projects, insights and implications for language teacher education** **Closing remarks** **Networking session**	

Keynote Abstract

'Looking under the bonnet' of the coursebook: The importance of materials development in language teacher education

Freda Mishan (University of Limerick)

The basic arguments in my talk are simple: while textbooks or materials on other subjects we teach, geography or history, for example, teach *about* geography or history, in language teaching, the textbook or materials *are* the learning – they are the portal to the target language and target culture. Depriving language teachers of insights into these fundamental tools of their trade, therefore, is like limiting the training of a car mechanic to learning to drive. To pursue the metaphor, teachers need to be trained to 'look under the bonnet' of the materials they use. I'll argue, furthermore, that learning about materials development vastly expands the language teacher's horizons and professional growth. It nurtures critical skills *vis-à-vis* aspects of language content beyond mere levels of proficiency and pedagogy, to sociocultural considerations, fostering reflection, cultural awareness and creativity. Including materials development in language teachers' education, therefore, expands their holistic development as educators, as well as affording them materials autonomy. Implicit in arguing the case for materials development, is that it should be offered to language teachers *ab initio*; I will briefly discuss this long-standing bone of contention in the material development community. I will support my talk with examples from research and from my own practice.

Abstracts

Trainee Teachers' Material Selection: Insights into the Sources, Preparation, and Reflection on Teaching Materials for German as a Foreign Language

Karen Bauer (Trondheim) & Beate Hildegard Lindemann (Tromsø)

Teaching materials form the central foundation of foreign language instruction and significantly shape classroom dynamics (Neuner, 1996). M.Ed. students bear significant responsibility during their internships in selecting and preparing teaching materials, as these choices directly influence the learning process. According to Dewey (1919), the selection of appropriate materials determines how students integrate new ideas into their existing knowledge structures and how learning unfolds.

Coursebook series have long been described as "hidden curricula" and can largely dictate the teaching process (Guerrettaz & Johnston, 2013; Rösler & Schart, 2016; Rösler, 2023). Reflective processes are essential for teacher development (Postholm & Jacobsen, 2018) and are supported by self-reflective practice, which is common in educational research (Loughran, 2022; Vanassche & Kelchtermans, 2015).

Our research question is: Where do trainee teachers find their teaching materials, and how do they prepare them? To answer this, we analyzed logbooks in which students documented their material choices and reflected on them with feedback from mentors and students. In addition, semi-structured interviews were conducted, and semester papers were analyzed to gain deeper insights into students' decision-making processes. The evaluation follows a qualitative content analysis based on Mayring (2022). There has been little to no research on this topic in Norway so far.

In our presentation, we will share the first results of the study and discuss to what extent reflective material selection contributes to the professionalization of M.Ed. students.

Literature

Dewey, J. (1916/2001). *Democracy and education*. Pennsylvania State University, Electronic Classics Series.

https://nsee.memberclicks.net/assets/docs/KnowledgeCenter/BuildingExpEduc/BooksReports/10.%20democracy%20and%20education%20by%20dewey.pdf

Guerrettaz, A. M., & Johnston, B. (2013). Materials in the classroom ecology. *The Modern Language Journal, 97*(3), 779–796.

Loughran, J. J. (2002). Effective reflective practice: In search of meaning in learning about teaching. *Journal of Teacher Education, 53*(1), 33-43.

https://doi.org/10.1177/0022487102053001004

Mayring, P. (2022). *Qualitative Inhaltsanalyse: Grundlagen und Techniken* (13th ed.). Beltz.

Neuner, G. (1996). Lehrwerkforschung – Lehrwerkkritik. Zur Analyse, Begutachtung und Entwicklung von Lehrwerken für den fremdsprachlichen Deutschunterricht. In B. Kast & G. Neuner (Eds.), *Lehrwerke im Deutschunterricht* (pp. 8–29). Langenscheidt.

Postholm, M. B., & Jacobsen, D. I. (2018). *Læreren med forskerblikk: Innføring i vitenskapelig metode for lærerstudenter*. Høyskoleforlaget.

Rösler, D. (2023). *Deutsch als Fremdsprache : Eine Einführung* (2nd ed. 2023., p. 1 online resource (XVI, 345 23 Abb., 9 Abb. in Farbe.)). J.B. Metzler.

