

Development of language materials for national development: A language management perspective

Dr Geoffrey Mokuu Maroko

Department of English and Linguistics, Kenyatta University

P.O. Box 43844 – 00100

Nairobi, Kenya

gmaroko@yahoo.com

Tel. +254 712 660 638

Development of language materials for national development: A language management perspective

Abstract

Learning resources need to be revised periodically to reflect the changing socio-cultural, economic, political and technological realities in the society. The current Primary English Syllabus was revised in 2002. Yet, publishers are developing materials for teaching English language in primary schools using 2002 syllabus as their reference. The question that arises is: to what extent are these materials aligned to the new realities in Kenya? As a response to these questions, this paper identifies the themes and language norms addressed in the Primary English Syllabus (2002) and selected language-learning materials. Next, it analyses cases in language materials in use which are not in line with the themes and norms presented in the syllabus. The paper shows that some content in the learning materials are inconsistent with the norms while emerging topical issues are lacking. To address these concerns, the paper recommends the language management in any future materials evaluation efforts.

Key words: *Materials, evaluation, development, language management, themes, norms*

1 Introduction

Language materials are those resources that can be used to facilitate language learning such as course books, videos, graded readers, flash cards, games and websites (Tomlinson, 2012). Materials can inform the learner about the target language; guide the learner in practicing the language (instructional function); provide the learner with experience of the language in use (experiential function), encourage the learner to use the language (eliciting function); and help the learner to make discoveries about the language (exploratory function). Therefore materials development describes the processes through which materials are produced and/or used language learning including materials evaluation, adaptation, design, exploitation, and research. According to Tomlinson (2012), these processes should interact in the making of language-learning materials.

Of all language materials, the textbook is the key reference material in the teaching/learning process. A British Council survey (2008) revealed that 65% of teachers polled frequently used textbooks. Another survey at conferences in Malaysia, the UK and Vietnam showed that 92% of the respondents used a course book regularly (see Tomlinson 2010). The textbook is also seen as a cost-effective way of providing the learner with security, system, progress and revision. In addition, it helps administrators to achieve course credibility, timetable lessons and standardise teaching (Tomlinson, 2012).

Given the centrality of the textbook in language-learning, there is a need to develop and/or evaluate them alongside the changing socio-cultural, political, economic and technological realities in the society. Amrani (2011:297) underscores this suggestion when he notes that course books should facilitate, 'an on going process where materials are refined and even changed throughout the life of a product.'

Several approaches on materials evaluation abound in the literature. For instance, Matthews (1985) argues that evaluation should start from a specification of the teaching situation while Byrd (2001) gives priority to the relationship between the textbook and the curriculum, students and teachers. Focusing on testing, Tomlinson & Masuhara (2004:7) point out that the following questions may also be used as evaluating criteria:

- a) Is each question an evaluation question?
- b) Does each question only ask one question?
- c) Is each question answerable?
- d) Is each question free of dogma?
- e) Is each question reliable?

After reviewing 48 evaluation checklists from 1970 to 2008, Mukundan & Ahour (2010) concluded that a framework for generating clear, concise and flexible criteria would be more useful than detailed and inflexible checklists. They also observed that more attention should be given to retrospective evaluation than to predictive evaluation in order to help teachers to evaluate the effect of the materials they are using and make modifications.

Another approach is proposed by Tomlinson (2003). He proposes a process for generating principled criteria instead of an unrealistic set of criteria for all contexts. Tomlinson insists that evaluators need to develop their own principled criteria which take into consideration the context of the evaluation and their own beliefs. He advises that evaluation criteria should be developed before materials are produced, and used to make decisions about the approach, procedures and activities to be adopted as well as to monitor their development and subsequent use. Other scholars who have offered criteria for evaluating materials include Wallace (1998) and Rubdy (2003). While Wallace (1998) suggests twelve 'criterion areas' for materials evaluation, Rubdy (2003) proposes a dynamic model of evaluation in which psychological validity, pedagogical validity, and process and content validity interact.

