



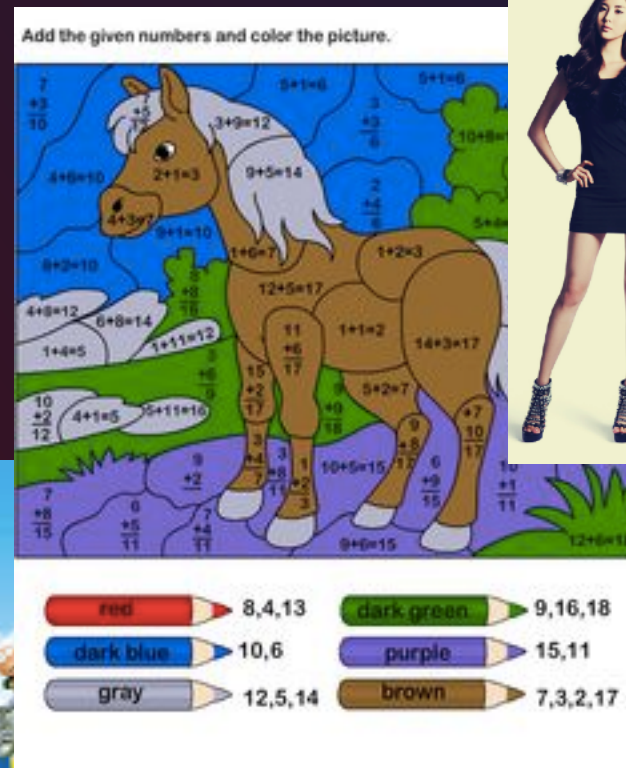
# YL Materials Design & Development

## Today's class

- Review
- 16 features of ELT materials
- Evaluating coursebooks
- Homework

# 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-ful  
fright-ful

**Weather:** nor-mal  
dis-astrous  
abys-sal

**Scenery:** incompar-able  
vari-ous  
lament-able

**Accommodation:** charm-ing  
middl-ing  
shock-ing

**Food:** t-hasty  
delici-ous  
scrumpti-ous  
n-poison

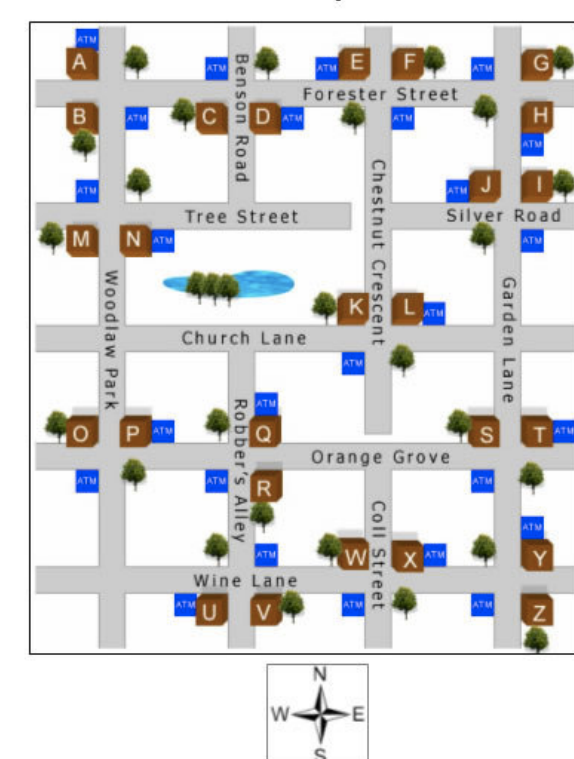
Enjoying every-thing, but for a touch of sunburn  
no Montezuma's Revenge