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Rösler, D., & Schart, M. (2016). Die Perspektivenvielfalt der Lehrwerkanalyse – und ihr weißer Fleck. *Informationen Deutsch als Fremdsprache, 43*(5), 483–493.

Vanassche, E., & Kelchtermans, G. (2015). The state of the art in self-study of teacher education practices. *Journal of Curriculum Studies, 47*(4), 508–528. https://doi.org/10.1080/00220272.2014.995712

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Implementing Materials Development in Language Teacher Education: Design, Reflection & Community

Daniel Becker (Münster), David Gerlach & Ralf Gießler (Wuppertal)

This contribution presents findings from a seminar concept focused on materials development as a professionalization tool in foreign language teacher education. The seminar, implemented at the universities of Münster and Wuppertal, emphasizes the integration of subject-specific theory and practical material creation to bridge the gap between theoretical knowledge and classroom practice in English language education. The concept is based on task-based approaches, specifically complex competence tasks (Hallet, 2012), where students engage in analyzing and creating teaching materials. This iterative process combines theoretical instruction, practical application, and reflection, aiming to foster a deeper understanding of foreign language didactics and enhance students' professional competencies (Schweitzer et al., 2019).

Research accompanying the seminar revealed insights into the challenges and opportunities of engaging student teachers in reflective practice through material development. Initial findings indicate that while students engage with the material creation process, their reflections often remain descriptive rather than deeply theoretical. To address this, we are piloting new approaches to encourage deeper theoretical integration and reflection on the materials produced (Baumann, 2023). Our research highlights the need for continuous opportunities to create and reflect on teaching materials throughout teacher education to fully harness their potential for professional development (Canniveng & Martinez, 2014).

This session will present the seminar structure, theoretical foundations, and preliminary research results, followed by a discussion on the implications for integrating materials development into foreign language teacher training programs. Participants will explore how such an approach can foster the theory-practice integration necessary for developing reflective and adaptive foreign language teachers.

Literature

Baumann, S. (2023). *Reflexionskompetenz im Kontext von Aufgabenorientierung und Heterogenität. Eine Design-based-Research-Studie mit angehenden Lehrpersonen*. Waxmann.

Canniveng, C., & Martinez, M. (2014). Materials development and teacher training. In B. Tomlinson (Ed.), *Developing materials for language teaching* (pp. 479-489). Bloomsbury.

Hallet, W. (2012). Die komplexe Kompetenzaufgabe. Fremdsprachliche Diskursfähigkeit und kulturelle Teilhabe und Unterrichtspraxis. In W. Hallet & U. Krämer (Eds.), *Kompetenzaufgaben im Englischunterricht* (pp. 8-19). Klett Kallmeyer.

Schweitzer, J., Heinrich, M., & Streblow, L. (2019). Hochschuldidaktische Qualitätssicherung und Professionalisierung im Medium von Materialentwicklung: Ein Arbeitsmodell von Materialwerkstätten. *Die Materialwerkstatt. Zeitschrift für Konzepte und Arbeitsmaterialien für Lehrer*innenbildung und Unterricht*, 1(1), 1-29.

Developing Teacher Beliefs through a Materials Development Internship

Gena Bennett & Jill Robbins (VOA Learning English)

This presentation discusses how undergraduates in a virtual internship created successful language learning materials for both student and teacher use. By developing their own materials, interns not only learned about a theoretical framework for developing digital materials, more specifically self-access materials, they also had the opportunity to practically apply those theoretical principles first-hand. This implementation—or the process of putting into practice a new idea, program, or set of activities and structures—is crucial to transformation and development of beliefs (Fullen, 2007, p. 84). Development of beliefs is essential, as teachers' beliefs may have a greater effect on planning lessons, interactive decisions, and classroom practices than teacher knowledge (Li, 2012).

First, we present theoretical concepts which guided interns' materials' development, such as engaging learners cognitively and affectively, encouraging noticing of salient language features, and providing opportunities for language use (Tomlinson, 2010). Then, we demonstrate how those concepts were enacted in the created materials; for example, interns conducted needs analysis and targeted their materials to specific audiences, ensured rich and meaningful exposure to language in use in the materials, and incorporated strategy use into materials. Finally, we discuss outcomes of the internship, such as furthering pre-service teachers' own language and time management skills, broadening their skill set by integrating multimedia and other educational technology into materials design, and impacting their beliefs about language learning and materials development.