The language management approach by Neustupny and Nekvapil (2003) could also be very helpful in the development of materials for language-learning. The approach was developed by Jiří V. Neustupný and Björn H. Jernudd (Jernudd & Neustupny, 1987). There are two processes defining language management namely, the production and reception of discourse; that is, speaking, writing, listening and reading, and the human activities aimed at discourse production and reception; that is, metalinguistic activities (Language management). The theory thus begins with the everyday experience that we are able to communicate without our attention being oriented towards the fact

that we are communicating, or we *note* various aspects of this communication (Nekvapil & Sherman (2009). The theory has recently been developed by Neustupný and Nekvapil (2003), in Neustupný's paper (2002), in Nekvapil (2006, 2012), Neustupný (1978), Jernudd (1991), Nekvapil and Sherman (2009) and Marriott and Nekvapil (2012).

There are two types of management: simple management (which occurs at the individual and/or interpersonal level and organised management (which occurs at the organisational or national level. Simple management occurs within concrete interactions and therefore referred to as 'online'(Jernudd, 2002). Organised management, on the other hand, takes place outside of concrete interactions in rather complex social networks. Aspects of its characterization are listed by Nekvapil (2008) as:

- (a) Management acts are trans-situational
- (b) A social network or even an institution is involved
- (c) Communication about management takes place
- (d) Theorising and ideology intervene
- (e) In addition to a language as discourse, the object of management is language as a system

According to Nekvapil & Sherman (2009), organised management can take place in multinational companies and its result can be the introduction of a corporate language or the organisation of intercultural training.

Organised management follows a circle of interrelated activities. Neustupny (1994, p.50) captures this well as follows:

I shall claim that any act of language planning should start with the consideration of language problems as they appear in discourse, and the planning process should not be considered complete until the removal of the problems is implemented in discourse.

Thus, language management involves four stages. The stability and certainty of the production and reception of discourse is based on the existence of norms (Liddicoat & Baldauf, 2008). As also used in Marriott (2009) language is used here in a broad sense to cover linguistic as well as communicative (such as sociolinguistic or pragmatic) behaviour.

The four-step cycle of the approach include: *noting* deviations from normative expectations; *evaluating* the deviations; proposing *an adjustment plan* and; suggesting an *implementation* process.

The approaches discussed above could provide insights on how language materials can be evaluated for revision purposes in order to align them to the changing contexts in Kenyan primary schools. Most of the developments have taken place in Kenya since 2002 when the current Primary English Syllabus was put into effect. Language materials are based on the syllabus which has yet to be updated. The purpose of this paper is three fold: to identify the themes and language norms addressed the Primary English Syllabus (2002) and selected language-learning materials; to analyse cases in the recommended materials not in line with the themes and norms and; suggest the language management theory (Neustupny and Nekvapil 2003) as a viable approach to guide any materials evaluation efforts in future.

2 Methods

Eight texts were purposively selected for content analysis in this study. Non-probability sampling, which comprises a series of non-random procedures for selecting the elements of the sample, was deemed to be appropriate (see also Ary, Jacob, & Rzavieh, 1996). Specifically, a convenience sampling procedure, which includes picking the required sample from available cases, was used to

select the eight texts for this study. Obviously, the success of such procedures depends on the knowledge, expertise, and sound judgement of the expert (Ary Ary, Jacob, & Rzavieh, 1996). As a result, the Primary English syllabus was selected for the English language norms expected to be covered from Standard 1 to Standard 8.

The selection of the remaining seven textbooks was based on four considerations. First, the texts must have been recommended by the Kenya Institute of Curriculum Development (KICD). Secondly, they must have been materials for English language learning. Thirdly, the texts must have been published after 2002 when the new English syllabus for primary schools was released in order to avoid the possible influence(s) of generational and diachronic changes in the nature of these materials. Finally, the choice was guided by the fact that these were the textbooks widely in use in most primary schools. Accordingly, the list of the selected materials is summarised in Table 1.

