

# Guess...



1. \_\_\_\_\_

= B X O T K O S E T

2. \_\_\_\_\_

= V C E I T Y I T A R

3. \_\_\_\_\_ - \_\_\_\_\_

= F Y L R E D N I - I L D C H

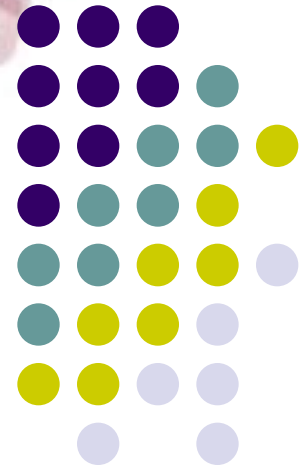
4. \_\_\_\_\_

= A C H E T E

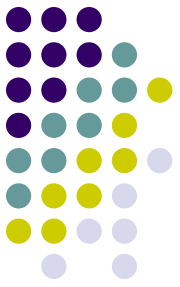
# CHILD-FRIENDLY TEXTBOOKS AND TEACHER'S CREATIVITY

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# WHY TEXTBOOKS?



- They can identify what should be taught/learned, and the order in which it should be taught/learned
- They can indicate what methods should be used
- They can provide neatly, attractively, and economically, all or most of the materials needed
- They can save the teachers an extraordinary amount of time
- Last but not least, they can act as a very useful learning aid for the students

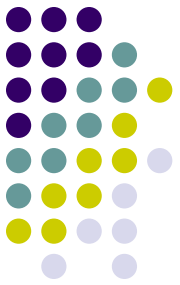
# What are the elements of a textbook?



- Students' book
- Work book
- Flash cards
- Teacher's book
- Audio CD
- VCD
- Portfolio
- Song CD
- Word and picture cards
- Posters

# How to decide?

- Price?
- Supervisor?
- Own decision because of the cover?
  - The color?
  - The content?
  - ??





# How to use

- Follow a set textbook very closely lesson by lesson and exercise by exercise
- Select teacher's own materials and activities more freely
- Follow a textbook but there is some scope for individual contributions



# What syllabuses?

- Topic-based

a topic is chosen and all activities will be related to it.

- Multi layered syllabus

there is one primary component that drives the process of planning.

traditional structural and functional language components, and others: topic/theme, phonology, culture, and learning to learn

# Sample components



Aims: Introduction

to introduce yourself

Main language use:

what's your name

I'm ....

Main receptive language

open your.... At page....

now look at...



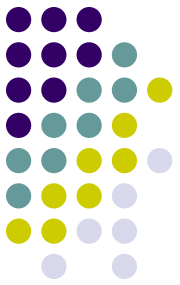


# Evaluating textbooks

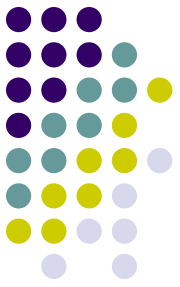
- Learner factors:  
age, cultural background, cognitive maturity, interests, and needs of the learners
- Lower levels: songs, rhymes, action stories
- Upper levels: information text
- Teacher factors
  - Institutional and contextual factors

# Teacher factors

- Teachers' professional background,
- experience,
- typical workload,
- difficulties and interests,
- their access to professional development



# Institutional and contextual factors



- The number and frequency of hours English is taught per week
- How English is integrated into the rest of curriculum
- The resources available

# Supplementing textbook

Adapt and rewrite:  
Cultural differences  
Gender bias

Authentic texts:  
Simplify or leave them intact

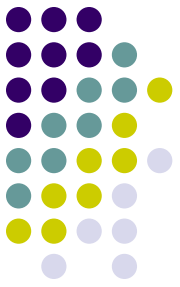


# Cont'



3. **Drama:** (model) acting out family members  
(ask children to freeze when music stops)

# Sample lesson plan: 'family'



- Aims: introduce members of family vocabulary and 'have got'
- Steps:
  1. **Listen** to a short text where a child describes a photo album: **match pictures with names of family members** in pairs (exposure to 'have got')
  2. **Snap card game:** (introduce sample language): practice names of family members in groups ('I have got' + family members)

# Questions to remember ...



- Do the lessons fit together well? (is there a logical progression from one lesson to the next? Does my second lesson build on my first lesson?)
- Do the lessons look balanced in terms of variety of activities, skills, interaction patterns? (Is there a range of activities, are both listening and speaking practised and is there any group or pair work?)
- Do I have progression from receptive to productive practice? (listen and then speak?)
- Are the activities meaningful for the children? Why will they want to do them?

# Contd'



- Is the language outcome real, natural? Is the sample language planned for the activities real and meaningful? Would children use the language like this in the real world?
- Are all the activities different? Check that no two activities do exactly the same thing.
- Have I thought of optional activities for those pairs/groups or individuals who finish early?
- Have I included my usual warmers/closing activities such as homework check?
- Have I included timing for each activity?



**THANK YOU**

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SEE YOU AGAIN SOON