Literature

Fullen, M. (2007). *The new meaning of educational change* (4th ed.). Teachers College Press.

Li, X. (2012). The Role of Teachers' Beliefs in the Language Teaching-Learning Process. *Theory and Practice in Language Studies, 2*(7), 1397-1402.

Tomlinson, B. (2010). Principles and Procedures for Self-Access Materials. *SiSAL Journal, 1*(2), 72-86.

Developing (digital) pedagogical competences: An investigation of teacher students' OER-design in a virtual exchange project

Christine Biebricher (Auckland), Diana Feick (Jena), Petra Knorr (Leipzig),
Götz Schwab (Ludwigsburg)

More than 20 years of research into virtual exchange (VE) have revealed a wide range of benefits of VE projects, not only in the field of foreign language learning but also in foreign language teacher education (The EVALUATE Group 2019). VE can support foreign language teacher students in developing language, intercultural, digital pedagogical and telecollaborative competences (O'Dowd 2020). To foster meaningful interactions, most VE projects use a task- or project-based approach, asking students to collaborate on specific tasks and produce a shared outcome. In FLTED, VE project work has the potential to contribute to both: a focus on content (e.g. through topics of global relevance) and on foreign language pedagogy by asking students to create open educational resources (OER). We will report on a study in which we investigated how teacher students engaged in the design of digital teaching materials on the basis of their collaborative intercultural research on socio-cultural practices in their local environments. The project involved New Zealand-based and German pre-service foreign language teachers. The data we analysed consists of OER material, i.e. interactive learning activities and teacher manuals, designed by the students; reflective data in the form of VE-logbooks; survey data as well as semi-structured interviews. We will present three case studies of students' engagement in the design process with a focus on 1) the materials they designed, 2) students' perceptions of the task and working process and 3) (digital) pedagogical competencies involved in designing VE-related OER.

Literature

O'Dowd, Robert. (2020). "A Transnational Model of Virtual Exchange for Global Citizenship Education". *Language Teaching* 53 (4). Cambridge University Press: 477–490. doi:10.1017/S0261444819000077.

The EVALUATE Group. (2019). *Evaluating the impact of virtual exchange on initial teacher education: A European policy experiment*. htps://doi.org/10.14705/rpnet.2019.29.9782490057337

Reflexive Practice: The Missing Link between Materials Development and Teacher Professionalisation

Marina Bouckaert-den Draak (Tilburg)

In this presentation, I would like to propose and argue that materials development is a very practical and potentially effective tool for continuing professional development (CPD). When teachers develop their own classroom materials, this has been found to not only positively affect their subject knowledge, pedagogical knowledge and curricular content knowledge; it may also enhance their job satisfaction, autonomy, confidence, collegiality and creativity (see Bouckaert, 2017; 2019, for a summary of the available research). Teachers-as-developers have been found to become more aware of the demands of their learners, themselves, and their teaching contexts, and to apply and develop learning theories and teaching methods more critically (Masuhara, 2006). But what is it about the materials development process that leads to such beneficial outcomes? My answer would be that *critical reflection* on the development process and the materials themselves is the key to making it work for teachers – both in pre-service and in-service programmes. Based on, among others, Tarrant (2013) and Brookfield (2017), a selection of reflection models and questions will be presented as tangible approaches to this 'reflexive practice' as a missing link between materials development and CPD.

Literature

Bouckaert, M. (2017). *Teachers' development of critically reflective practice through the creation of classroom materials*. Unpublished doctoral thesis. London: University of Roehampton.

Bouckaert, M. (2019). Current perspectives on teachers as materials developers: Why, what, and how. *RELC Journal, 50 (3),* 439-456.

Brookfield, S. (2017). *Becoming a critically reflective teacher* (2nd ed.). San Francisco, CA: Jossey-Bass.

Masuhara, H. (2006). Materials as a teacher-development tool. In: Mukundan J (ed.), *Readings on ELT materials II*. Petaling Jaya: Pearson Malaysia, 34–46.

Tarrant, P. (2013). *Reflective practice and professional development*. London: Sage.