It should however be noted that apart from the Primary English Syllabus, the seven selected texts may not reflect the typical writing practices in all other recommended textbooks for language learning in Kenyan primary schools. Each textbook must clearly possess unique characteristics from others though the analysis revealed some commonalities among the selected textbooks. According to Becher (1989), such an approach simplifies innumerable differences found in materials. The choice of seven textbooks from a pool of hundreds of approved materials finds justification in the literature. According to Hyland (2005:181), 'a large corpus does not necessarily represent a genre better than a small one, particularly if it is used to study high frequency items.'

Data elicitation started with the identification of thematic concerns in the Primary English Syllabus (2002) and the corresponding norms. Using these themes and normative propositions as a basis, the selected texts were closely read to identify cases of themes and norms which were not covered, and those requiring new input due to socio-cultural, economic, political and technological changes. In other words, analysis focused on the materials and aims to identify what they contain, what they ask learners to do and what they say they are trying to achieve, aiming to provide an objective account of the materials, following the approach emphasised by Tomlinson (2003; 2012). Lists of data were generated for analysis.

Analysis of elicited data began from the assumption that materials should be analysed 'as they are' and 'with the content and way of working that they propose' (Littlejohn 2011: 181). Therefore, the aim of the content analysis was to establish the covered themes and norms, isolate cases where existing norms are violated and identify those topical issues that need to be incorporated not only into the syllabus but the learning materials. The purpose of this analysis was to demonstrate the suitability of these materials for the context of use, followed by an evaluation to predict the likely effects of the materials on their users.

3 Findings and discussion

The organisation of the Primary English Syllabus (2002) followed a situational English approach. In this approach, various situations are presented, followed by sentence patterns expected in that situation and finally the typical vocabulary. It was also noted that organisation of the situations followed a cyclical pattern with the same situations repeated every successive year of learning with increasing levels of complexity. Table 2 summarises the situations covered and corresponding norms.

In reference to Table 2, one can note that the themes covered and the corresponding norms are still relevant to pupils at the primary school. However, on close scrutiny of the selected textbooks, and the Primary English Syllabus (2002), a number of cases were detected that are either inconsistent with the norms or are irrelevant to the current learning needs of the children. Some notable scenarios are described as follows:

To begin with, it emerged that some examples provided in the Primary English Syllabus (2002) to illustrate the theme *modern communication* do not reflect the current communication situation. Consider the italicised words in examples 1-4 below:

1. I made the *postcard* myself
2. *Telephone booth*
3. *Dial*
4. Did you watch the girl sending a *fax*?

In the examples, the italicised words do not reflect current communication realities. These have been replaced by mobile telephone communication and the e-mail. Thus, subjecting learners to the items undermines the role of context in the teaching-learning process.

Regarding the theme *Post Office*, some services that have slowly been edged out still appear in resources for teaching-learning. For instance, in *New Primary English Book 3*, the following illustrations are provided:

5. a Requisition for a Money Order (p. 125)
6. a telegram (p.125).

In stead money is now sent through mobile phone service *M-pesa* while urgent messages are sent as *Short Message Service* (SMS) on mobile phones. In addition, while local parcels used to be sent through the post office, most people now prefer courier services offered by public transport vehicles. This trend seems not to be reflected in the learning resources.

On the themes *local administration* and *civics & politics* some examples detected in the Primary English Syllabus (2002) have been overtaken by events. These include:

7. *Provincial commissioner*
8. *Assistant district officer*
9. She has been a *cabinet minister* for five years
10. *Local authority council*
11. *Council*
12. *Mayor*
13. *County council*

With the enactment of the Kenya Constitution (2010), the frameworks for provincial administration and local authorities have been dismantled and replaced by county and national governments. Consequently, all the offices as italicised in examples 7-13 have been scrapped and officers redeployed into new structures.

Evidence also shows that such similar cases can be detected in the materials currently in use. A case in point can be drawn from *English Aid* for Standard 8 as presented below:

14. The thief was taken to the *chief* by this man (p.6)

In the current political and governance structure, the office of *chief* has been removed.

