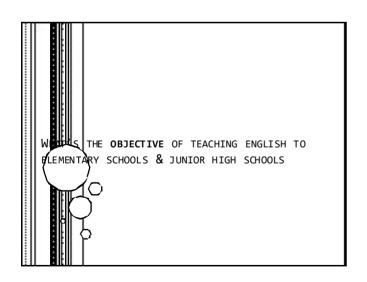


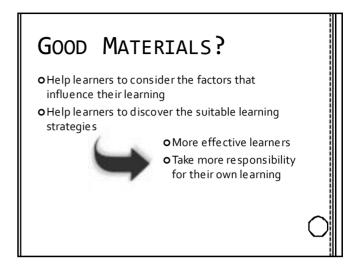
oPerformative Skills oFunctional Skills

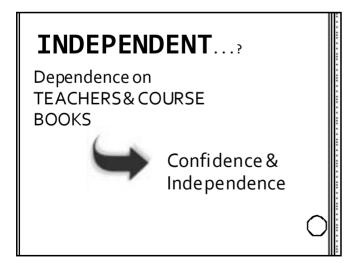


LEARNER-CENTERED

- o Develop the basic language skills
- o Develop the **personality** o Foster **independent** language learning

BASIC LANGUAGE SKILLS oListening oSpeaking oReading oSpeaking oSpeaking





TYPES OF LEARNERS

oVisual Learners

- \bullet Learn better from what they see
- OAuditory Learners
 - \bullet Learn better from what they hear
- **o**Kinesthetic Learners
 - \bullet Learn better from what they do

FACTORS TO CONSIDER WHEN SELECTING MATERIALS

O Le arners

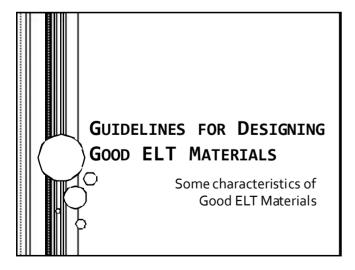
- Need analysis: What skills do students need?
 L, S, R, W, Grammar, Vocab
- Learners' experience
- Learners' first language
- Learners' purpose of learning English

o Curriculum & Context

- Objective of teaching English
- Context:
 - ${\bf o}$ What's available, What happens around the students
 - o 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



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
- o Generative
 - Allow learners to generate new language experience, to progress beyond surface fluency to proficiency & confidence

3. ENCOURAGING

- OHelp learners identify their best way of how to learn
- **o**Provide learners **confidence** to find solutions when they have problemsin communicating
- oProvide opportunites for selfevaluation

5. OFFER OPPORTUNITIES FOR INTEGRATED LANGUAGE USE

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

4. Focus on Form & Function

- ONot only on Form
- ONot only on Function
- Encourage learners to analyze what language is needed
- o Encourage learners to test their hypothesis on how the language works

6. AUTHENTIC

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



- 3. DEVELOP PROGRESSION OF SKILLS, UNDERSTANDINGS, & LANGUAGE ITEMS
 - oShould be well linked with one another
 - oCoherent
 - o Objective Oriented

9. GOOD INSTRUCTIONS

- **o**Clear instructions
- **o**Written in language appropriate for learners

8. ATTRACTIVE

- oPhysical Appearance
- oUser-friendliness
- oDurability
- ${\color{red} \mathbf{o}} \textbf{Reproducability}$

10. FLEXIBLE

- oMore choices of activities
- oFlexible in contents

MORE READINGS:

- **o** Types of Learners:
 - http://school.familyeducation.com/intelligence/teachingmethods/38 519.html
- o Guidelines on Designing ELT Materials
 - www.paaljapan.org/resources/proceedings/PAALg/pdf/How ard.pdf