Analysing Materials for Young Learner Classroom

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WARMER

- THE OPPOSITE

- FRESHEN UP

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

Task 1  (15’)
- Discuss with your group criteria of ideal textbook
TALFSS framework

- **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?
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

<table>
<thead>
<tr>
<th>Language Focus</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar</td>
<td>Past tense, polite request, time</td>
</tr>
<tr>
<td>Vocabulary</td>
<td></td>
</tr>
<tr>
<td>Functional Language</td>
<td></td>
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<tr>
<td>Pronunciation</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Skills</th>
<th>Example</th>
</tr>
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<tbody>
<tr>
<td>Listening</td>
<td>Listen and repeat</td>
</tr>
<tr>
<td>Reading</td>
<td>Read a dialogue</td>
</tr>
<tr>
<td>Speaking</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
</tr>
</tbody>
</table>
## Analysing a sample unit

<table>
<thead>
<tr>
<th>Name of activity</th>
<th>Situations</th>
<th>What children are expected to do in activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. Listen and repeat</td>
<td>People ordering food in a restaurant</td>
<td>Listen to some expressions related to ordering food and repeat them</td>
</tr>
</tbody>
</table>

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