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: Fire station
- H: Convenience store
- I: Bus station
- J: Swimming pool
- K: Clothes Shop
- L: Offices
- M: Prison
- N: Bar
- O: Chinese restaurant
- P: Cake shop
- Q: Gym
- R: Japanese restaurant
- S: Public toilets
- T: Shopping centre
- U: Pizza parlor
- V: Italian restaurant
- W: Pharmacy
- 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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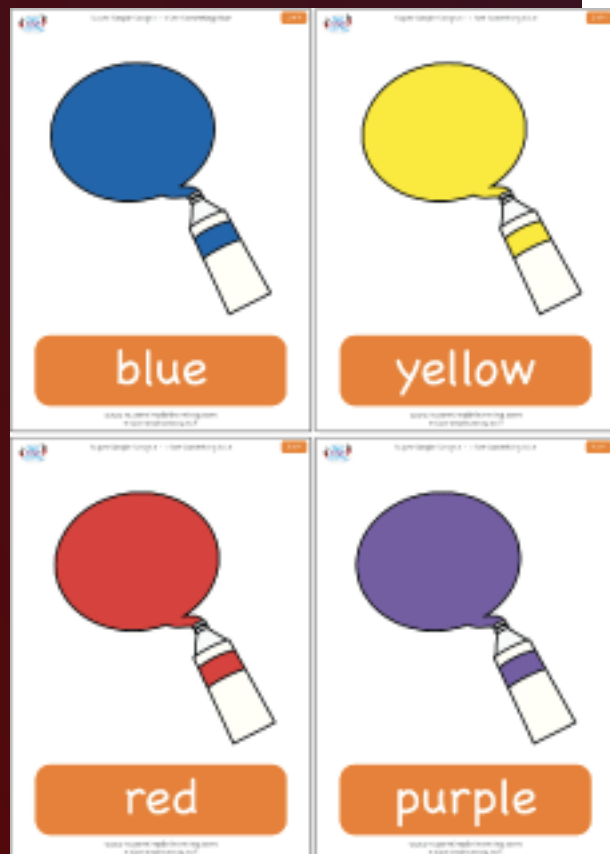
# Tomlinson's Introduction

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
  - Provided e-commerce, trade deposits with \$7 million base. Successfully expanded business into South-Asian market.
- VOLUNTEER TEACHER | DUVAL CENTER**  
2006 - 2007 | New York, NY
- Tutored 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 (i+1)





# 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 Age: 16 Height: 150 cm 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 Age: 24 Height: 185 cm 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 Age: 22 Height: 160 cm 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: Roger Age: 65 Height: 170 cm Weight: 95 kg</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>										























# 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








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

(Events are subject to change)

# Tomlinson's Introduction

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

## Learning Styles

<p><u>Visual</u></p>  <p>* You prefer using pictures, images, and spatial understanding.</p>	<p><u>Musical/Auditory</u></p>  <p>* You prefer using sound and music.</p>	<p><u>Verbal</u></p>  <p>* You prefer using words, both in speech and writing.</p>	<p><u>Physical/Kinesthetic</u></p>  <p>* You prefer using your body, hands and sense of touch.</p>
<p><u>Logical/Mathematical</u></p>  <p>* You prefer using logic, reasoning and systems.</p>	<p><u>Social</u></p>  <p>* You prefer to learn in groups or with other people.</p>	<p><u>Solitary</u></p>  <p>* You prefer to work alone and use self-study.</p>	<p><b>What is your learning style?</b></p>

