

LANGUAGE TEACHING MATERIALS

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What do we mean by 'materials'?

- In language teaching, 'materials' refer to anything that can be used by teachers or learners to foster and facilitate the learning of a language either in the classroom or through self-direction.
- Materials may be linguistic, visual, auditory, or kinaesthetic.
- They may be presented in print, audio, visual or audio-visual form, on the internet or through live performance.

Classification of materials - I

- On the basis of roles played by materials, four categories, according to Tomlinson (2001):
 - Instructional: they inform learners about the language
 - Experiential: they provide exposure to the language in use
 - Elicitative: they stimulate language use
 - Exploratory: they facilitate discoveries about language use by the learners themselves.

Classification of materials - II

- On the basis of the content of text materials :
 - Pedagogic
 - Non-pedagogic.

OR

- According to McGrath (2002):
 - Materials specifically designed for language learning and teaching
 - Authentic materials
 - Teacher-written materials
 - Learner-generated materials.

Classification of materials _ III

- On the basis of 'target reach':
 - Local coursebooks
 - Global coursebooks.
- On the basis of 'target audience':
 - GE / TENOR
 - ESP / EAP etc.

What are included in the list of 'materials'?

(1/4)

- Textbook.
- Material(s) accompanying textbook : Teachers' book, student practice book, test booklet, visual teaching/learning aids, audio, audio-visual or video material, computer-assisted material, web-based material, smart board aided material.
- Materials not included in the textbook package :
 - Supplementary skills books
 - Reference materials (grammar books, dictionaries).

What are included in the list of 'materials'?

contd.(2/4)

- Materials specially prepared by teachers (themselves or downloaded from the internet or photocopied from other sources):
 - Worksheets, tests, quizzes.
 - Authentic materials
 - Print materials (e.g. information leaflet, clippings, newspapers, magazines, labels (wrappers), advertisements, pictures, menu cards)
 - Recordings (e.g. radio broadcasts, recordings of television, songs).

What are included in the list of 'materials'?

contd.(3/4)

- Materials specially developed by teachers (oral/written tasks/activities/exercises in connection with textbook or authentic materials, tests, technology-aided materials like PPTs, CALL materials)
- Realia (e.g. photographs, kitchen objects, drawings)
- Games

What are included in the list of 'materials'?

contd. (4/4)

We may also add

- Any potential input to learning, e.g. the use of the target language, by the teacher/learners
- Any other auditory or visual stuff used by learners or the teacher (e.g. sounds, demonstration, facial expression, mime).

What are teaching aids?

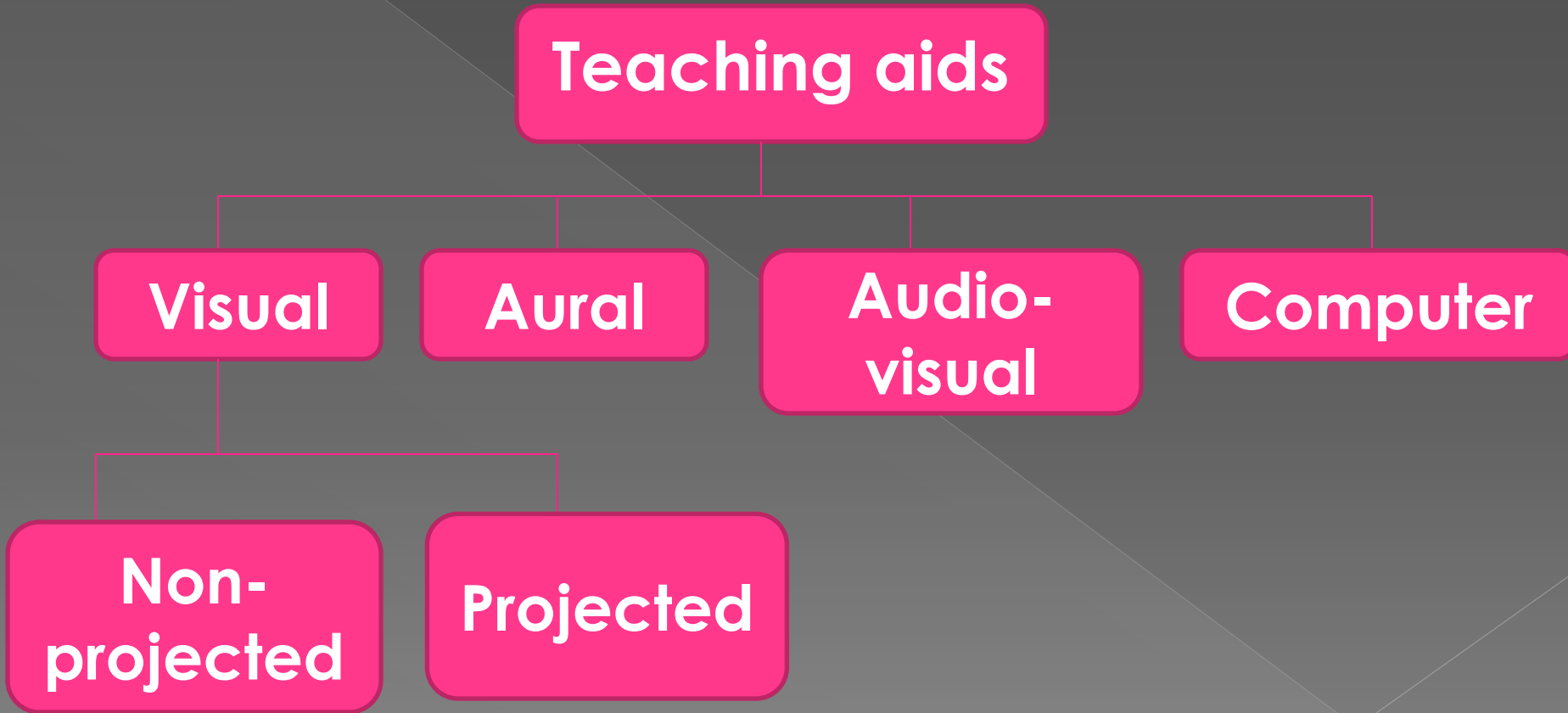
- Any aid/support (material, machine or programme) used to facilitate the teaching/learning process, e.g. blackboard, picture, computer.