The theme *technology* is also illustrated by content that is slowly getting overtaken by events in the Primary English Syllabus (2002) as exemplified by the italicised words in the sentences below:

15. My uncle brought me some *video cassettes*

16. If I had money, I would buy a *compact disk* player
17. She kept the *video deck* clean

Also a passage entitled *The Computer* in *New Primary English for Standard 8* contains illustrations of a computer desktop with the old fashioned monitor with a hutch back. Modern desktops have flat screen monitors (p.201)

Regarding the theme *health* while most of the content is appropriate for the learners, it emerged that some of it was discriminatory. For example, in *New Primary English Book 3*, the illustration in the passage entitled: “Common diseases,” displays a man suffering from AIDS (p.79). A learner at class three might interpret this to mean that it is the men who can be infected with the Aids virus.

The theme of *politeness* is actually well addressed in the selected texts analysed in this study. In *New Primary English Book 3*, there is a passage entitled: “street boy.” In this story, abusive and violent language is used against Agufana (the street boy) who is a vulnerable child (p.86). Examples of drawn from the text include:

18. You stupid dirty boy, you think you are very clever?
19. Burn him alive, bring that tyre!

Clearly, the language used here is very strong and is likely to negatively affect any gains made in acquiring politeness strategies.

The foregoing analysis shows that it is important to recognise what language materials set out to do and how they do it. The upshot is that the syllabus that is currently in use needs to be revised to address any illustrations in conflict with the topical issues provided. The same intervention should be extended to the text materials approved for use in the primary schools. Only then can the resources subscribe to criteria offered by Richards (1993:13), specifying that effective instructional materials in language teaching:

- a) are based on theoretically sound learning principles
- b) arouse and maintain the learner’s interest and attention
- c) are appropriate to the learners’ needs, background and level
- d) provide examples of how language is used
- e) provide meaningful activities for learners
- f) provide opportunities for authentic language use.

However, for a complete picture of the work that needs to be done, it is important to take stock of all other issues that have emerged since 2002 when the current syllabus was put into use. The themes and suggested norms are summarised in Table 3:

Materials that should be used in our primary schools should underscore the systematic use of current knowledge to meet specific national objectives and requirements. In support of norm-based language learning materials, Tomlison (2008) points out that language experience needs to be contextualised and comprehensible; the learner needs to be motivated, relaxed, positive and engaged; the language and discourse features available for potential acquisition need to be salient, meaningful and frequently encountered; and that the learner needs to achieve deep multi-dimensional processing of the language. This can only be achieved if language materials in use reflect modern developments.

The rationale for the eleven emerging issues in Table 3 can benefit from a brief background. As a starting point, the current English syllabus for primary schools was revised in 2002. Since then, tremendous change has occurred in Kenya at the socio-political, economic and technological platforms. For instance, there was the 2007/2008 post-election violence sparked by the disputed presidential results in which the National Rainbow Coalition (NARC) candidate was declared the

winner against the Orange Democratic Movement (ODM) candidate. The violence pitting the supporters of the ODM candidate against the supporters of the NARC candidate led to the death of over 1000 lives and displacement of over 600, 000 people from their homes. A mediated agreement was struck, leading to a power sharing arrangement in which the NARC candidate was to become president and the ODM candidate prime minister.

To stem any election-related violence in future, the Kenya Constitution (2010) was enacted. The previous document was felt to cram excessive powers on the presidency which often led whoever was to be elected president to practice cronyism, nepotism and tribalism. In addition, it was feared that any president could isolate those parts of the country perceived not to be politically loyal to him/her and channel all resources and development programmes to those parts with massive following.

One notable development arising from the promulgation of the Kenya Constitution (2010) was the creation of constitutional commissions and bodies such as the National Cohesion and Integration Commission (NCIC) which was tasked with eliminating all forms of discrimination based on ethnic, racial, religious and social origin in Kenya; the Constitutional Implementation Commission (CIC) to oversee the implementation of the Kenya Constitution (2010), the Independent Electoral and Boundaries Commission (IEBC) to organize and carry out free, fair and transparent elections; the Teachers Service Commission (TSC) to hire teachers fairly ensuring regional balance; and the Transitional Authority to facilitate the implementation of the devolved system of government involving forty seven (47) counties.