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# Tomlinson's Introduction

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

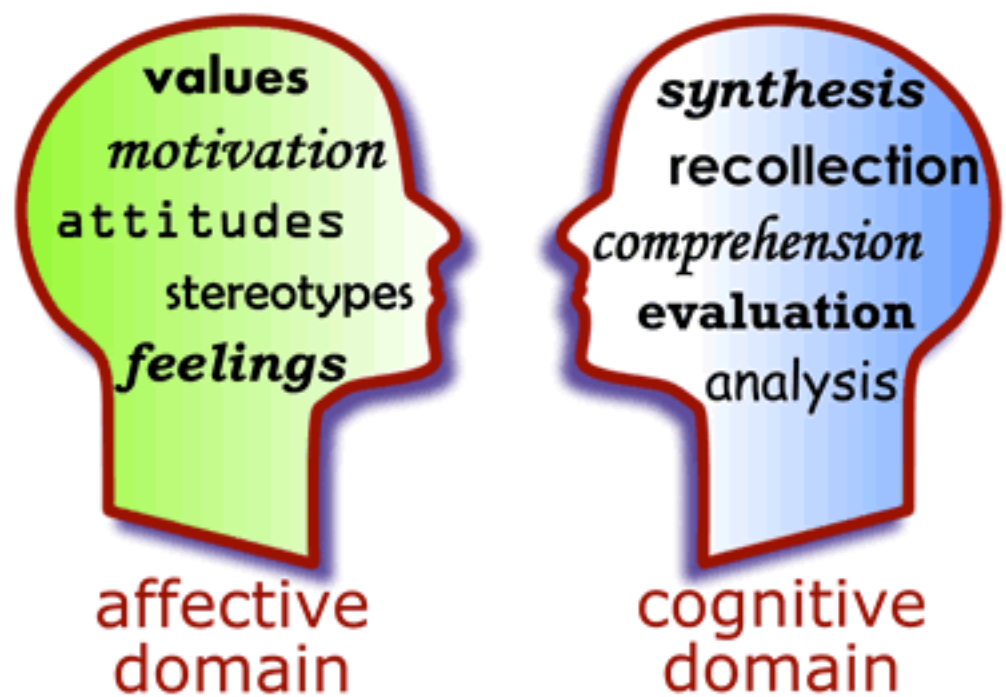


Image by Karin Kirk, SERC

## Giving Thanks Word Search

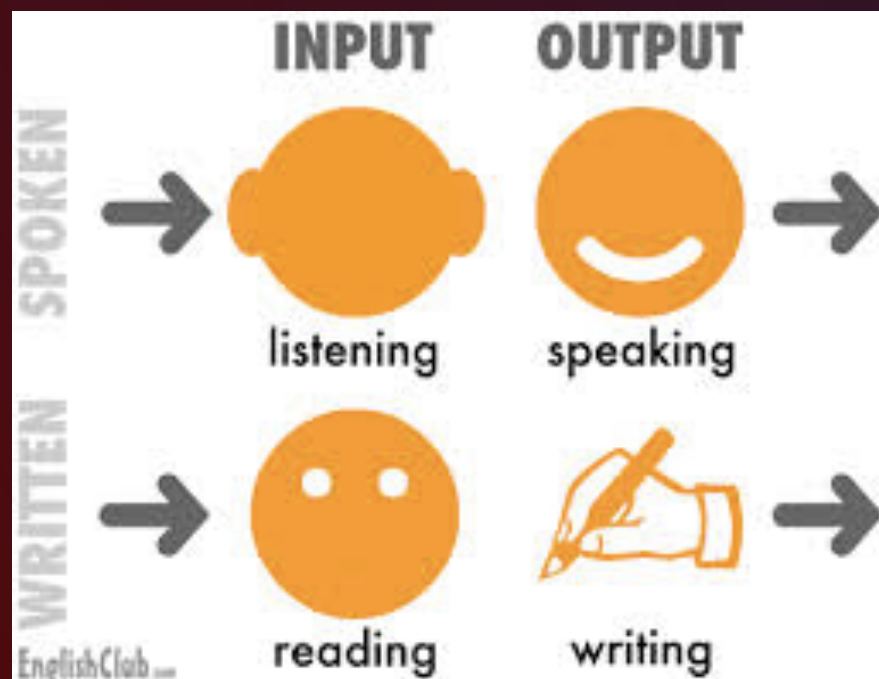
W	G	E	W	G	E	W	G	H	T	L	A	E	H	E
A	N	Q	G	N	Q	P	O	L	I	T	E	S	N	Q
P	V	W	L	R	W	Y	V	W	L	V	W	R	V	G
P	H	A	O	H	A	O	A	A	O	H	A	E	H	N
R	G	I	P	G	I	T	G	D	P	G	I	N	S	I
E	J	O	I	C	O	I	E	O	I	J	O	N	S	V
C	G	T	H	A	N	K	S	F	K	L	P	A	E	I
I	N	H	T	R	L	S	I	L	U	I	O	M	N	G
A	I	A	C	I	Q	D	P	Q	A	L	Y	H	D	S
T	V	N	E	N	A	N	O	A	O	L	A	A	N	K
E	I	K	P	G	Z	E	I	Z	I	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. GRATITUDE	10. FRIENDS	14. THANKFUL
3. THANKSGIVING	7. KINDNESS	11. HEALTHY	15. POLITE
4. HOLIDAY	8. CALM	12. APPRECIATE	16. NUMBER

