

## 1.0 INTRODUCTION

In order for students to enjoy learning a language, they need an opportunity to use their language learning skills, i.e. listening, speaking, reading and writing in diverse ways. Conventional instructional materials, though providing the opportunity for students to develop these skills, fall short in stimulating language learning in a meaningful way.

Tailor-made materials are becoming an important component in keeping language learning and language teaching more interesting and exciting. Regardless of the method of teaching used, exposure to instructional materials designed to cater for the students' needs can constitute a total teaching programme (Larsen-Freeman, 1983). Even though designing materials is a daunting task for teachers because of their unavoidable constraints, producing materials as effectively as possible can only come from them. It is not denied that teachers know best the needs of their students (Palmer and Rodgers, 1982).

Teachers who are willing to augment their lessons with teaching materials of their own are in fact providing the learners with something that is often lacking in the classroom (Johnson, Keith: 1981).

The importance of designing teaching materials is rightly emphasised,

“Although a teacher can't force a child to be learning the language skills, he can provide a programme of recreational materials that helps children want to learn.” (P.J. Olsen and H.M. Dillner, 1976).

With this project the writer hopes that the materials designed could play an important role in promoting and simplifying the process of learning and teaching. Further assuming the possibility that the prescribed materials may not be the best and exclusively the only source available to the students, the materials given here could play an outstanding part in adding to the existing collection of materials available.