

ISSUES IN MATERIALS DEVELOPMENT

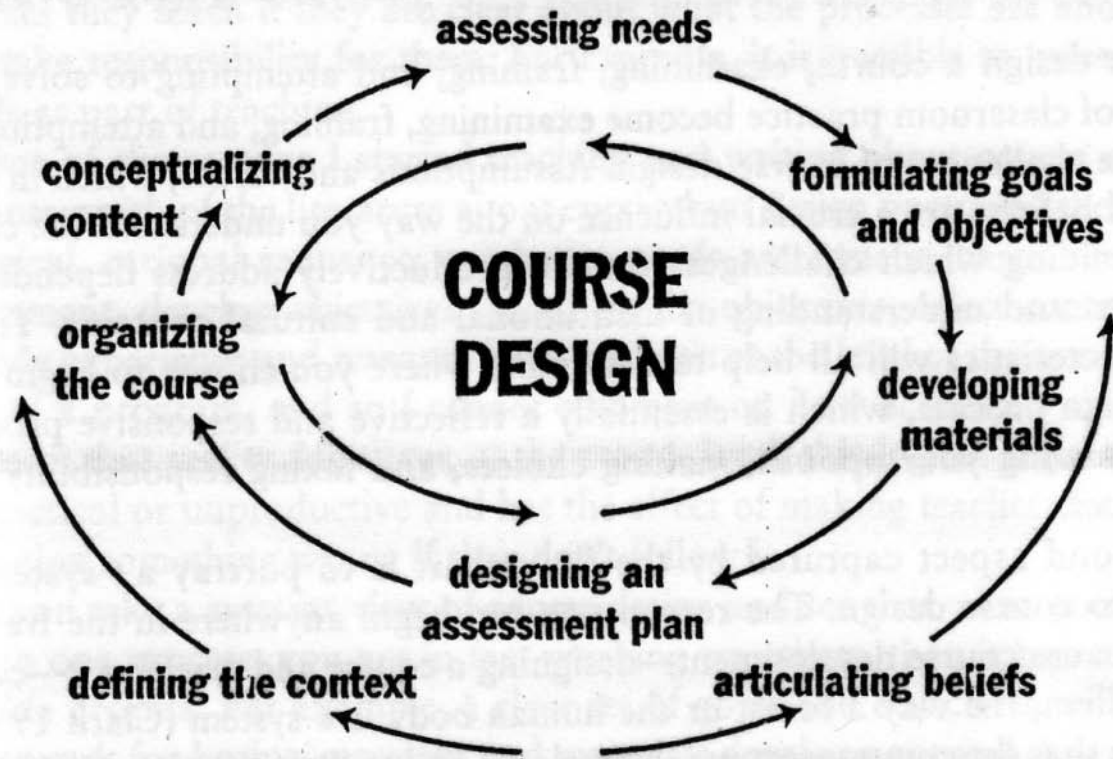
BY

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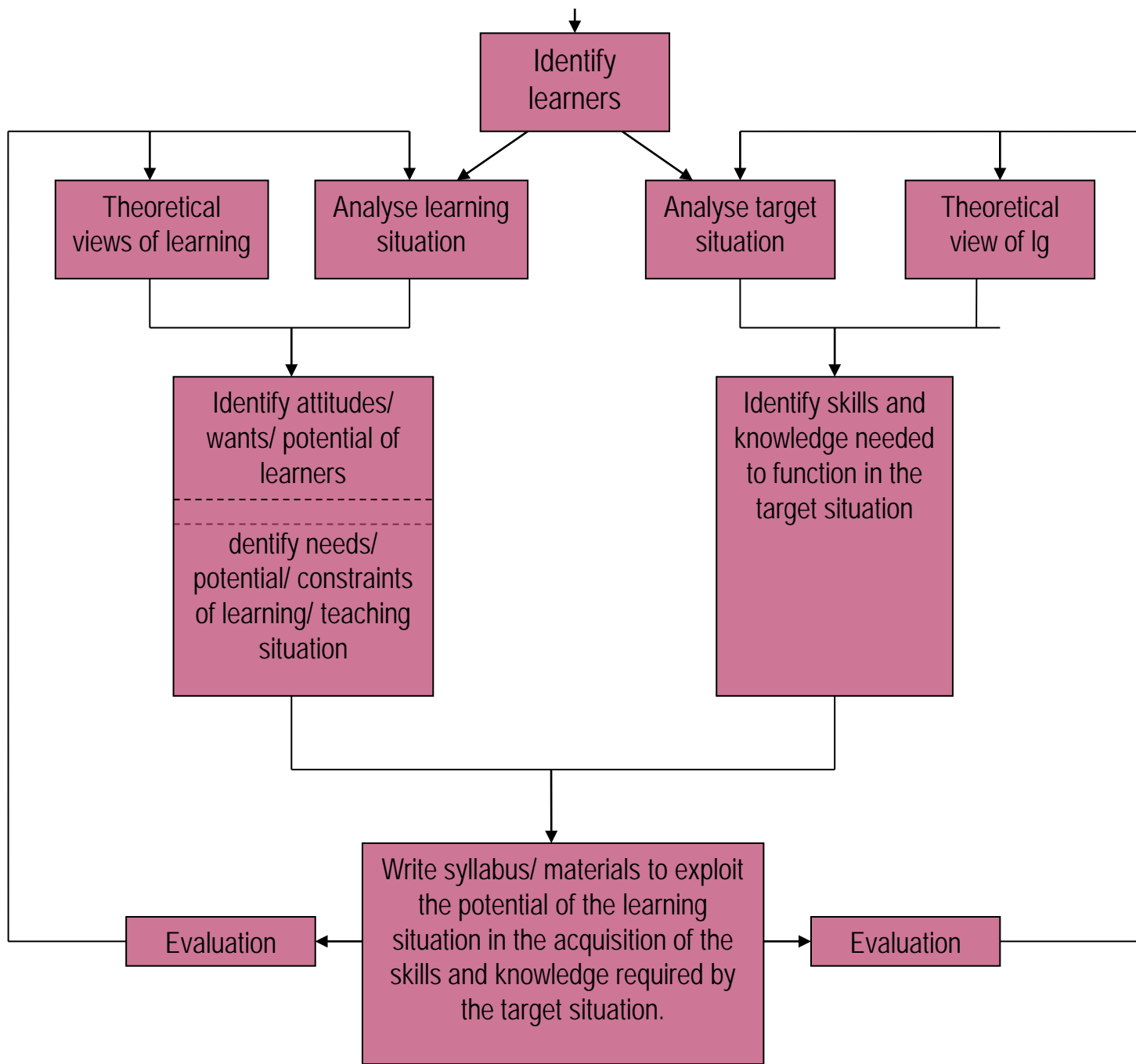
CRITICAL ISSUES IN MATERIALS DEVELOPMENT

- ◉ Knowing the position of materials development in the framework of language course design.

Figure 1.1: A Framework of Course Development Processes



- ◉ Determining the relevant approach to course design on which the nature of developing materials will base.
- ◉ Among others, one of the commonly used approach is learning-centered approach.



LEARNING-CENTERED APPROACH

- ◉ **LEARNER-CENTERED APPROACH**
- ◉ It is based on the principle that **learning is totally determined by the learners** even though Ts can influence what is taught
- ◉ The **learner is one factor** to consider in the learning process, **but not the only one.**

- ◉ **LEARNING-CENTERED APPROACH**
- ◉ It is seen as a process in which the learners use what **knowledge or skills** they have to make sense of the flow of new information.
- ◉ It is an **internal process**, which is crucially dependent upon the knowledge the learners already have and their ability and motivation to use it.
- ◉ It is a **process of negotiation** between individuals and the society. Society sets the target and the individuals must do their best to get as close to that target as is possible.

- ◉ Knowing the stages of developing materials
- ◉ Important steps to ponder:
 - 1) Materials Selection
 - 2) Materials Evaluation
 - 3) Materials Adaptation

WHAT ABOUT LANGUAGE TEACHING APPROACH?

