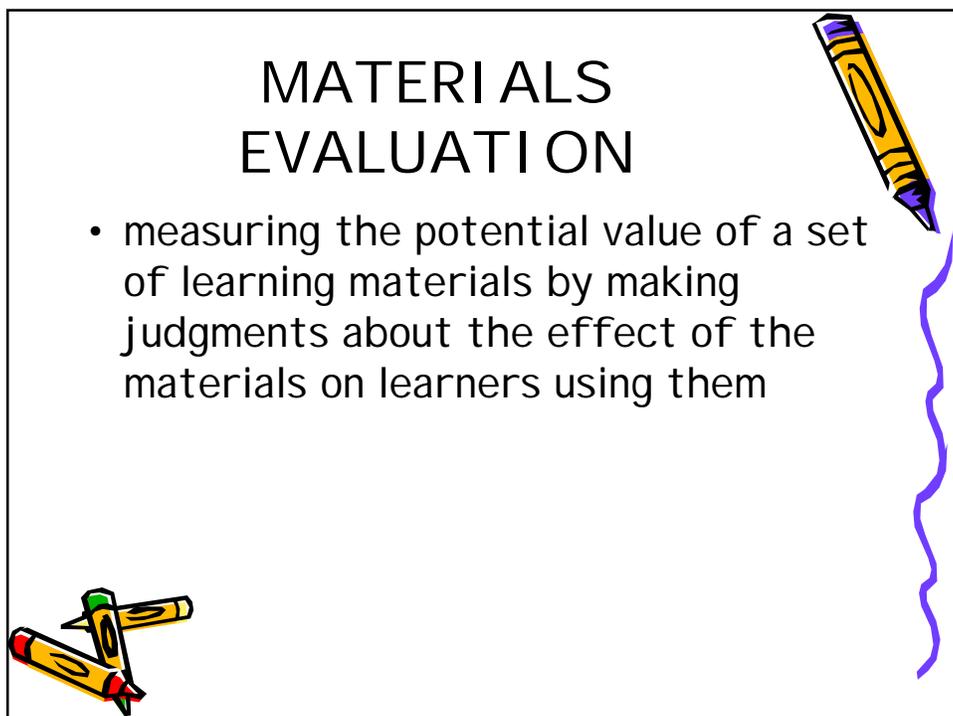




# MATERIALS DEVELOPMENT

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# MATERIALS EVALUATION

- measuring the potential value of a set of learning materials by making judgments about the effect of the materials on learners using them

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- The appeal of the materials to the learners
  - The validity of the materials
  - The ability of the materials to interest the learners and the teachers
  - The ability of the materials to motivate the learners
  - The potential learning value of the materials
  - The assistance given to the teachers in terms of preparation, delivery and assessment
  - The flexibility of the materials

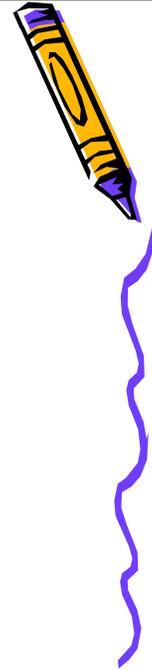


## PRINCIPLES OF MATERIALS EVALUATION

- *The Evaluator's Theory of Learning and Teaching*
- *Learning Theories*

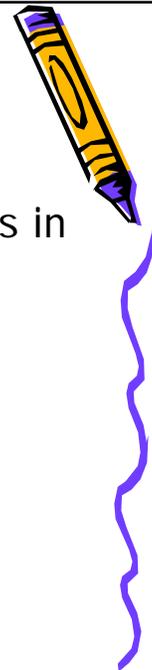
## TYPES OF EVALUATION

- *Pre-Use Evaluation*
- *Whilst-Use Evaluation*
- *Post-Use Evaluation*



## MATERIALS ADAPTATION

- efforts to adapt learning materials in response to specific needs of learners, teachers, or situations



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- reducing the number of activities
  - shortening or lengthening an activity
  - changing the order of activities
  - simplifying instructions of an activity



## REASONS FOR ADAPTING MATERIALS

- The teaching environment (national, regional, institutional, cultural, etc.), e.g. the materials have not been designed for accommodating local cultural values.
- The learners' specific characteristics (age, language level, prior knowledge, learners' needs, learning styles, etc.), e.g. the complexity of learning materials must be adapted in accordance with learners' literacy level.

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- Teachers' own preferences (personality, teaching styles, beliefs about language learning and teaching), e.g. the materials offer a lot of communicative activities but a teacher thinks that his students are not ready yet to carry out free-production communicative tasks.

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- The course objectives (syllabus, curriculum, institutional policy, national policy, etc.), e.g. the materials provide input texts for teaching reading and a teacher intends to integrate it for teaching speaking.
  - Materials (texts, tasks, activities), e.g. a teacher wants to modify the communicative activities s/he selected with one or two relevant games.

## PRINCIPLES OF MATERIALS ADAPTATION

- Reception before production
- Start and end a lesson with learners' texts that are closely related to their learning environment
- Listening before speaking
- Listening before reading

