



# YL Materials Design & Development

## Today's class

- Review
- Realia
- 16 features of ELT materials
- Homework

Email: [edpovey@hotmail.co.uk](mailto:edpovey@hotmail.co.uk)

Website: [edwardtesol.com](http://edwardtesol.com)

# REVIEW



# REVIEW

## Types of Syllabus

- grammatical or structural
- functional-notional
- situational
- skills-based
- topic-focused

# PRACTICAL TECHNIQUE

## Magic Bag / Box

- gets interest
- good for curiosity
- vocabulary
- flashcards/realia



## Realia & Toys

- tactile learners
- meaningful
- experience
- demonstration
- interactive



# PRACTICAL TECHNIQUE



## Task: Realia activities

1. Decide the target language (vocabulary / expressions for your realia).
2. Create a 3-4 step activity with your realia. Remember: input -> output
3. Create a worksheet or printed material to use with the realia.
4. Present to another group.

# Tomlinson's Introduction



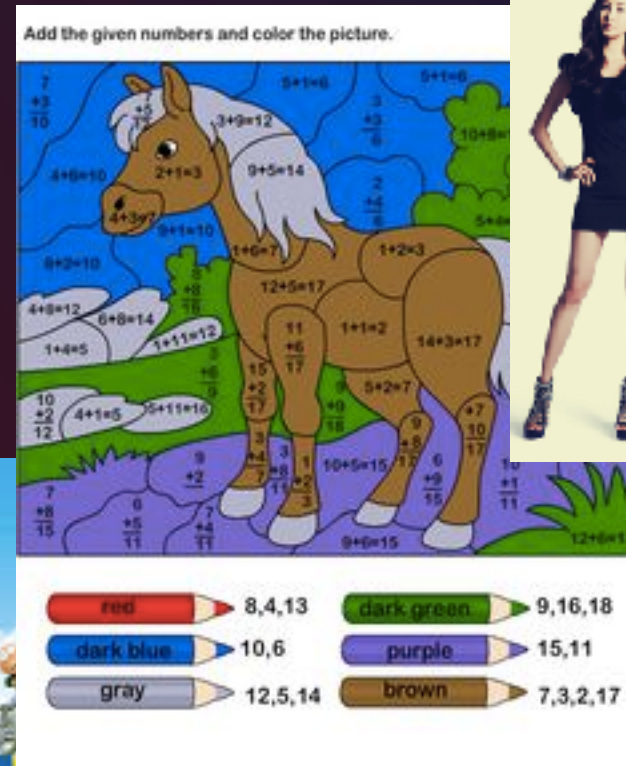
**Let's look at Tomlinson's  
recommendations in more detail**

# Tomlinson's Introduction: Discuss your three choices

1. Materials should achieve impact
2. Materials should help learners to feel at ease
3. Materials should help learners to develop confidence
4. Materials should meet learners' needs
5. Materials should require and facilitate learner self-investment
6. Learners must be ready to acquire the points being taught
7. Materials should expose the learners to language in authentic use
8. The learners' attention should be drawn to linguistic features of the input
9. Materials should provide the learners with opportunities to use the target language to achieve communicative purposes
10. Materials should take into account that the positive effects of instruction (teaching) are usually delayed
11. Materials should take into account that learners differ in learning styles
12. Materials should take into account that learners differ in affective factors, attitudes and motivation
13. Materials should permit a silent period at the beginning of instruction
14. Materials should maximise learning potential by encouraging intellectual aesthetic and emotional involvement which stimulates both right and left brain activities.
15. Materials should not rely too much on controlled practice
16. Materials should provide opportunities for outcome feedback