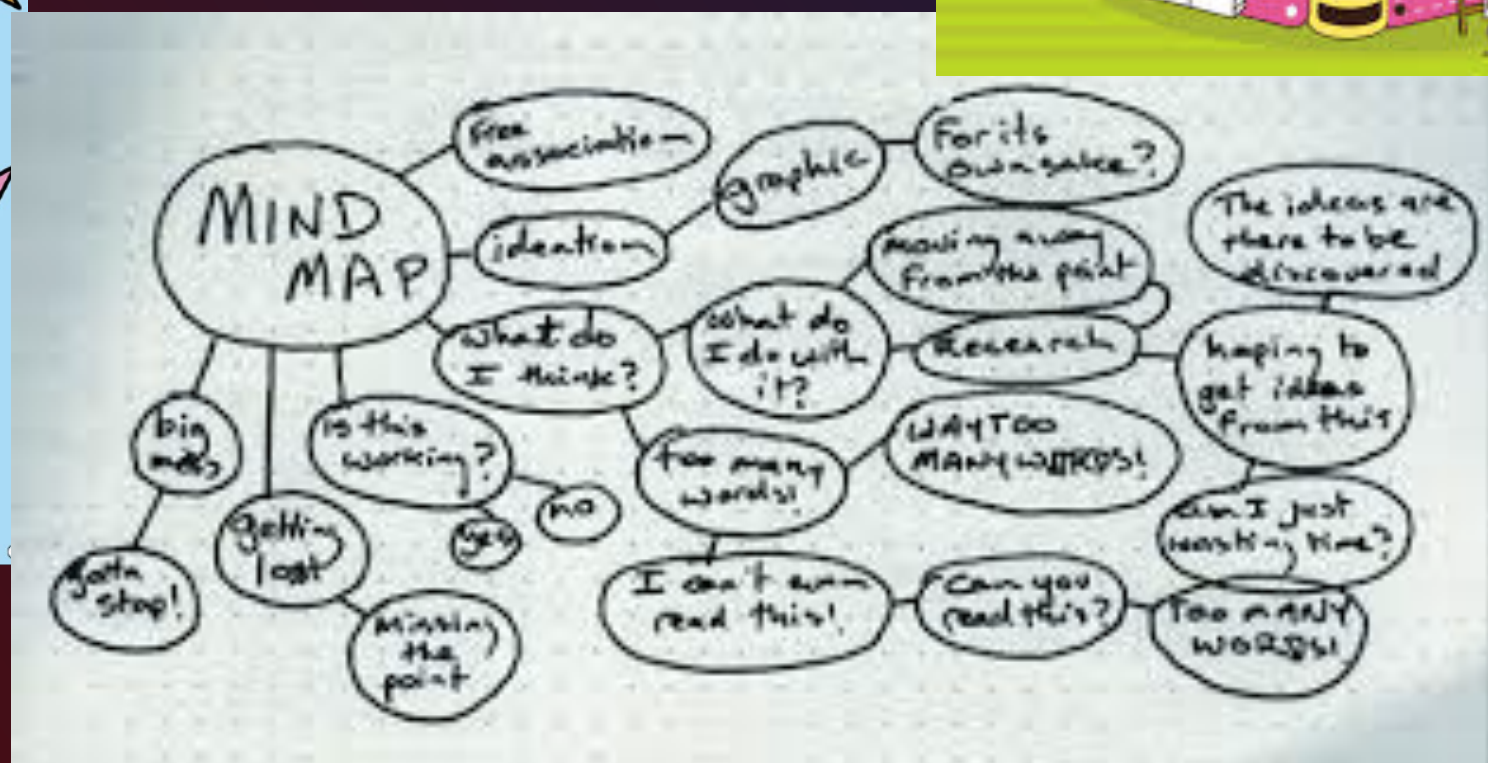
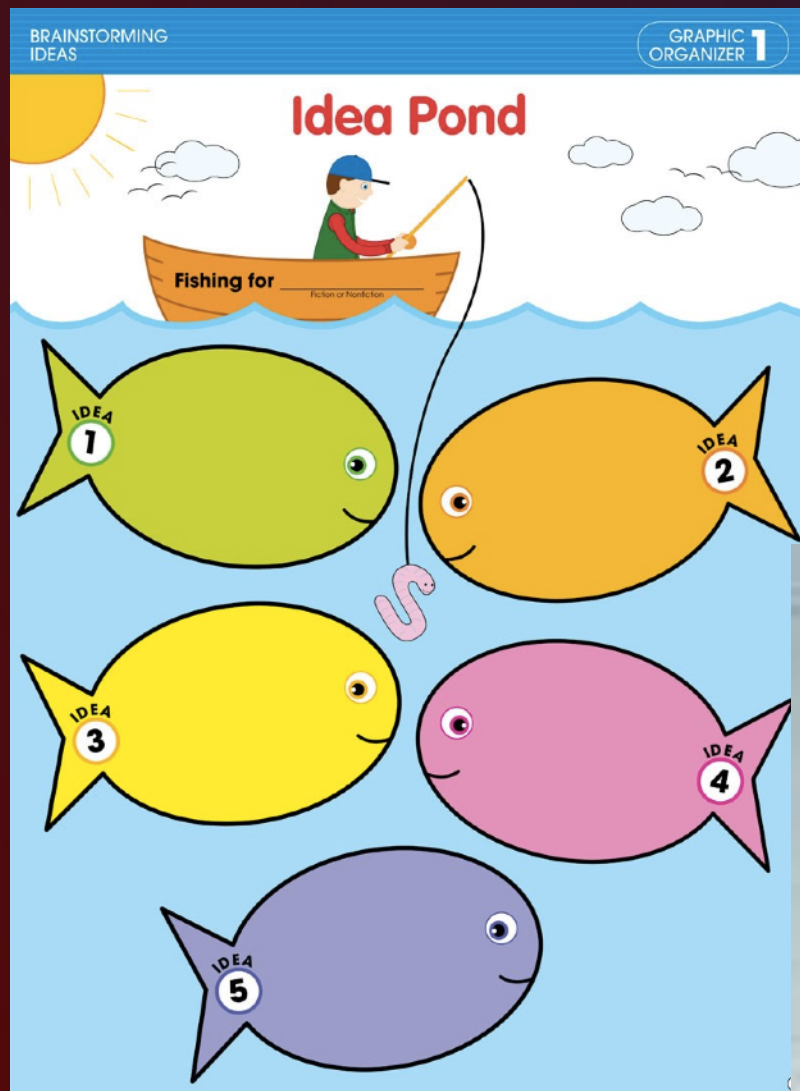
# Tomlinson's Introduction