Enhancing the Subject Literacy of Language Teachers in CLIL: Adapting a Lesson Planning Tool for CLIL Language Teachers with a Focus on Teacher-Developed Materials

Mirjam Daum, Gina Do Manh & Yulia Edeleva (Braunschweig)

CLIL teachers, whether with a subject or a language focus, are faced with the task of guiding learning processes according to the principle of calculated linguistic challenges, while providing sufficient language support (Leisen 2015). The conceptual demands and corresponding language required by the subject content must be identified to enable deeper quality learning (Coyle & Meyer 2021). This often requires the didactic adaptation of existing content-oriented materials or creating new ones, which can pose challenges for teachers without CLIL experience.

As part of a research project at two Austrian technical colleges, a CLIL lesson planning tool was developed that operationalises subject literacy (Bacovsky-Novak 2023, fig. 1). Critically, it incorporates the revised version of Bloom's taxonomy by Anderson and Krathwohl (2001) to determine feasible learning goals.

The tool has been designed and tested to support subject teachers without CLIL experience at technical colleges. Our study examines its applicability and potential adaptations for primary and secondary school teachers of German as an Additional Language (GAL) to enhance their subject literacy.

Trainee GAL-teachers with reduced CLIL experience used the tool in groups and verbalised their reflections in a think-aloud paradigm. Their discussions are audio-recorded and analysed for potential challenges in lesson planning and material development. In the talk, we will discuss whether the language planning tool can efficiently enhance subject literacy in GAL trainee teachers and which necessary adaptations should be implemented.

Literature

Anderson, Lorin W. & David R. Krathwohl (2001): *A taxonomy for learning, teaching and assessing*. Longman.

Bacovsky-Novak, Tatjana (2023): Operationalising Pluriliteracies in a Lesson Planning Tool for Vocational CLIL Teachers. *English Teaching & Learning* 47. 385-402.

Coyle, Do & Oliver Meyer (2021): *Beyond CLIL. Pluriliteracies Teaching for Deeper Learning*. Cambridge University Press.

Leisen, Josef (2015): Planung von CLIL-Unterricht. *Zeitschrift für Interkulturellen Fremdsprachenunterricht* 20(2). 45-58.

Learning Grammar in English as a Foreign Language Along the Principles of Processability Theory. A Textbook Analysis and Empirical Study

Katharina Egger (Innsbruck)

The talk presents the results of a small-scale study (Egger, 2023) that examines whether the sequence of introduced morpho-syntactic structures in the English textbook *MORE!1* (Gerngross et al., 2016) corresponds to the proposed acquisitional sequence in *Processability Theory* (PT) (Pienemann, 1998, 2005) and whether they can be produced by selected Tyrolean/Austrian EFL learners and led to language acquisition.

The data set consists of a textbook analysis of the *MORE!1*, providing an overview of the order of introduced grammatical structures and their correspondence to the PT developmental hierarchy. Furthermore, the data comprises oral performances of 12 EFL learners (grade 5, age 10-11) after an instruction period of eight months. Communicative tasks were used to elicit spontaneous oral speech and the recorded samples form the basis of linguistic profiles that ought to determine the participants' current developmental PT stage. The diagnosed individual developmental stage and the learner's corresponding ability to produce taught grammatical structures were compared to order of said structure in the textbook. Importantly to note here, the teacher utilised the content and structure of the first 13 textbook units for their grammar sessions. Hence, the focus of the talk lies on the analysis results of these units.

The results indicate that the order of grammatical structures in the *MORE!1* does not reflect the acquisitional sequence defined in PT. Moreover, the learners were then required to produce linguistic structures far beyond their current developmental stage leading to difficulties in spontaneous oral production and ultimately hampering language acquisition.

Literature

Egger, K. (2023). *Learning Grammar in English as a Foreign Language Along the Principles of Processability Theory: A Textbook Analysis and Empirical Study of Students of Lower Secondary Education in Tyrol* [Master's Thesis]. Universität Innsbruck, Innsbruck. https://ulb-dok.uibk.ac.at/urn/urn:nbn:at:at-ubi:1-133776

Gerngross, G., Puchta, H., Holzmann, C., Lewis-Jones, P., & Stranks, J. (2016). *MORE! 1 Student's Book*. Helbling Languages.