# Tomlinson's Introduction

## 1. Materials should achieve impact





# Tomlinson's Introduction

## 2. Materials should help learners feel at ease

**INSTANT POSTCARD** Simply delete as necessary

**Having a marvel-lous-y time!**

**Journey:** wonder fright -ful 

**Weather:** nor dis -mal abys 

**Scenery:** incompar vari -able lament 

**Accommodation:** charm midd -ing shock 

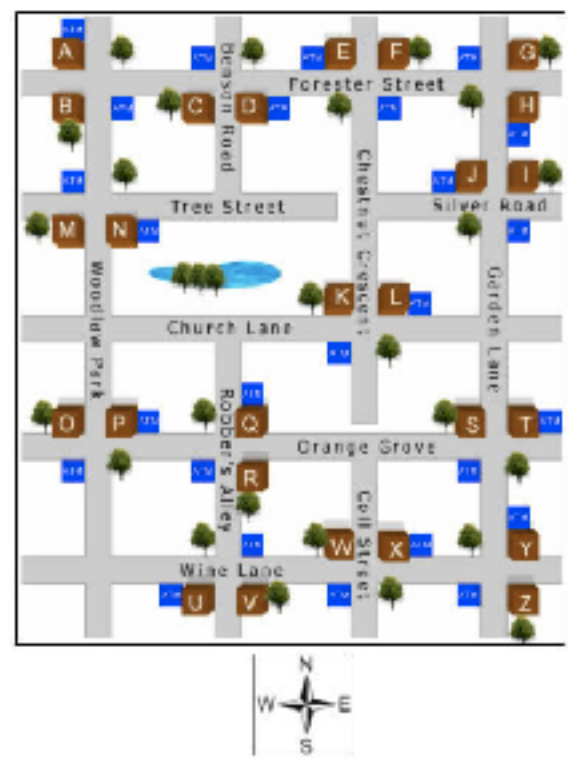
**Food:** t h -asty delici scrumpti -ous n poison 

Enjoying every -thing, but for no -thing, but for a touch of sunburn  
Montezuma's Revenge

**Wish** you were here!  
we weren't

**P.S.** To find out what **SUPERB GIFT** we are bringing home for you, just rub here with the edge of a coin... 

**Explore New Town**



**Buildings key:**

- A: High School
- B: Coffee shop
- C: Hospital
- D: Police station
- E: Supermarket
- F: Nightclub
- G: Ice-cream
- H: Computer store
- I: Bookshop
- J: Swimming pool
- K: Clothes shop
- L: Office
- M: Park
- N: Bar
- O: Chinese restaurant
- P: Café
- Q: Bank
- R: Japanese restaurant
- S: Fish & chips
- T: Shopping centre
- U: Fire station
- V: Italian restaurant
- W: Post office
- X: Bank
- Y: Church
- Z: Post office

Listen to the directions for each journey and then write down the place you ended up in.

Journey 1: \_\_\_\_\_

Journey 2: \_\_\_\_\_

Journey 3: \_\_\_\_\_

Journey 4: \_\_\_\_\_

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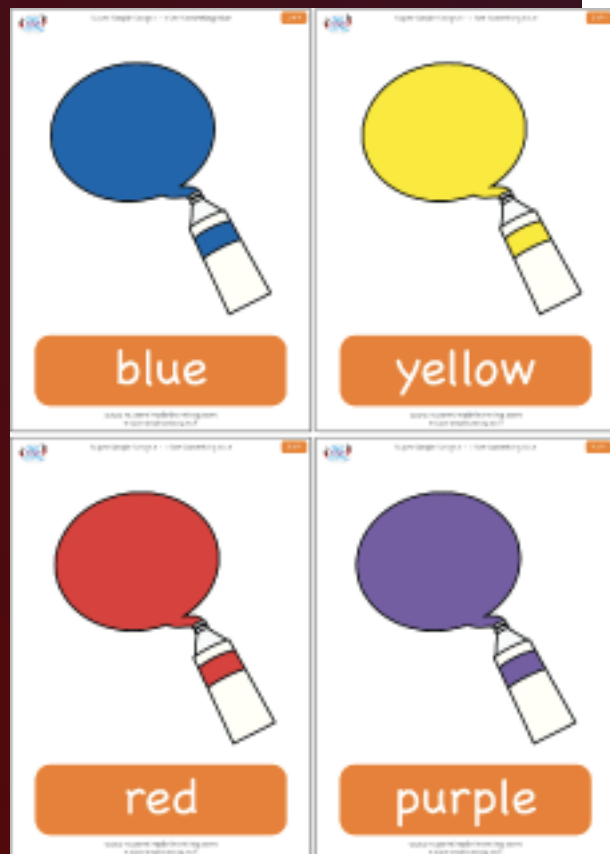
# Tomlinson's Introduction

Build rapport by sharing aspects of your self ~^^



# Tomlinson's Introduction

3. Materials should help learners develop confidence



**Oxford Graded Readers**

# Tomlinson's Introduction

## 4. TL should be relevant and useful



- Reduced employee turnover to less than 3 percent within the past year
- MAJOR ACCOUNT EXECUTIVE | SALES COMPANY**  
2007 - 2010 | New York, NY
  - Consistently negotiated \$1-\$2 million business plans every year.
  - Managed day-to-day operations and developed new business at branch
  - Expanded e-commerce, trade deposits with \$7 million base. Successfully expanded business into South-Asian market.
- VOLUNTEER TEACHER | DUVAL CENTER**  
2006 - 2007 | New York, NY
  - Taught in English as a second language in classrooms of 15.
  - Organized fundraiser for school programs which raised more than \$65
- SALES MANAGER | BMG DIRECT**  
2004 - 2006 | New York, NY
  - Increased personal productivity 50 percent in two years, from zero
  - Acquired 20M new members annually with a \$5 per registration cost.
  - Grew revenue from \$100K to \$1M in two years.

