

Instructional materials structure essay sample



**ASSIGN
BUSTER**

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

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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