Pienemann, M. (1998). *Language Processing and Second Language Development. Processability Theory*. John Benjamins Publishing.

Pienemann, M. (Ed.). (2005). *Cross-Linguistic Aspects of Processability Theory*. John Benjamins Publishing.

From the textbook or from scratch? How to measure primary (student) teachers' reflectivity regarding task and material sources

Alessa Haase (Weingarten)

When planning their teaching, EFL teachers can draw from various sources for tasks and material. Primary school textbooks specifically contradict many principles of early EFL learning (Thaler 2014, S. 6) and contain few cognitively activating and differentiating tasks (Reckermann 2017; DGFF 2024). Simultaneously, teachers face high demands in their professional daily life, making them vulnerable for textbooks' promises of being a time saver and compass (Appel 2000). Considering moving away from a textbook-defined practice (Gerlach & Lüke 2024) comes with its own challenges and demands (Thaler 2011, S. 18), choosing the right task and material source seems to be one of many pedagogic situations characterized by irresolvable antinomies (Helsper 2016), that asks for reflected consideration.

This presentation deals with task and material source reflection as a crucial part of professional lesson planning and introduces a multidimensional model to measure reflectivity regarding task and material sources. Insights into the theoretical-deductive and empirical-inductive modelling processes are granted, tracing back how elements of reflection and reflectivity theory (Dewey 1933; Farrell 2022; Häcker 2017) were applied to the context of task and material sources for primary EFL teaching and underpinned with qualitative data resulting from a vignette study. Central findings regarding the following research guiding questions will be addressed.

What figures of thought do teachers engage in when thinking of task and material sources?

What knowledge do they use when thinking of task and material sources?

What perspectives do they consider when thinking of task and material sources?

Literature

Appel, Joachim (2000): *Erfahrungswissen und Fremdsprachendidaktik*. München: Langenscheidt-Longman.

Deutsche Gesellschaft für Fremdsprachenforschung (2024): *Fremdsprachenunterricht auf der Primarstufe. Positionspapier der Deutschen Gesellschaft für Fremdsprachenforschung*.

Dewey, John (1933): *How We Think: A Restatement of the Relation of Reflective Thinking to the Educative Process*. Boston: D.C. Heath & Co Publishers.

Farrell, Thomas (2022): *Reflective practice in language teaching*. Cambridge: Cambridge University Press.

Gerlach, David; Lüke, Mareen (2024): Textbook-defined practice: Narrated identities of German English language teachers within a standards-driven context. In: *Zeitschrift für Interkulturellen Fremdsprachenunterricht* 29 (1), S. 253–272.

Häcker, Thomas (2017): Grundlagen und Implikationen der Forderung nach Förderung von Reflexivität in der Lehrerinnen- und Lehrerbildung. In: Constanze Berndt, Thomas Häcker und Tobias Leonhard (Hg.): *Reflexive Lehrerbildung revisited. Traditionen - Zugänge - Perspektiven*.

Bad Heilbrunn: Verlag Julius Klinkhardt (Studien zur Professionsforschung und Lehrerbildung), S. 21–45.

Helsper, Werner (2016): Antinomien und Paradoxien im professionellen Handeln. In: Harald Mieg, Winfried Marotzki und Michael Dick (Hg.): *Handbuch Professionsentwicklung*. Stuttgart, Bad Heilbrunn: Klinkhardt.
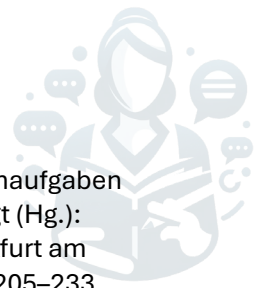
Reckermann, Julia (2017): Eine Aufgabe - 25 richtige Lösungen: Das Potenzial offener lernaufgaben für den inklusiven Englischunterricht in der Grundschule. In: Chilla Solveig und Karin Vogt (Hg.): *Heterogenität und Diversität im Englischunterricht. Fachdidaktische Perspektiven*. Frankfurt am Main, New York: Peter Lang Edition (Kolloquium Fremdsprachenunterricht, Band 59), S. 205–233.