# Tomlinson's Introduction

## 5. Facilitate self-investment and discovery



# Tomlinson's Introduction

## 6. Learners should be ready to acquire the TL



# Tomlinson's Introduction

7. Materials should expose the learners to authentic language



# Tomlinson's Introduction

8. Learners attention should be drawn to the linguistic features of the input

Red

Trace the words.  
red

Color the apple red.

I See Colors Everywhere  
by ELF Learning

## DESCRIBING PEOPLE

Look at the pictures carefully. Choose and circle the right expressions in bold.

|   |  |  |  |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|--|--|--|
| <p>Name: Sharon<br/>Age: 16<br/>Height: 150 cm<br/>Weight: 44 kg</p> <p>Sharon is a highschool student/teacher. She is young/old. She is short/tall and she is slim/plump. She has got short/long, brown/black hair and hazel/brown eyes.</p> | <p>Name: William<br/>Age: 24<br/>Height: 185 cm<br/>Weight: 78 kg</p> <p>William is a handsome/beautiful boy. He is young/old. He is short/tall and he is fat/of medium weight. He has got short/long, fair/black hair and</p> | <p>Name: Helen<br/>Age: 22<br/>Height: 160 cm<br/>Weight: 44 kg</p> <p>Helen is a young/old and beautiful/ugly girl. She is short/tall and she is slim/plump. She has got straight/curly hair and hazel/green eyes. She is wearing</p> |  |  |  |  |  |  |  |  |  |
| <p>Name: _____<br/>Age: _____<br/>Height: _____<br/>Weight: _____</p>   | <p>I want to</p> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>  |  |  |  |  |  |  |  |  |  |  |
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|   |  |  |  |  |  |  |  |  |  |  |  |



## TASK - pp.86-87

Complete the table with examples of materials and activities you have seen or used that fit with the recommendations made by Tomlinson.

e.g. photos, surveys, puppet, menu, PPT, newspaper, video clips, role-plays, etc.























