

# Analysing Materials for Young Learner Classroom

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# WARMER

8.45

- THE OPPOSITE

- FRESHEN UP

in your group, list the topic we have discussed during the first half semester.

# Why Textbook?

9.30

## Task 1 (15')

- Discuss with your group criteria of ideal textbook

# TALFSS framework

10.00

- TOPIC

What is the topic of the unit or lesson?

- ACTIVITIES

What activities are provided to practice the content?

- LANGUAGE FOCUS

What is the main language focus in this unit?

- SITUATION

What situation are provided to enable children to make sense of the activities?

- SEQUENCING

Are the different section of the unit or lesson sequenced or linked in some way? How? Does it help learning? Does it make sense to children? Receptive-productive?

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- Handout more explanation from Moon, ITB conference

# Analysing a sample unit

## **Identity**

- Name of textbook, grade/level
- Topic or theme of unit (if any)
- Sample unit or lesson number

# Analysing a sample unit

<b>Language Focus</b>	<b>Example</b>
<ul style="list-style-type: none"><li>● Grammar</li><li>● Vocabulary</li><li>● Functional Language</li><li>● Pronunciation</li></ul>	Past tense, polite request, time
<b>Skills</b>	<b>Example</b>
<ul style="list-style-type: none"><li>● Listening</li><li>● Reading</li><li>● Speaking</li><li>● Writing</li></ul>	Listen and repeat Read a dialogue

# Analysing a sample unit

Name of activity	Situations	What children are expected to do in activity
e.g. Listen and repeat	People ordering food in a restaurant	Listen to some expressions related to ordering food and repeat them
Note: further sequence		



# TALFSS: SEQUENCE

- Learn what you need for the next step:
- Moves from receptive to productive
- Moves from controlled to less supported
- Impersonal to personal
- Concrete to abstract
- Activity dependency