

and devise for themselves. The book talks about teaching, methods, techniques, underlying principles and basic theories. This book is going to be a great help to the language teacher who is new to the field and certainly is a treat to read for even those who are not so new to the field. The book can be a useful resource for those (both learners and teachers alike) who are looking for an authentic guide for Second Language Classroom Teaching.

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**Brian Tomlinson and Hitomi Masuhara, *The Complete Guide to the Theory and Practice of Materials Development for Language Learning*. New Jersey: Wiley & Sons Inc., 2018, ISBN: 9781119054771**

Whenever we look for resources on materials development, it is difficult to find books which bring together theory and practice in an organic manner. This book does precisely that; it provides the practicality and accessibility which materials development guides possess (Tomlinson and Masuhara 2004) and the academic rigour of reports and research studies published in the field (Graton and Graves, 2014 and Harwood, 2014).

Tomlinson and Masuhara's book has three specific aims as explained in the preface. First is to help teachers, researchers, students, publishers and writers to know, understand and be constructively critical of what has been achieved to date; secondly to help them develop, adapt, use, publish, review and research materials on their own. Finally, they highlight that they want their strong opinions and approaches presented in the book to inspire readers to think independently and to develop and apply innovative approaches on their own.

These three aims seem to be very ambitious and that is the feeling you get when you read through the chapters. The book includes everything related to the theory and practice in materials development to date. Since it advocates that theory must inform practice and vice versa, each chapter includes a literature review which discusses all the major research trends in that theme. Each chapter ends with a section which includes recommendations from the authors followed by a 'What do you think?' section to encourage the readers to reflect on their own contexts. Some

chapters also include tasks which can be used for teacher education.

One striking feature of the book is that it highlights a number of gaps that exist in the research literature in the area of materials development and also paradoxes which are thought-provoking. It clearly points out in which direction further research and inquiry needs to be undertaken and underlines the need to take on empirical research in the field without discrediting the works which inform experiential understanding. By the end of the book, the reader is forced to question all that is sometimes considered as 'common understanding' about materials development. Throughout the book, the authors refer to their own experiences of having worked on various projects both at global and local levels and thereby a substantial part of the book seems to have a conversation with the reader using 'we', 'I' to refer to their experiences of working in diverse contexts. Since it reports many research studies and projects from various countries of the global south, it is able to provide the readers with an enriching understanding of the dialogues and dilemmas emerging from these diverse locations of theorizing from practice.

The book is organized in fifteen chapters. The first two chapters act as an introduction to the field of materials development and set the background for deeper engagements in the subsequent chapters. The third, fourth and fifth chapters deal with materials evaluation, adaptation and development respectively and constantly refer to various issues emerging in materials production which is linked to methodology. Chapter six discusses the process of publishing course books and provides a thorough understanding of global vs. local. Chapter seven focuses on digital materials and clearly highlights the need to experiment with blended formats to maximize interaction in learning. Chapters eight and nine focus on materials for acquisition and development of skills and show the linkages between materials, methods and acquisition studies. The authors repeatedly highlight the limitations of PPP, grammar centredness, focus on forms (FoFs) which seem to dominate textbook production globally. They suggest a text-driven approach which encourages discovery and provides ample flexibility for both learners and teachers to try out innovative pedagogies and processes. Chapter nine focuses on development of skills and critiques the present trend of developing skills separately in order to attract global markets by earning face validity. The authors recommend the use of pedagogic approaches in which the four skills (LSRW) are integrated such as text-driven, scenario, task-based and CLIL approaches.

Chapters ten and eleven discuss ways to develop materials for specific age groups that is young learners, teenagers and adults. They highlight that consideration of age-specific factors has been overlooked in research. Chapter twelve advocates a gradual syntactization approach for materials development in which the focus is on meaning, communication and confidence in the lower proficiency levels and accuracy and effectiveness become significant as the learners progress to intermediate and advanced levels. This chapter includes a section on ESP and EAP and argues for humanizing EAP materials. Chapter thirteen introduces the readers to the objectives, types and effects of visuals, layout and design in text books and provides some principles and procedures for material writers, publishers and teachers. Chapter fourteen includes detailed discussion on writing instructions for activities highlighting the issues by providing ample examples and also includes criteria which can be handy. The final chapter points out various directions for further exploration and experimentation to be done in the field.

There are a number of useful principles, criteria and questions provided in many of the chapters for materials evaluation, analysis and development which in no way is prescriptive. The authors clearly state that the recommendations are to trigger discussion and they encourage readers to critically evaluate and then apply them to various contexts and arrive at their own frameworks to address local needs and requirements. Although at times the book seems overwhelming as it attempts to provide everything about materials including dense references and detailed research evidences, it successfully achieves its aim to address a wide audience from publishers, researchers to teachers.

## References

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