



BASIC LANGUAGE SKILLS

- Listening
 - Speaking
 - Reading
 - Speaking
- } **INTEGRATED**



GOOD MATERIALS?

- Help learners to consider the factors that influence their learning
- Help learners to discover the suitable learning strategies



- More effective learners
- Take more responsibility for their own learning



INDEPENDENT...?

Dependence on
TEACHERS & COURSE
BOOKS



Confidence &
Independence



TYPES OF LEARNERS

- Visual Learners
 - Learn better from what they see
- Auditory Learners
 - Learn better from what they hear
- Kinesthetic Learners
 - Learn better from what they do



FACTORS TO CONSIDER WHEN SELECTING MATERIALS

○Learners

- Need analysis: What skills do students need?
 - L, S, R, W, Grammar, Vocab
- Learners' experience
- Learners' first language
- Learners' purpose of learning English

○Curriculum & Context

- Objective of teaching English
- Context:
 - What's available, What happens around the students
 - Resources & Facilities available

1. CONTEXTUALIZED

- Relevant to the curriculum & syllabus
- Appropriate to Learners' experiences, first language, learning style
- Alert learners to any areas of significant cultural difference
- Topics & Themes should have meaningful, purposeful uses for the target language

GUIDELINES FOR DESIGNING GOOD ELT MATERIALS

Some characteristics of
Good ELT Materials

2. STIMULATE INTERACTION

- Represent real situation when communication is needed
 - Need to have something we want to communicate
 - Someone to communicate with
 - Interest in the outcome of the communication
- Generative
 - Allow learners to generate new language experience, to progress beyond surface fluency to proficiency & confidence

3. ENCOURAGING

- Help learners identify their best way of **how to learn**
- Provide learners **confidence** to find solutions when they have problems in communicating
- Provide opportunities for **self-evaluation**



5. OFFER OPPORTUNITIES FOR INTEGRATED LANGUAGE USE

- All skills should be in balance.
- At least:
 - Listen & Speak
 - Read & Write



4. FOCUS ON FORM & FUNCTION

- Not only on Form
- Not only on Function
- Encourage learners to analyze what language is needed
- Encourage learners to test their hypothesis on how the language works



6. AUTHENTIC

- Not necessarily taken from real use of language
- Original in terms of TASKS learners need to do in real communication



**3. DEVELOP PROGRESSION OF
SKILLS, UNDERSTANDINGS, & LANGUAGE ITEMS**

- Should be well linked with one another
- Coherent
- Objective Oriented

**9. GOOD INSTRUCTIONS**

- Clear instructions
- Written in language appropriate for learners

**8. ATTRACTIVE**

- Physical Appearance
- User-friendliness
- Durability
- Reproducibility

**10. FLEXIBLE**

- More choices of activities
- Flexible in contents



MORE READINGS:

o Types of Learners:

- <http://school.familyeducation.com/intelligence/teaching-methods/38519.html>

o Guidelines on Designing ELT Materials

- www.paaljapan.org/resources/proceedings/PAAL9/pdf/Howard.pdf