In terms of technology, Kenya has also made major advancements. For instance in banking and finance, money transfer systems (e.g. *Mpesa* and *Airtel Money*) have been developed including mobile phone banking (e.g. *Mshwari*). The mobile phone has evolved into a gadget with 3G internet facility besides airing televised programmes. As a result, it has become an important instrument for the advancement of social networks through facebook and twitter. Other developments in information and communications technology include innovations in microelectronics, computing (hardware and software), telecommunications and opto-electronics (micro-processors, semiconductors and fibre optics). These innovations have enabled the processing and storage of enormous amounts of information, along with rapid distribution of information through communication networks. Developments in ICT have also been noted in the creation of virtual laboratories for communications. Latest developments involve the Ministry of Education which is working on the modalities for implementing 'a laptop per class one child' project by January 2013.

On economic growth and development, the value of output of goods and services has increased over the years, translating into relatively improved welfare of Kenyans in the society. Accordingly, some measures have been put in place to make Kenya a middle income economy as spelt out in the Vision 2030 economic blueprint. Some notable indicators of economic development include the construction of super highways and improvements in rail transport, expansion of university education, healthcare facilities, and establishment of national schools in every county among other developments.

For the primary English syllabus and language materials used to implement it to be relevant to the learner, urgent revisions and/or development of new resources should be done as supported by (Tomlinson 2003; 2010; 2012) and Rubdy (2003). Taking a critical perspective when he speaks about children and their teachers as 'navigating worlds', indicating one way in which a globalised world may be conceived Roth (2004;264) says the following:

These worlds are texts...The question ...is not how we can fix children, texts or teachers, but how we can support the efforts of human beings in expanding their worlds so that they can have greater room for manoeuvring, more possibilities for action, and ever expanding opportunities for continuously becoming whatever they choose to be.

Donin (2004:44) underscores the need for texts that are context sensitive by pointing out:

While written texts or transcriptions of oral texts might exist outside of a particular context, how they are processed is definitely situation-dependent.... Whether or not a text is meaningful or deficient will depend on the nature of the activities in which it is embedded and on the characteristics of the actors in the situation.

In other words, the learning environment has to be understood if textbooks have to be developed and used effectively.

4 Conclusions

A number of conclusions can be made from the findings of this study. First, given that the syllabus is the focal point against which teaching-learning materials are organised, the revision period in Kenya is too long. Hence, it is hard to capture important emerging situations and/or exclude those situations that are becoming less relevant to current learning needs. Since the Primary English Syllabus has been in use for over a decade without being evaluated and updated accordingly, it is obvious that its response to language-learning needs at the primary level has been declining over the years as a result of changing socio-cultural, economic, political and technological contexts.

Secondly, given that language-learning resources in use are not completely in touch with the changing contexts on the ground, teachers and their pupils will certainly not connect with them. Given that teachers rely on textbooks to implement the syllabus, learning can be enriched by basing it on updated materials.

Thirdly, materials development is a concerted effort involving the Kenya Institute for Curriculum Development and the commercial publishers. The institute designs curricula and syllabi and vets language materials generated by commercial publishers for selection for use in the primary schools. The publishers, on their part, develop materials based on requirements as spelt out by the Kenya Institute of Curriculum Development.

5 Implications for the design of text materials

This paper advocates the need to design effective, accurate, user-friendly, and culturally compliant language materials for children in primary schools. Those involved in text material development including editors, authors, illustrators, designers, advisers, policy makers, teachers and trainers, should consider the language management approach in the evaluation of English learning materials. The four stages of the approach include *noting*, *evaluation*, *planning an adjustment*, and *implementation*. Each is explained as follows.