Utility of teaching aids

- Supplement instruction
- Bring novelty, variety and interest into lessons/ in the classroom
- Make lessons real and lifelike
- Reinforce the learning process
- Improve retention ability of learners
- Motivate learners
- Suitable for less advanced learners
- Helpful in retention of concentration of learners
- Helpful in arousing curiosity among learners
- Appropriate for large size classes
- Economize teaching time.

Classification of teaching aids

(1/6)



Classification of teaching aids

contd. (2/6)

- Non-projected visual aids
 - Chalkboard or whiteboard
 - Books
 - Newspapers, magazines
 - Clippings
 - Pictorial aids (e.g. photographs, cartoons, posters)
 - Graphs
 - Charts
 - Flannel boards
 - Flashcards
 - Flipcharts
 - Three-dimensional aids or specimens and models.

Classification of teaching aids

contd. (3/6)

- Projected visual aids
 - Overhead projector
 - Episcopes
 - Slide projector
 - Film strips
 - Silent films.

Classification of teaching aids

contd. (4/6)

- Aural aids
 - Radio
 - Records
 - Tape recorder
 - Language laboratory.

Classification of teaching aids

contd. (5/6)

◉ Audio-visual aids

- Films
- Sound-strip projector
- Television
- Video
- Multimedia packages (e.g. e-learning, teleconferencing, video conferencing).

Classification of teaching aids

contd. (6/6)

● Computer

- Computer-Assisted Language Learning (CALL)
- Computer-Mediated Communication (CMC)
- Mobile-Assisted Language Learning (MALL)
- Digital portfolio / e-portfolio.

CALL

- Also called Information Communication Technology (ICT) in Europe
- It is regarded, for language teachers, as being a sub-field of Applied Linguistics, Second/Foreign Language Education
- Originates from Computer-assisted instruction (CAI) , developed as the PLATO system by the University of Illinois in the early 1960s
- Journey through three stages: Behaviourist CALL, Communicative CALL, and Integrative CALL
- Initial assumption: The computer can replace classroom teachers (computer as tutor)
- Objective: To use computer technologies of all types to facilitate second/foreign language learning across diverse educational and cultural contexts.

CALL

○ Salient features:

- It is not a method, but a tool for learning
- It is concerned with learning, and not teaching
- Can be used for interaction with language and culture in and out of the classroom
- Facilitates the language learning process through two ways – individualized learning and interactive (bidirectional) learning
- Focus on learner-centred lessons that provide opportunities for self-access learning
- Fosters learner achievement
- Provides plenty of provisions for authentic materials
- Provides access to multiple sources of information
- Provides scope for greater interaction
- May be applied for specific skill (SLRW) area development
- Ability to easily evaluate participant progress
- Promotes global understanding.

CALL

- ◎ New areas of interest in CALL:
 - Digital storytelling
 - Fan fiction
 - Digital gaming
 - Mobile-assisted language learning.

Evaluation of materials

Why evaluation?

- ◉ Designing a course involves the selection of materials and the evaluation of the course as a whole
- ◉ Proper evaluation of materials should be carried through rigorous and systematic procedures to ensure the required revision and adaptation of materials suitable for a specific learning context.

Criteria for materials evaluation

(1/6)

- Materials evaluation cycle
 - > Pre-use evaluation
 - > In-use evaluation
 - > Post-use evaluation

Criteria for materials evaluation

contd. (2/6)

- ❑ Pre-use evaluation (Ellis, 1997)
 - *** First stage
 - Flick test (Matthews, 1985)
 - Impressionistic overview (Cunningsworth, 1995)
 - External evaluation (McDonough and Shaw, 2003)
 - ** Second Stage
 - Checklist (McGrath, 2002).
- ❑ In-use evaluation (McGrath, 2002)
 - Learners' and teachers' feedback on materials, activities and teaching practices.
- ❑ Post-use evaluation (McGrath, 2002)
 - Learners' and teachers' feedback on materials, and activities.

Criteria for materials evaluation

contd. (3/6)

Artificial materials	Authentic materials
Use of materials that were originally produced for pedagogical purposes	Use of materials that were not original produced for pedagogical purposes
Use of contrived examples of language focusing on the particular features(s) being taught	Use of realistic and natural examples of language
Deprive the learners of the opportunities for acquisition of language	Provide the learners of the opportunities for acquisition of language
Do not prepare the learners for the natural language in real life	Prepare the learners for the natural language in real life
Produced in order to communicate rather than to teach	Produced in order to teach rather to communicate
Not always motivating and interesting	Motivating and interesting

Criteria for materials evaluation

contd. (4/6)

- Matching of needs and wants
 - Are materials suitable for the learners?
 - Are materials suitable for the teacher(s)?
 - Are materials suitable for the administrators having concerns for the syllabus, the examination, a theory of language learning and the language policies of a government?

Criteria for materials evaluation

contd. (5/6)

- Level of difficulty of knowledge and skill
 - to ensure that the materials be higher than the learners' current level of knowledge and skill for achieving the desired level
 - To consider the cognitive difficulty as well the cultural factors related to the materials.

Criteria for materials evaluation

contd. (6/6)

- ◎ Language potential
 - pedagogical processing of the theory of language
 - Focus on form ,function and vocabulary.

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