

# [Instructional materials structure essay sample](https://assignbuster.com/instructional-materials-structure-essay-sample/)

After reading David Nuna’s article about designing a syllabus: 1. Define the objectives or course where you are to use the Instructional Materials My Instructional Materials will try to let the students learn grammar concepts and its application that includes reading, writing, and speaking activities to further enhance their understanding of the concepts and applications. A. To improve understanding of English grammar concepts 1. Grammar exercises to become familiar with the concepts 2. Understanding the functions of the grammar items.

B. To further develop listening and speaking skill through
3. Individual activities
4. Pair works activities
5. Group discussions
C. To develop social awareness through
6. Reading activities involving social issues
7. Writing activities that enable the student to express and react on certain issues
8. Sharing experiences about

2. Approaches and Methods
The following are the approaches and methods I am basing my Instructional Materials a. Cooperative language learning

The central premise of CLL is that learners develop communicative competence in a language by utilizing the language in socially and pedagogically structured situations. This approach values importance of cooperation in working together to achieve or accomplish shared goals. Here, the students seek outcome that benefit them and other members of the group.

b. Whole language Approach

Whole language view language as something that is always seen as something that is used for meaningful purposes and carry out authentic function [ (Rodgers, 2001) ]. The integration of Whole Language in IM is something that would enable the students to experience the used of the language in meaningful purpose and authentic function. Whole language is believed to be authentic, personalized, and collaborative and personalized. These characteristics of this method will benefit the students learning the target language meaning and function since the students will be subdued to activities that enable them to have some mastery of the target skills.

c. Task-Based Approach

Task Based Language Teaching refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching [ (Rodgers, 2001) ]. In this IM tasks will be given to the students as part of the instructions. They may be asked to accomplish writing tasks, or reading tasks that require collaboration. Nunan (1989: 10) defines task as a piece of classroom activity that involves comprehension, manipulation, production or interaction in the target language while their attention is focus on meaning rather than form. Thu, this IM will be set to do some understanding and manipulation to come up finish a task; be it writing or reading task, or any group activities that would require them to produce an output.

d. Competency-Based Language Teaching

CBLT is an approach to language teaching that is based on a functional and interactional perspective of the nature of language. Language is used as a medium of communication between people to achieve specific goals and purposes. The purpose of CBLT in this IM is that it is used as one of the frameworks. Parts of the IM are activities that enable the students to develop skills the students specifically needs.

3. Approach to Syllabus Design
Integrated Approach to Syllabus Design: this approach to syllabus design will enable the students to be in the contexts and situations in which they will communicate, the communicative events the learner will engage in are identified, functional goals the learners will need for the communicative events are clearly stated. Also, Integrated Approach to Syllabus Design allows the linguistics elements needed by the students to be listed to achieve goals. 4. Themes, topics, and activities:

UNIT 1: That’s me!
Functions
Self-description
Talking about hobbies
Grammar
Review: 8 Parts of Speech
Parts of the sentence
Speaking
Description
Speaking Task: Describing own personality, sharing about likes and dislikes Pronunciation
Sentence stress
Pronunciation Task: Identification of stress in a sentence Listening
Listening to a conversation between two newly met friends Listening Task: Identification of important information from the conversation, creating dialog using the conversation as pattern Reading

Getting the main idea: Reading an autobiography of a popular person Reading Task: Identification of the main idea, getting the supporting details Writing
Paragraph writing
Writing Task: Self description: A letter to an online friend
UNIT 2: Where I belong!
Functions
Making a family tree; describing family members Talking about family activities
Grammar
Present and past tense

Present progressive and Present perfect tenses Speaking
Sharing what my family is like
Speaking task: My Family
Pronunciation
Linked Sounds
Pronunciation Task: Practice activity
Listening
Taking Notes: Family Meeting
Listening Task: Listening to a family conversation; getting information about the topic of the conversation Reading
Context Clues: Reading articles about extended family among Asian countries Reading Task: Defining words using context clues Writing
Topic Sentence and supporting details
Writing Task: What family type your family belongs?

UNIT 3: Peer Factor
Functions
Describing friends’ personality, making friends, and decision making Grammar
Verb Phrases, prepositional phrases, and Noun as object of preposition

Speaking
Best of Friends
Speaking Task: Describe the qualities of my best friend Pronunciation
Contrastive Stress
Pronunciation Task: Practice Contrastive Stress activity Listening
Descriptions of a favorite hang out
Listening Task: Identification of nouns use as an subject preposition Reading
Cause and effect: Reading about how to keep a friend Reading Task:
Writing
Descriptions of your best friend
Writing Task: Make a description of your best friend

UNIT 4: Urban Living
Functions
Describing life in the city, compare and contrast urban from rural living Grammar
Comparisons, uses of comparisons Speaking
Talking about living in a city
Speaking Task: Talking about your favorite place in the cityPronunciation
Reduction of Auxiliary Verbs
Pronunciation Task: Practice reading of reduced auxiliary verbs
Listening
Listen to a person talking about life in the countryside Listening Task: List down differences between life in the city and life in the countryside Reading
Compare and Contrast: Reading about polluted city and the clean countryside Reading Task: Compare and contrast: Identify the comparison and contrast of city and the countryside Writing

Points of Comparison
Writing Task: Using any points of comparison, compare and contrast your hometown/countryside to the city you are living now. UNIT 5: Looking Forward
Functions
Describing future plans, talking about dream jobs, discussing about job choices Grammar
Present Tense expressing future time; Future tense/markers will and going to uses Speaking
Expressing predictions
Speaking Task: Talking about what will you be 20 years from now
Pronunciation
Stress with compound sound
Pronunciation Task: Practice reading stress with compound sound Listening