Thaler, Engelbert (2011): Die Zukunft des Lehrwerks - Das Lehrwerk der Zukunft. In: *Fremdsprachen Lehren und Lernen* 40 (2), S. 15–30.

Thaler, Engelbert (2014): Lehrwerk-Kompetenz. In: *Praxis Fremdsprachenunterricht* 11 (1), S. 5–8.

Materials in Action: Primary EFL Teaching Materials and Student Teachers' Practicum Experiences

Jenny Jakisch (Hildesheim)

Teaching materials fundamentally shape EFL classrooms (Tomlinson & Masuhara 2018), with the coursebook being the predominant EFL teaching resource in Germany (Fäcke & Mehlmauer-Larcher 2017: 7). However, there is limited research on how teachers actually use coursebook materials (Kolb & Schocker 2021: 203). While coursebooks provide structure and guidance, they are often criticised for not fully supporting task-based language learning (Dreßler 2018: 111), necessitating modifications that can challenge beginning teachers. Even less is known about how student teachers of English interact with the coursebook and what additional resources they employ.

This presentation aims to address this gap by exploring the experiences of student teachers with EFL teaching materials during their 18-week internship at primary level. Using semi-structured interviews that were analysed following qualitative content analysis (Mayring 2022), the study investigates which materials these student teachers used, their reasons for deviating from the coursebook, and their evaluation of the adaptation and creation process.

The findings show that most student teachers used coursebooks to some extent, recognising their structural benefits but also encountering challenges in effective integration. Adapting or supplementing coursebooks was common to meet learners' _needs and support task-based language learning, with student teachers seeking more practical strategies for alignment. Their own materials were perceived as more motivating and effective compared to coursebook-based teaching. The findings shed light on the challenges faced by student teachers regarding materials development and highlight the necessity for teacher education programmes to better prepare them for material adaptation and creation as part of their professional development.

Literature

Dreßler, C. (2018). *Nature and Enactment of Tasks for Early English as a Foreign Language Teaching. A Collaborative Research Project with Teachers*. Tübingen: Narr.

Fäcke, C. & Mehlmauer-Larcher, B. (2017). Forschungsdiskurse zur Analyse und Rezeption fremdsprachlicher Lehrmaterialien. Eine Einleitung. In: dies. (Hrsg.). *Fremdsprachliche Lehrmaterialien – _Forschung, Analyse und Rezeption*. Frankfurt a. M.: Lang, 7-18.

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Pre-service EFL Teachers Design and Modify Classroom Materials with Revised Bloom's Taxonomy and Universal Design for Learning

Ayse Kizildag (Aksaray)

Pre-service teachers are expected to develop essential skills in material design as a part of their education. This experience is crucial for their professional development, allowing them to create instructional materials that are aligned with the curriculum and effective teaching. Engaging in material design helps them understand the pedagogic principles and how to apply those principles in real classroom settings. For this purpose, this paper attempts to exemplify such an engagement within an exploratory case study conducted with a group of pre-service EFL teachers in the 2023/24 academic year. Consisting of four females and two males (age range 23-26), the participants of this research were senior student teachers registered at two courses lasting for fourteen weeks, namely *Material Design and Evaluation* and *Practicum* during the fall semester. They were asked to consider mainstream coursebooks activities at their practicum schools in line with Revised Bloom's Taxonomy (RBT) (Wilson, 2016) for cognitive learning structures and Universal Design for Learning (UDL) (Hall et al., 2012) for inclusiveness. Consequently, the participants modified the activities by adding, re-ordering and omitting the existing ones. Data were produced through classroom discussions, reflective reports, and revised participant materials. Qualitative content analysis (Wilson, 2016) was utilized. Findings suggest that participating EFL pre-service teachers developed an understanding of employing material analysis within two modification frameworks. They also reflected over compulsory coursebook materials across the curriculum objectives in terms of cognitive and inclusive learning settings. Finally, BRT and UDL proved to be useful frameworks for both material production and evaluation.

Addressing to the conference strand of: What are theoretical frameworks, principles or models that give direction to the material design process? How do student teachers implement and draw on those theoretical frameworks in the actual design process?

