



Editorial

This supplement is the first *e-FLT* issue to be devoted to a specific theme, namely, Foreign Language Learning Materials Design and Development. As mentioned in the preceding foreword, kindly authored by Professor Hermann Funk of the Friedrich-Schiller-Universität Jena in Germany, this supplement is jointly published by the *Arbeitsstelle Lehrwerkforschung und Materialentwicklung* (ALM) and the Centre for Language Studies (CLS) of the National University of Singapore. The eight articles published here were selected from a symposium organised by CLS on 1–2 December 2011 to mark the 10th anniversary of its founding. The symposium featured keynote lectures by Professor Funk and Dr Andrew Littlejohn (Sultan Qaboos University, Oman), both renowned international experts in language textbook research and authors of many textbooks used worldwide. In addition to CLS faculty members, several international participants from universities in Argentina, Hong Kong, Japan and the US also read papers at the symposium.

The papers submitted to *e-FLT* for this supplement were all double-blind refereed by a review panel jointly appointed by ALM and our journal. Regrettably, to preserve the anonymity of the panel members, their identities have to be withheld here. Hopefully, it will suffice to note here that those serving on the panel were prominent scholars in foreign language education from Germany, Japan, United Kingdom, United States and Vietnam.

This supplement opens with an article by Andrew Littlejohn, which provides a broad macro-level view of the deep link between language teaching practices/materials and the socio-historical context into which they are born. Littlejohn reviews the development of English language textbooks against the background of Western social history, and comes to the conclusion that current textbook designs are shaped by the phenomena of *McDonaldization* and *Neoliberalism*.

In the second article, Hermann Funk seeks to close the gap between theoretical research in second language acquisition and language pedagogy, on the one hand, and textbook design and lesson planning and sequencing, on the other. He presents four theoretical models of second language learning and acquisition, and explains how these have impacted textbook development and classroom teaching practices.

The third article, contributed by Mario López-Barrios, discusses how materials can be designed for a *plurilingual* classroom, in which two foreign languages are simultaneously learned and applied by learners. He asserts that such plurilingual learning arrangements can help foster intercultural awareness and empower learners to become mediators across languages and cultures.

Izumi Walker, in the fourth article, describes the pedagogy of *performative exercises*, which aims at fostering learners' ability to use the foreign language in a socio-culturally appropriate and meaningful manner. She also reports on a study of Japanese language learners' perceptions of performative exercises and draws conclusions from the findings for the design of materials for the classroom.

In the fifth article, Sunil Kumar Bhatt relates the situation of Hindi as a foreign language whereby most materials are designed for self-study rather than for classroom instruction. In addressing this problem, he explains how he has adapted a self-study book for classroom teaching and supplemented it with PowerPoint materials. He also reports on a survey to gather feedback from students on the use of the self-study book and the supplementary materials in his teaching practice.

In the sixth article, Ellen Rafferty and Erlin Barnard describe a project to develop interactive online reading materials for Indonesian language learners, aimed at helping them improve their proficiency in reading and acquire important reading strategies. The design of the materials is based on *schema theory* and is targeted at supporting both top-down and bottom-up reading processes.

The seventh article of this issue reports on another project for the development of materials for Indonesian as a foreign language. Indrianti, the contributor of this article, provides the rationale for the development of a communicative grammar textbook to complement the curriculum of a beginners' Indonesian course. She describes the pedagogical principles behind the design of the book as well as podcast lessons integrated with the book and classroom lessons.

In the eighth and final article, written in Chinese, Chiung-Yao Lin and Kwee Nyet Chin provide an account of how podcasting technologies were applied to create supplementary learning materials for elementary Chinese as a foreign language classes. They also present empirical data on students' perceptions of the podcast's design, quality and usefulness, collected through a questionnaire with quantitative and qualitative items.

In concluding this editorial, the editors of this supplement would like to express their sincere thanks to the review panel of international scholars, without whom this supplement could not have been brought to fruition. We are also grateful to all others who have continued to support *e*-FLT, including our readers, contributors, reviewers and the members of our International Advisory Board.

Wai Meng Chan, Peter Friedlander, Hermann Funk and Sunil Kumar Bhatt
Supplement Editors