In this approach, the language management theory assumes that the speaker or writer *notes* the discourse when it deviates from the norm. This is the initial stage in the language management theory in which any deviation from the current realities will be identified. *Noting* is based on research or expert reports concerning language situations of various scopes. It is a valuable concept that encompasses consciousness or awareness. One aspect that will be critical is to establish the topical issues which are missing out in the current language materials in use in the schools. This reality check should focus on the socio-cultural, economic, technological, environmental and

political levels. In addition to this, it will be important to identify the new developments which have occurred on all the existing issues in the current English syllabus (2002). It will be necessary to examine each theme to determine if it has been covered appropriately and establish how much coverage does each issue has received, how much content has been overtaken by events and therefore needs to be removed, and how much of new content should be anchored in the materials. The following guiding questions could help:

- a) How well does the textbook cover topical issues?
- b) Are there activities and examples which illustrate the topical issues?
- c) Does the textbook encourage the pupil to take an active role in the learning experience, to relate to other learners and co-operate with them, and to develop group as well as individual skills?

Evaluation involves assessing the given deviation as to whether it has a positive or negative impact on the communication (Nekvapil & Sherman, 2009). A negatively evaluated deviation from the norm is regarded as the 'problem' (Nekvapil & Sherman, 2009). In the language management framework, deviations which are noted and negatively evaluated are regarded as inadequacies. These inadequacies are basically considered unfavourable and easily become the objectives for removal. When evaluating a material, the following questions are pertinent:

- a) What is the effect of the old themes to the pupils, their teachers, parents?
- b) What changes can possibly be made on the syllabus and/or learning materials?
- c) How might these changes affect teaching-learning?
- d) What effect might emerging themes have on the pupils and teachers?

Planning an adjustment involves thinking about how to eliminate any deviation(s) and finding a solution (Nekvapil & Sherman, 2009). When a deviation is *noted* and *negatively evaluated* by the user, an action may be taken. At this planning stage, material developers should typically look for ways of doing something about the negatively evaluated effects of noted deviations. It is important for the developers to design how learning resources should look like and try to work out a realistic plan of producing them.

Implementation is where a given design or plan can be put into use (Nekvapil & Sherman, 2009). However, not all adjustment plans can be implemented. Factors such as readiness of the agents and resources, and the constantly changing environment are crucial for the implementation of plans. Implementation will involve the actual writing and/or revision of the materials. It will involve the following activities:

- a) Selection of material developers (English subject panels)
- b) Listing of themes in preferred order and preparation of templates
- c) Holding writing workshops
- d) Moderating drafts
- e) Editing manuscripts
- f) Publishing the manuscripts
- g) Vetting the materials by the Kenya Institute of Curriculum Development
- h) Marketing the materials