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The creation and use of digital materials in the English teacher education program

Nina Lazarević (Stavanger)

Research has shown that involving teachers in materials design adds to the professional development (Tomlinson & Masuhara, 2018). Therefore, providing pre-service teachers with the same opportunity might increase their agency (Rogers & Wetzel, 2013) and additionally support their future efforts regarding the development of their own materials. This should improve their skills of using digital materials not just to transmit knowledge, as it seems to be the case in Norwegian schools (Meld St. 16), but also to support learning.

The paper addresses digital materials created within the project *Shaping the Modern Classroom: Implementing Student Active Digital Learning Cycles* which aims at providing tailor-made materials for the English language teacher programs in Norway. The project is a series of digital materials creation cycles: materials made by the instructors and student assistants (theory- and classroom-based videos, podcasts, etc.) are used for instruction after which the students are tasked with creating their own digital materials. From a number of topics, the project covers (from grammar to intercultural competence), this paper focuses on the materials for Democracy and citizenship – a new cross-curricular topic (MER, 2019), to illustrate the intentions and outcomes of the project.

The paper analyses the students' pre-task survey, the topics they explored as well as the materials created. It argues that that the process of the *Learning Cycle* creation helps pre-service teachers increase their reflexivity regarding teaching practices and expands the perspective from which they consider materials use and design – both as active participants in materials creation and their users.

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Developing Language Materials with Backward Design and Text Analysis

Drew Anthony Peterson & Bruna Sommer-Farias (Michigan)

When we develop materials from authentic texts, we ensure that students are acquiring socially and culturally accurate language that is used in real-world communicative events (Zyzik & Polio, 2017). Text analysis helps us choose those authentic texts that we will base our pedagogical materials off of by knowing what forms exist in the texts, knowing their meaning and usage descriptively, and the frequency in which they occur (Friginal, 2018). This presentation will describe how to develop materials for foreign language classes using Backward Design (Wiggins & McTighe, 2005) with a special focus on a Text Analysis framework, which consists of a five-step process: 1) Introduction to the framework 2) determining proficiency levels and standards, 3) choosing authentic texts and themes, 4) analyzing texts for forms, conventions, and culture, 5) writing objectives and 6) assessment in backward planning. In addition, this presentation will provide a brief overview of the tool Voyant Tools (Sinclair & Rockwell, 2016) for text analysis to illustrate how to analyze texts and align them with the target proficiency level. By aligning materials to standards with backward design and the analysis of authentic texts, this framework assures teachers and stakeholders that the communicative activities that students engage students with, forms they are acquiring, and cultural practices, products, and perspectives they are observing in the classroom is based on language forms and practices that exist outside of the classroom but are also appropriate for their proficiency level. Backwards design, specifically the creation of proficiency objectives and summative assessments, assures that teachers adhere to program goals and standards (Paesani, & Menke, 2023, Richards, 2013, Ritz, 2021). The Backward Design with Text Analysis framework was originally developed for foreign language curriculum design from a literacy approach for English as a Foreign Language yet it is also applicable to materials design as well as multiple languages, other teaching methodologies such as Task-Based Language Teaching, comprehension approaches, and Content-Based Instruction, and all of the modes of communication.

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Reflective digital materials development in language teacher education

Joanna Pitura (Krakow)

This paper examines the application of Kolb's experiential learning model to promote reflection among pre-service teachers of English in Poland. In the Digital Language Pedagogy course taught by the author, students were introduced to the *Digital Competence Framework for Educators* (DigCompEdu; Redecker, 2017), with a particular emphasis on the collaborative development of digital resources. One of the projects involved designing digital tutorials on self-regulated language learning for English learners. After competing the development process, students participated in structured reflection guided by Kolb's (1984) experiential learning cycle. This reflective process, conducted via D-ID (image-to-video technology), allowed students to articulate their learning experiences, identify the challenges they encountered, and explore how they might apply the new knowledge in their future teaching. The reflection cycle encouraged deeper understanding of the process of digital resource creation and its relevance to their professional development. This paper will detail the reflection task and discuss the implications of integrating materials development and digital competences into language teacher education programs. By providing insights into how digital materials development can shape reflective practice, this study contributes to the body of research on materials development in language teacher education.