# Tomlinson's Introduction

9. Materials should provide opportunities to use language for communicative purposes



# Tomlinson's Introduction

10. Materials should take into account the positive effects of instruction are usually delayed

| Pickering College ESL Summer Camp - Session 1 2013   |   |  |  |   |   |  |                    |                    |                    |                    |                    |
|--|---|--|--|---|---|--|--------------------|--------------------|--------------------|--------------------|--------------------|
| Sunday   | Monday  | Tuesday  | Wednesday  | Thursday  | Friday  | Saturday   |                    |                    |                    |                    |                    |
| June 23<br>Students Arrive<br><br><br>June 30<br>Mini Golf<br> | June 24<br>Orientation Day and Assessment<br><br><br>July 1<br>Canada Day Celebrations<br> | June 25<br>Newmarket Scavenger Hunt<br><br><br>July 2<br>Class Trip - YMCA CedarClen<br> | June 26<br>Laser Quest<br><br><br>July 3<br>Mancarrn Buffet & Wal-Mart Trip<br> | June 27<br>Soccer Tournament<br><br><br>July 4<br>Softball Tournament<br> | June 28<br>Bonfire<br><br><br>July 5<br>Haliburton<br> | June 29<br>CK Tower & TFC Game<br><br><br>July 6<br>Haliburton<br> |                    |                    |                    |                    |                    |
|  |   |  |  | Morning   | Beg 1   | Beg 2  | Int 1              | Int 2              | Hi Int 1           | Hi Int 2           | Adv                |
| July 7<br>Haliburton<br>   | July 8<br>The Amazing Race<br>   | July 9<br>Upper Canada Mall<br>   | July 10<br>Cultural Night<br>   | 8:30am  | Listening Speaking  |  | Listening Speaking |                    | Listening Speaking |                    |                    |
|  |   |  |  | 9:20am  | Reading Vocabulary  |  | Reading Vocabulary |                    | Reading Vocabulary |                    |                    |
| July 14<br>Canada's Wonderland<br>   | July 15<br>Talent Show<br>   | July 16<br>Ultimate Frisbee<br>   | July 17<br>Dance Night<br>  | 10:15am   | Grammar Writing   | Grammar Writing  | Grammar Writing    | Grammar Writing    | Grammar Writing    | Grammar Writing    | Grammar Writing    |
|  |   |  |  | 10:25am   | Grammar Writing   | Grammar Writing  | Grammar Writing    | Grammar Writing    | Grammar Writing    | Grammar Writing    | Grammar Writing    |
|  |   |  |  | 11:15am   | Grammar Writing   | Grammar Writing  | Grammar Writing    | Grammar Writing    | Grammar Writing    | Grammar Writing    | Grammar Writing    |
|  |   |  |  | 11:20am   | Grammar Writing   | Grammar Writing  | Grammar Writing    | Grammar Writing    | Grammar Writing    | Grammar Writing    | Grammar Writing    |
|  |   |  |  | 12:10pm   | Grammar Writing   | Grammar Writing  | Grammar Writing    | Grammar Writing    | Grammar Writing    | Grammar Writing    | Grammar Writing    |
|  |   |  |  | Afternoon   | Lunch break   |  |                    |                    |                    |                    |                    |
|  |   |  |  | 12:50pm   |   | Listening Speaking   |                    | Listening Speaking |                    | Listening Speaking | Listening Speaking |
|  |   |  |  | 1:40pm  |   | Listening Speaking   |                    | Listening Speaking |                    | Listening Speaking | Listening Speaking |
|  |   |  |  | 1:45pm  |   | Reading Vocabulary   |                    | Reading Vocabulary |                    | Reading Vocabulary | Reading Vocabulary |
|  |   |  |  | 2:35pm  |   | Reading Vocabulary   |                    | Reading Vocabulary |                    | Reading Vocabulary | Reading Vocabulary |

(Events are subject to change)

# Tomlinson's Introduction

11. Materials should take into account that learners have different learning styles

## Learning Styles

### Visual



\* You prefer using pictures, images, and spatial understanding.

### Logical/Mathematical



\* You prefer using logic, reasoning and systems.

### Musical/Auditory



\* You prefer using sound and music.

### Social



\* You prefer to learn in groups or with other people.

### Verbal



\* You prefer using words, both in speech and writing.

### Solitary



\* You prefer to work alone and use self-study.

### Physical/Kinesthetic



\* You prefer using your body, hands and sense of touch.

What is your learning style?