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.



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\_\_\_\_\_

\_\_\_\_\_

can	jump	in	We	puddles.
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# 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.74-75

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





## Course Book Evaluation (reading homework)

1. External Evaluation
2. Internal Evaluation
3. Overall Evaluation

Share your homework answers on page 80.

# 1. External Evaluation

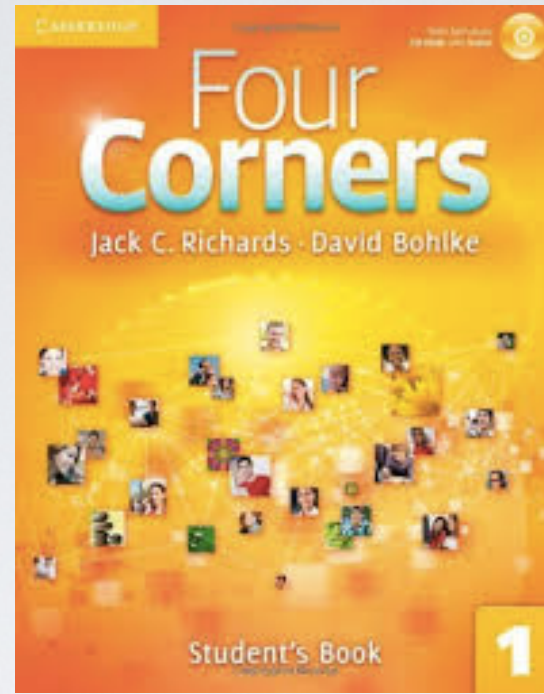
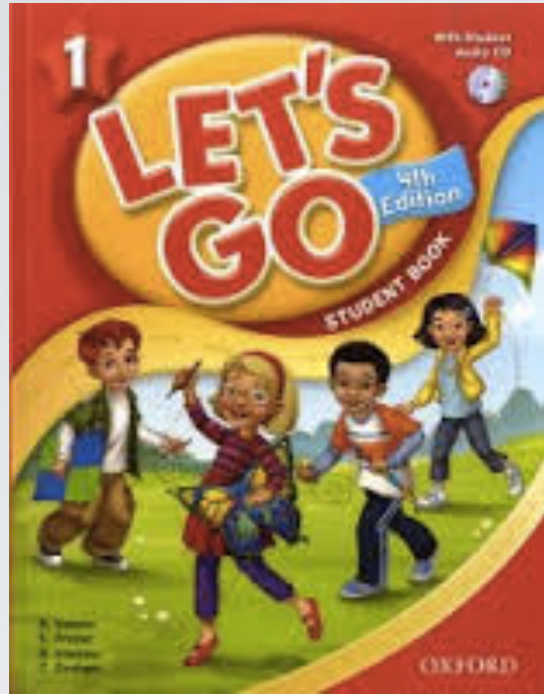
- The 'blurb' (What are the aims & claims of the book?)
- Introduction and Table of Contents
- Intended audience
- Proficiency level
- Context of use
- Language presentation and organization
- Number of units / teaching hours
- Main core or supplementary?
- Support and extra (CD, tests...) materials for teachers
- Index included?
- Attractiveness