References

- Amrani, E. (2011). The process of evaluation: A publisher's view. In B. Tomlinson (ed.), *Materials development in language teaching* (2nd edn). Cambridge: Cambridge University Press, 267-295.
- Ary, D., Jacob, L. C., & Rzavieh, A. (1996). *Introduction to research in education*. New York: Harcourt Brace College Publishers.
- Becher, T. (1989). *Academic tribes and territories: intellectual enquiry and the cultures of disciplines*. Milton Keynes: The Society for Research into Higher Education and the Open University Press.
- British Council (2008). *Teaching English: Course books*. London.
- Bryd, P. (2001). Textbooks: Evaluation for selection and analysis for implementation. In M.Celce-Murcia (ed.), *Teaching English as a second or foreign language*. (3rd edn). Boston, MA: Heinle & Heinle, 415-427.
- Donin, J. (2004). Text processing within classroom contexts. In A.Peacock & A.Cleghorn, *Missing the meaning: The development and use of print and non-print materials in diverse school settings*. New York: Palgrave-Macmillan, 33-46.
- Hyland, K. (2005). Representing readers in writing: Students and expert practices. *Linguistics*, 16 (4), 363 – 377.
- Jernudd, B.H. (2002). Managing languages at bilingual universities: Relationships between universities and their language environment. In W.Li, J.-M. Dewaele, & A. Housen (Eds.), *Opportunities and challenges of bilingualism*. Berlin and New York: Mouton de Gruyter, 297-309.
- Jernudd, B.H. & Neustupny, J.V. (1987). Language planning: For whom? In L. Laforge (Ed.), *Proceedings of the International Colloquium on Language Planning*. Quebec: Les Presses de l'Universite Laval, 69-84.
- Liddicoat, A.J. & Baldauf, R.B Jr (Eds). (2008). *Language planning and policy: Language planning in local context*. Great Britain: MPG Books Ltd.
- Littlejohn, A. (2011). The analysis of language teaching materials: Inside the Trojan horse. In B. Tomlinson (ed.). *Materials development in language teaching* (2nd ed). Cambridge: Cambridge University Press, 170-211.
- Mariott, H. (2009). Behaviour towards language in Australia: Perspectives from a globalising academic sphere. In J. Nekvapil & T.Sherman (Eds.), *Language management in contact situations: Perspectives from three continents*. Frankfurt: Peter Lang GmbH.
- Matthews, A. (1985). Choosing the best available textbook. In A. Matthews, M. Spratt & L. Dangerfield (eds.). *At the chalkface*. London: Edward Arnold, 202-206.
- Mukundan, J. (ed.) (2003). *Readings on ELT material*. Sedang: Universiti Putra Malaysia Press.
- Mukundan. J & Ahour, T. (2010). A review of textbook evaluation checklists across four decades (1970-2008). In B. Tomlinson & H. Masuhara (eds.), *Research for materials development in language learning: Evidence for best practice*. London: Continuum, 336-352.
- Nekvapil, J. (2008, April 3-5). *Towards a general theory of language management*. Paper for Sociolinguistics Symposium 17, Amsterdam.
- Nekvapil, J. & Sherman, T. (2009). Pre-interaction management in multinational companies

- in Central Europe. *Current Issues in Language Planning*, 10:2, 181-198.
- Neustupny, J.V. (1994). Problems of English contact discourse and language planning. In T. Kandiah & J. KwanTerry (Eds.), *English and language planning*. Singapore: Academic Press, 50-69.
- Richards, J.C. (1993). Beyond the text book: The role of commercial materials in language teaching. *RELC Journal*, 24:1, 1-14.
- Roth, W-M. (2004). A phenomenological anthropology of texts and literacy. In A.Peacock & A.Cleghorn, *Missing the meaning: The development and use of print and non-print materials in diverse school settings*. New York: Palgrave-Macmillan, 253-266.
- Rubdy, R. (2003). Selection of materials. In B. Tomlinson (ed.), *Developing materials for language teaching*. London: Continuum, 37-57.
- Tomlinson, B. (ed.) (2003). *Developing materials for language teaching*. London: Continuum.
- Tomlinson, B. & Masuhara, H. (eds.) (2010). *Research for materials development in language learning: Evidence for best practice*. London: Continuum.
- Tomlinson, B. (2012). Materials development for language learning and teaching. *Language Teaching*, 45:2, 143-179.
- Wallace, M.J., (1998). *Action research for language teachers*. Cambridge: Cambridge University Press.

List of Tables

Table 1: Materials selected for evaluation

	Text	Year of publication	Publisher
1	Primary English syllabus	2002	KICD
2	New Progressive English, Book 1	2006	Oxford
3	Read and write English ,Standard 1	2004	Mwalimu Publications
4	New Primary English, Book 3	2004	Jomo Kenyatta Foundation
5	New Primary English, Book 4	2005	Jomo Kenyatta Foundation
6	New Primary English, Book 6	2003	Jomo Kenyatta Foundation
7	New Primary English, Book 8	2006	Jomo Kenyatta Foundation
8	English Aid, Standard 8	2007	Jyoti Bindu Publication Ltd