# Tomlinson's Introduction

12. Materials should take into account that learners differ in affective attitude

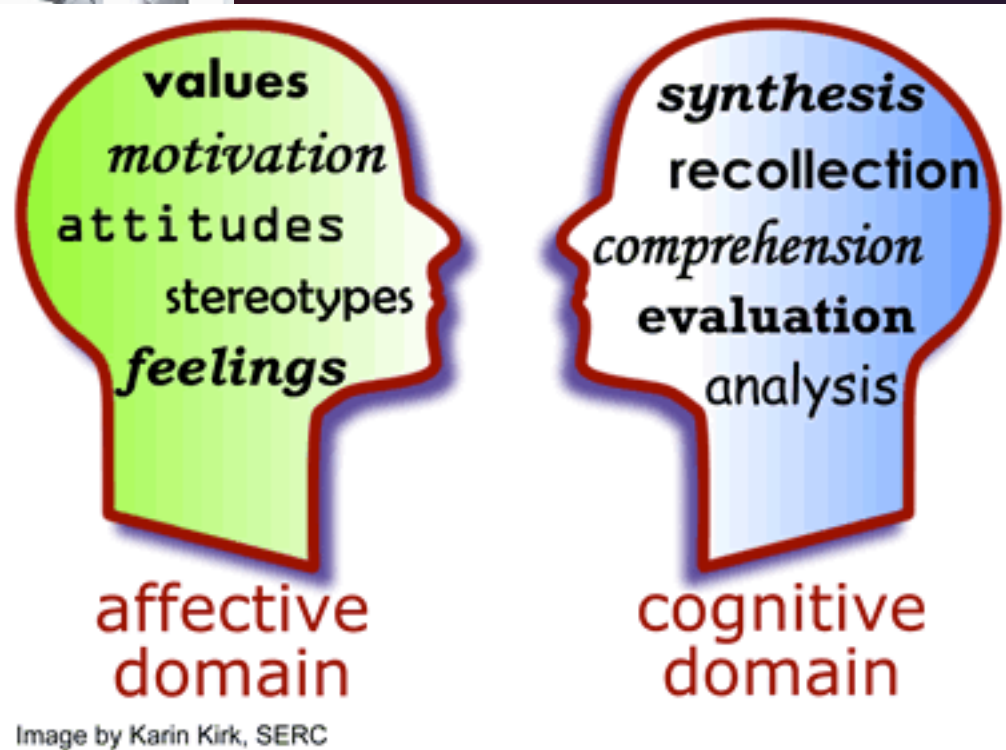


Image by Karin Kirk, SERC

## Giving Thanks Word Search

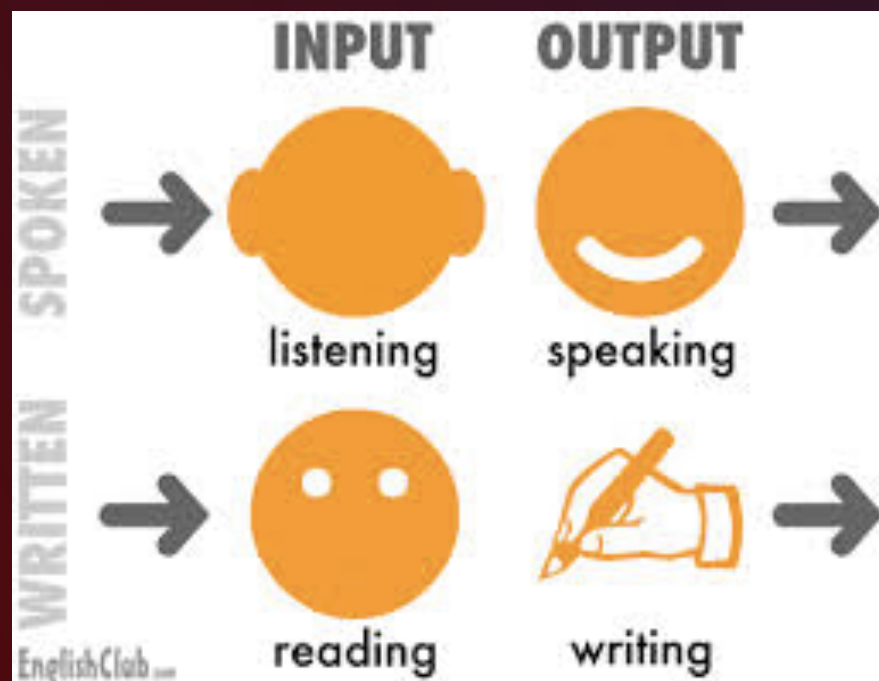
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| W | G | E | W | G | E | W | G | H | T | L | A | E | H | E |
| A | N | Q | G | N | Q | P | O | L | I | T | E | S | N | Q |
| P | V | W | L | R | W | Y | V | W | L | V | W | R | V | G |
| P | H | A | O | H | A | O | A | A | O | H | A | E | H | N |
| R | G | I | P | G | I | T | G | D | P | G | I | N | S | I |
| E | J | O | I | C | O | I | E | O | I | J | O | N | S | V |
| C | G | T | H | A | N | K | S | F | K | L | P | A | E | I |
| I | N | H | T | R | L | S | I | L | U | I | O | M | N | G |
| A | I | A | C | I | Q | D | P | Q | A | L | Y | H | D | S |
| T | V | N | E | N | A | N | O | A | O | L | A | A | N | K |
| E | I | K | P | G | Z | E | I | Z | I | T | I | I | N |   |
| E | G | F | S | U | S | I | U | M | E | I | S | E | K | A |
| R | Y | U | E | Y | X | R | A | X | R | Y | X | R | Y | H |
| F | T | L | R | T | D | F | T | D | F | T | D | F | T | T |
| C | R | J | C | R | E | D | U | T | I | T | A | R | G | J |

See how many of these newspaper-related words you can find in the puzzle.  
The words can be forward, backward or diagonal.

|                 |             |                |              |
|-----------------|-------------|----------------|--------------|
| 1. DIVING       | 5. GRATEFUL | 9. FAHREY      | 13. RESPECT  |
| 2. THANKS       | 6. GRATTUDE | 10. FRIENDS    | 14. THANKFUL |
| 3. THANKSGIVING | 7. KINDNESS | 11. HEALTH     | 15. POLITE   |
| 4. HOLIDAY      | 8. CAREER   | 12. APPRECIATE | 16. BUSINESS |