## 2. Internal Evaluation

- Presentation and balance of skills
- Grading and sequencing of difficulty
- ‘Authentic’ or longer reading texts
- ‘Authentic’ listening texts
- ‘Authentic’ interaction tasks
- Balance of tests, exercises and tasks
- Learning styles
- Independent learning
- Adaptability

### 3. Overall Evaluation

- Usability factor: Core or supplementary? Alignment with course objectives?
- Generalizability factor: Suitability for a range of learners.
- Adaptability factor: Possibilities for modification, adding, subtracting?
- Flexibility factor: Usage, sequencing and grading.



## Textbook evaluation

### Task:

In groups, we are going to look at a variety of textbooks and evaluate the content + consider how we might use them in our classroom setting.

After analyzing 1~2 textbooks, you will present your findings to other groups and share your opinions and ideas about you would use and adapt the textbook.



# 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.

# Ideas for Using Flashcards



<https://www.youtube.com/watch?v=X9KebTgfLJI>



# Teaching vocabulary with flashcards

Below are the learning characteristics of children. Watch the beginning part of a lesson with a group of children by teacher trainer, Raymond Kerr. How does he and his use of flashcards address learner needs?

- A child often...
  - learns through doing things and through movement.
  - likes using their imagination.
  - learns fast, forgets fast.
  - likes bright colours, animation characters etc.

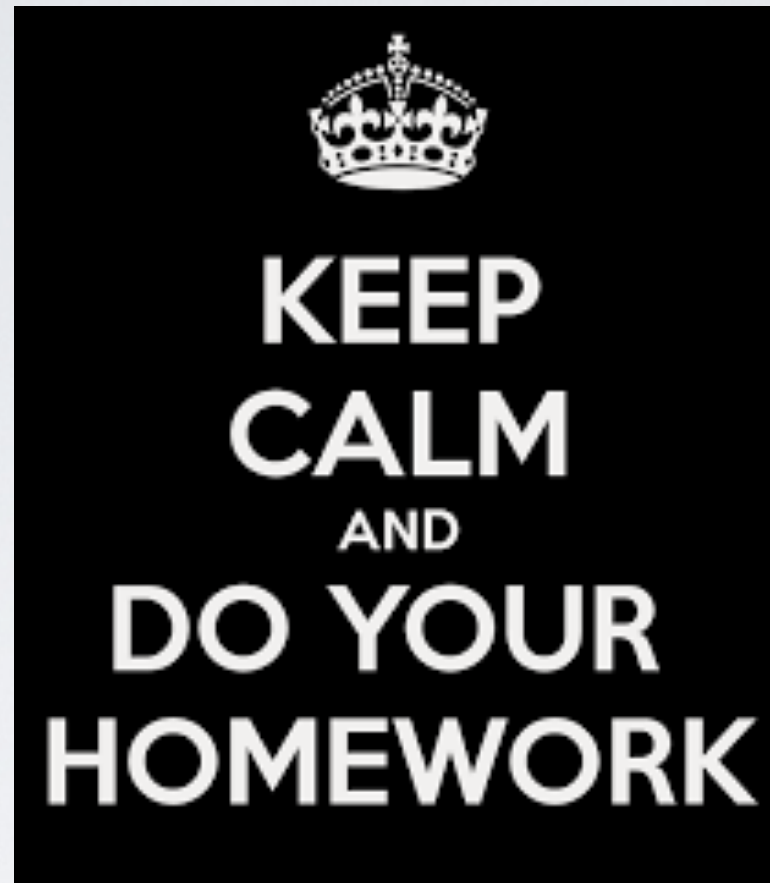
<https://www.youtube.com/watch?v=W8e6Ld4sQks> (1:10 minutes)

# Review

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- Use of TPR techniques to replicate children's need to learn by doing and learning through movement.
- Encouraging prediction of possible pictures and words.
- Constant re-cycling of flashcards to reinforce children's acquisition of vocabulary.
- Bright colourful flashcards with images that appeal to young learners to stimulate interest and create impact.



## **Materials HW for Next Week:**

1. Read the Week 6 'Graves Coursebooks' and answer the reading questions.