



## Foreword

Although language learning materials have been and are being used by millions of students of all foreign languages worldwide, there seems to have been surprisingly little research on the effectiveness of textbook task design and lesson sequencing plans, and their contributions to the achievement of communicative goals. Bridging the gap between theoretical concepts of foreign language teaching, and textbook design and classroom activities was one of the aims of the cooperation between the *Arbeitsstelle Lehrwerkforschung und Materialentwicklung* (ALM) at the Friedrich-Schiller-Universität Jena (FSU), Germany, and the Centre for Language Studies of the National University of Singapore (NUS-CLS) in producing this special supplementary issue on materials development. As NUS-CLS was celebrating the 10<sup>th</sup> anniversary of its founding in 2011, the ALM, the German equivalent to the international Materials Development Association (MATSDA) was only just established in the same year.

The cooperation between ALM and NUS-CLS consists in various forms of academic exchanges, such as mutual visits and academic attachments, guest lectures at both institutions, internships, and joint research projects (including PhD projects at FSU). Both institutions share a lot in common, as faculty members are teachers of foreign languages as well as authors of language learning materials, providing an ideal basis for classroom-based research and action research in teaching and learning materials and media. It should be highlighted that both institutions also share a common interest in the development of methods, materials and standards for less commonly taught languages such as Croatian and Georgian in Jena, and Hindi, Bahasa Indonesia and Thai at NUS-CLS.

The articles in this jointly published supplement were selected from papers presented at the NUS-CLS 10<sup>th</sup> Anniversary Symposium on Language Learning Materials Design and Development, held in December 2011, in Singapore. The symposium offered a timely opportunity to sum up the state of the art in textbook and task design, and to define new goals in textbook research and development. As Director of the ALM, I would like to congratulate NUS-CLS on the first decade of its excellent work and impactful contributions to foreign language education research – in particular, to the teaching of Asian languages.

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