Table 2 Themes and corresponding norms

	Theme/Situation	Norm
1	Greetings; requests; politeness	Learners to acquire the basic vocabulary and sentence patterns and use them correctly in greetings and requests.
2	Home	Learners to name the objects found in the home and use plural forms correctly.
3	Classroom	Learners to acquire vocabulary and sentence structures relating to the classroom and use them appropriately.
4	Numbers	Learners to be able to count in English and be able to express things in numbers correctly.
5	Family	Learners to acquire vocabulary and sentence structures relating to family and name people in the family.
6	Our body	Learners to develop vocabulary and sentence structures relating to parts of the body and use them correctly
7	Weather; climate; disasters; desert	Learners to acquire vocabulary and sentence structures relating to the weather, climate, disasters and desert and to use them appropriately
8	School	Learners to acquire vocabulary and sentence structures relating to school and to use them appropriately
9	Time	Acquire vocabulary and sentence structures relating to time and use them appropriately.
10	Clothes	Acquire vocabulary relating to clothes and use it appropriately.
11	The farm	Develop further vocabulary relating to farm animals and tools found in the home.
12	Travel, sea, transport	Acquire vocabulary and sentence structures relating to travel, sea, and transport and use them appropriately.
13	Shopping, banking	Acquire vocabulary relating to shopping, money and banking and use it appropriately.
14	Occupations	Acquire vocabulary relating to wild animals and use them appropriately.
15	Environment, atmosphere and solar system	Acquire vocabulary relating to our environment and use them appropriately
16	Child labour	Learners to acquire vocabulary and sentence structures relating to child labour and child rights.
17	Health; hygiene and drugs	Learners to acquire vocabulary and sentence structures relating to health, hygiene and drugs
18	Accidents and road safety	Acquire vocabulary and sentence structures relating to accidents and road safety and use them appropriately.
19	The post office	Acquire vocabulary and sentence structures relating to the post office and use them appropriately.
20	Leisure and sports	Acquire vocabulary and sentence structures relating to sports and use them appropriately.
21	Technology, art, craft, workshop	Acquire vocabulary and sentence structures relating to technology, art, craft and workshop and use them appropriately.
22	People in the community; local administration	Acquire vocabulary and sentence structures relating to people in the community and local administration and use them appropriately.
23	Celebrations and festivals	Acquire vocabulary and sentence structures relating to celebrations and festivals and use them appropriately.
24	The office	Acquire vocabulary and sentence structures relating to the office and use

		them appropriately.
25	Industry	Acquire vocabulary and sentence structures relating to industry and use them appropriately.
26	Tourism	Acquire vocabulary and sentence structures relating to tourism and use them appropriately.
27	Law courts, police	Acquire vocabulary and sentence structures relating to law courts and the police and use them appropriately.
28	Regional cooperation	Acquire vocabulary and sentence structures relating to regional cooperation in East Africa and use them appropriately.
29	Modern communication	Acquire vocabulary and sentence structures relating to modern communication and use them appropriately.
30	Civics and politics	Acquire vocabulary and sentence structures relating to civics and politics and use them appropriately.

Table 3 Emerging themes and norms since 2002

	Theme	Norm
1	National reconciliation; Cohesion and Integration; Problem solving; Conflict resolution; and Peace education.	Acquire vocabulary relating to national reconciliation; cohesion and integration; problem solving; conflict resolution; and peace education and use them appropriately
2	Social media	Acquire vocabulary relating to social communication networks using the internet and use them appropriately
3	Civics and politics	Acquire vocabulary relating to new parliamentary structures, the new executive and judiciary and use them appropriately
4	Innovations in banking, commerce and trade	Acquire vocabulary relating to mobile banking, and e-commerce and use them appropriately
5	Telecommunication and virtual communication	Acquire vocabulary relating to mobile telephony and virtual communication and use them appropriately
6	Climate change	Acquire vocabulary relating to nature and effects of climate change and use them appropriately
7	Emerging technologies	Acquire vocabulary relating to emerging technologies and use them appropriately
8	Space science	Acquire vocabulary relating to space science and use them appropriately
9	Modern transport	Acquire vocabulary relating to new developments in road, air and sea transport and use them appropriately
10	Advances in health	Acquire vocabulary relating to advances in health and use them appropriately
11	Computer technology	Acquire vocabulary relating to advances in computer such as laptops, tablets and Ipads and use them appropriately