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EFL Student Teachers as Game Developers – Processes, Products and Skills

Torben Schmidt (Lüneburg)

Not only is game development an effective learning method for students (Hung et al. 2020; Bulut et al. 2009), but it can also be a good fit for student teachers (Schmidt 2024). Preliminary research addressing game design in general teacher training (Zapušek & Rugelj 2021) evidently demonstrates that the various activities and phases involved in game development (such as specification, design, rule development, implementation and evaluation) have a particularly positive impact on student teachers' motivation to learn and their capacity to convert subject-specific pedagogical knowledge into well-founded design decisions. According to Jonassen (2011), creating playful learning environments calls for a high level of problem-oriented identification of learning objectives and skills related to the subject matter. It also calls for the creation and assessment of learning strategies and solutions in conjunction with design considerations and knowledge about differentiation and special educational needs. As a result, it can offer future educators a meaningful application context that fosters creativity, helping them get ready for their future careers as learning environment and material designers. This presentation covers the framework, objectives, activities, and outcomes of a Masters-level action-research seminar for aspiring English language teachers. The main question to be addressed is how this seminar with a focus on material development can contribute to the development of relevant competencies of EFL teachers for designing, implementing, and evaluating competency-based, motivational English instruction. This will be done by describing and reflecting on the processes of game-development, the products, and the research conducted by the student teachers.

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Kinaesthetic Learning Material and Their Potential for FL Teacher Education

Manuela Schlick (Vienna)

Research indicates that ELT practitioners experience material development as a means to experience their professional competence (Wipperfürth and Will 2019). How student teachers acquire material development skills is, in contrast, under-researched (e.g. Augusto-Navarro 2015) – despite existing research on material development and evaluation and teacher education programmes dedicating much time to discussing teaching material. This contribution discusses the potential of criteria-based kineasthetic materials for ELT teacher education. The empirical basis are 6 BEd and MEd level courses at three different universities, in which pre-service teachers of ELT developed kineasthetic learning material (Wipperfürth and Klippel 2015), as well as one small-scale empirical study which tested the validity of and student teachers' responses to these material criteria (Schlick 2023).

When learning materials for ELT are discussed, the focus is often on questions of authenticity and less on quality criteria with the exception of Tomlinson, who nonetheless recommends that researchers and practitioners alike should "develop principle-driven criteria for the development and evaluation of new materials" (2020, 16). This indicates that material criteria are still in need of refinement and validation. Clear criteria are defined for learning materials by Montessori ([1909] 2019). These materials are used within and beyond Montessori schools up to date and continuously further developed (Klein-Landeck and Pütz 2019).

This contribution will shed light on both sides – the validation of Montessori-based learning material for ELT as well as the material development skills of pre-service ELT teachers. This contribution draws on the author's experience as an EFL teacher, as trained and experienced Montessori pedagogue, and as a pre- and in-service ELT teacher educator for regular schooling as well as Montessori pedagogy.

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Fitting a square peg into a round hole – The challenge of creating CLIL material

Sarah Wunderlich (Koblenz)

Teaching materials for bilingual classes are typically available only for popular subjects like Geography, History, and Biology in Germany (Löbmann 2014; Kröger & Lohmann 2007; Mathews & Olmesdahl 2010). For other subjects, teachers often create their own materials, even though they may not be trained in language teaching or bilingual education specifically (cf. Ministerium für Bildung, Wissenschaft, Weiterbildung und Kultur 2011: para. 1.3; Fein 2021). While CLIL teacher training frameworks address specialized material creation (cf. Bertaux et al. 2010) regarding language and content as equal entities, the KMK priorities content over language in bilingual teaching (cf. KMK 2013). As a result, materials may overlook linguistic demands, creating challenges for both teachers and students. Ready-made resources also seem to neglect language-related demand, making it harder for especially non-language teachers to identify and address these issues, which affects students' ability to use the material effectively.

Without a language focus, bilingual education cannot reach its full potential, especially when teachers lack language teacher training. The proposed presentation is based on a study examining the linguistic demands of ready-made teaching materials for bilingual classes (Wunderlich 2023). It will present the findings from an analysis of widely-used textbooks, discuss the challenges posed by such materials, and offer an example of how to integrate material creation into university teaching courses. The CLIL certificate at Koblenz university, designed in the context of the *Qualitätsoffensive Lehrerbildung*, puts material creation with language and content as equal entities into focus and thus fosters a transformation from bilingual to CLIL education.

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