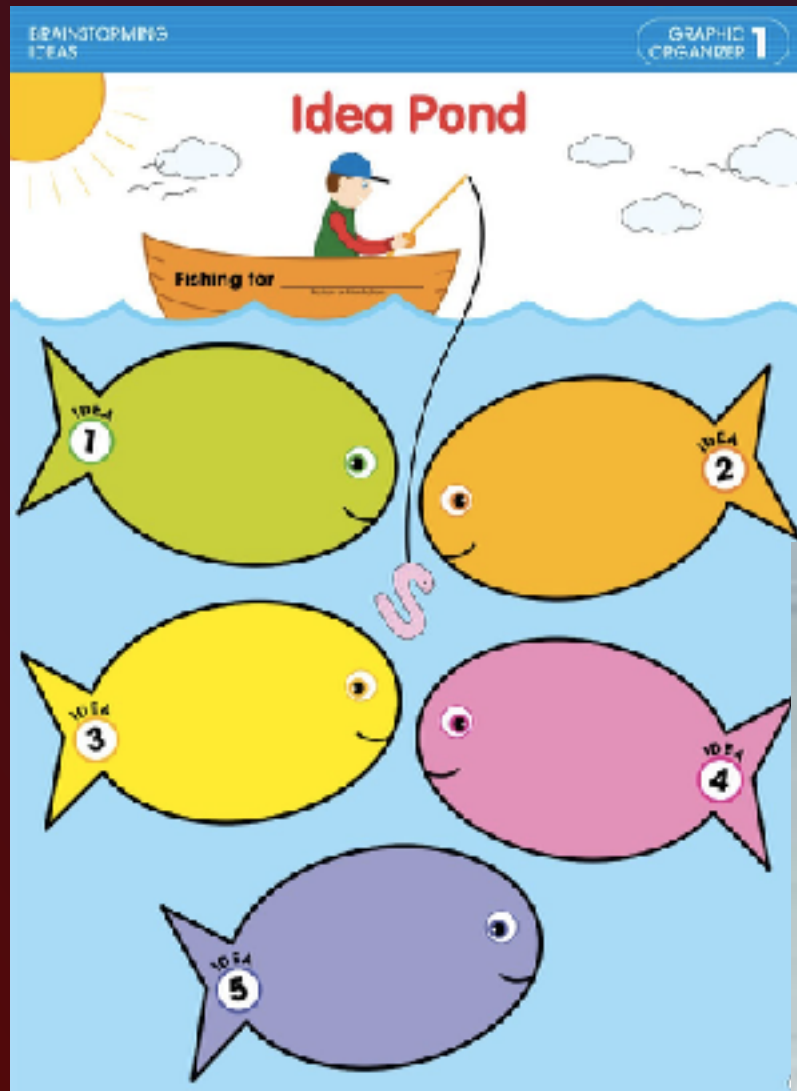
# Tomlinson's Introduction

13. Materials should permit a silent period at the start of instruction



# Tomlinson's Introduction

## 14. Materials should maximize learning potential



# Tomlinson's Introduction


15. Materials should not rely too much on controlled practice



## 9 ROLE PLAYS


**Student 1:** You go to a fortune teller to find out about your future. Ask questions.

**Fortune teller:** A student comes to you. Tell his future.




**Student 1:** You have arranged a squash game with a friend. Something happened and you can't go on that day. Call your friend to recommend another day for the game.

**Student 2:** You have arranged a squash game with a friend. Your friend calls to move the game to another day. Find a suitable day.



# Discussion Starters

Speaking Fluency Activities for Advanced ESL/EFL Students



**Keith S. Folse**

MICHIGAN




# Tomlinson's Introduction

16. Materials should provide opportunities for outcome feedback

Name \_\_\_\_\_

## Sentence Building!

Directions: Cut out the words at the bottom of the page. Shuffle the words to make a complete sentence. Paste the words in the boxes and write the sentence on the line. Color the picture.



can jump in We puddles



## SURVEY

Find as many students as you can who...

1. Who have their birthday in summer

2. Who have been in Europe

3. Who have more than 2 brothers/sisters

4. Who have a cat

Who was born in summer



# TASK - pp.86-87

Complete the table with examples of materials you have seen or used that fit with the recommendations made by Tomlinson.





## Materials HW for Next Week:

1. Read the Week 5 'Evaluating ELT materials'