- In practice, the selected course design approach must be in harmony with the relevant language teaching underlying the nature of tasks-design and the sequence of tasks presentation

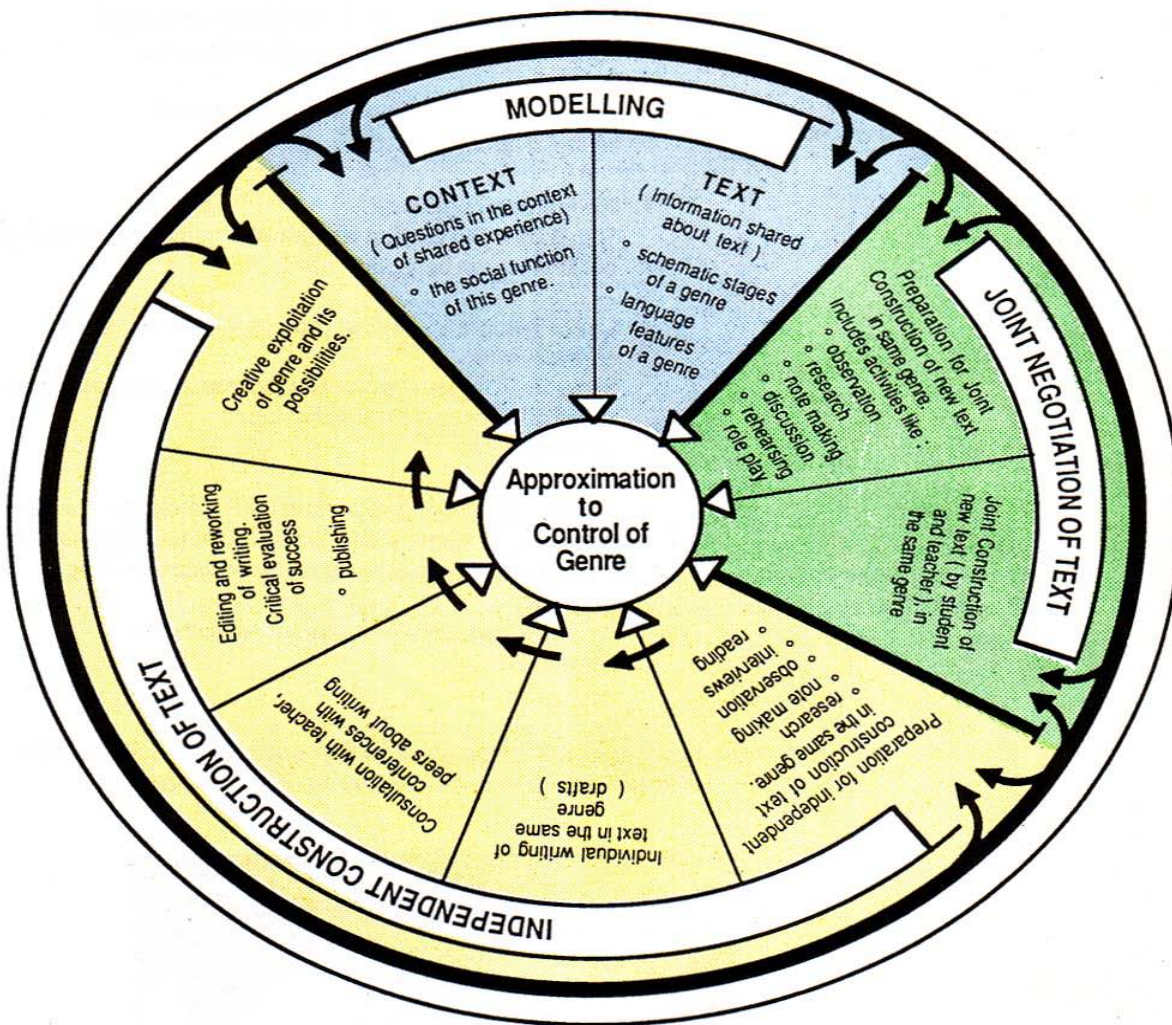
POST METHOD ERA IN LANGUAGE TEACHING

- ◉ The shift in the discussion about language teaching from methods to approaches seems to reflect a shift in the perspectives held by experts in language teaching, language teachers and practitioners. What becomes an important issue is what should be there in language teaching, not about how language teaching should be conducted technically. This shift brings about more open alternatives for teachers and practitioners to do the teaching. This is because teachers are becoming more flexible in planning, managing and executing their teaching. Methods are not strictly demanded anymore, but are optional. What is important is the set of principles governing the practices in language teaching. It is, therefore, logical that this post-methods era is called the era of teaching by principles, where teaching is not a matter of technical procedural steps, but sets of activities governed by certain principles.

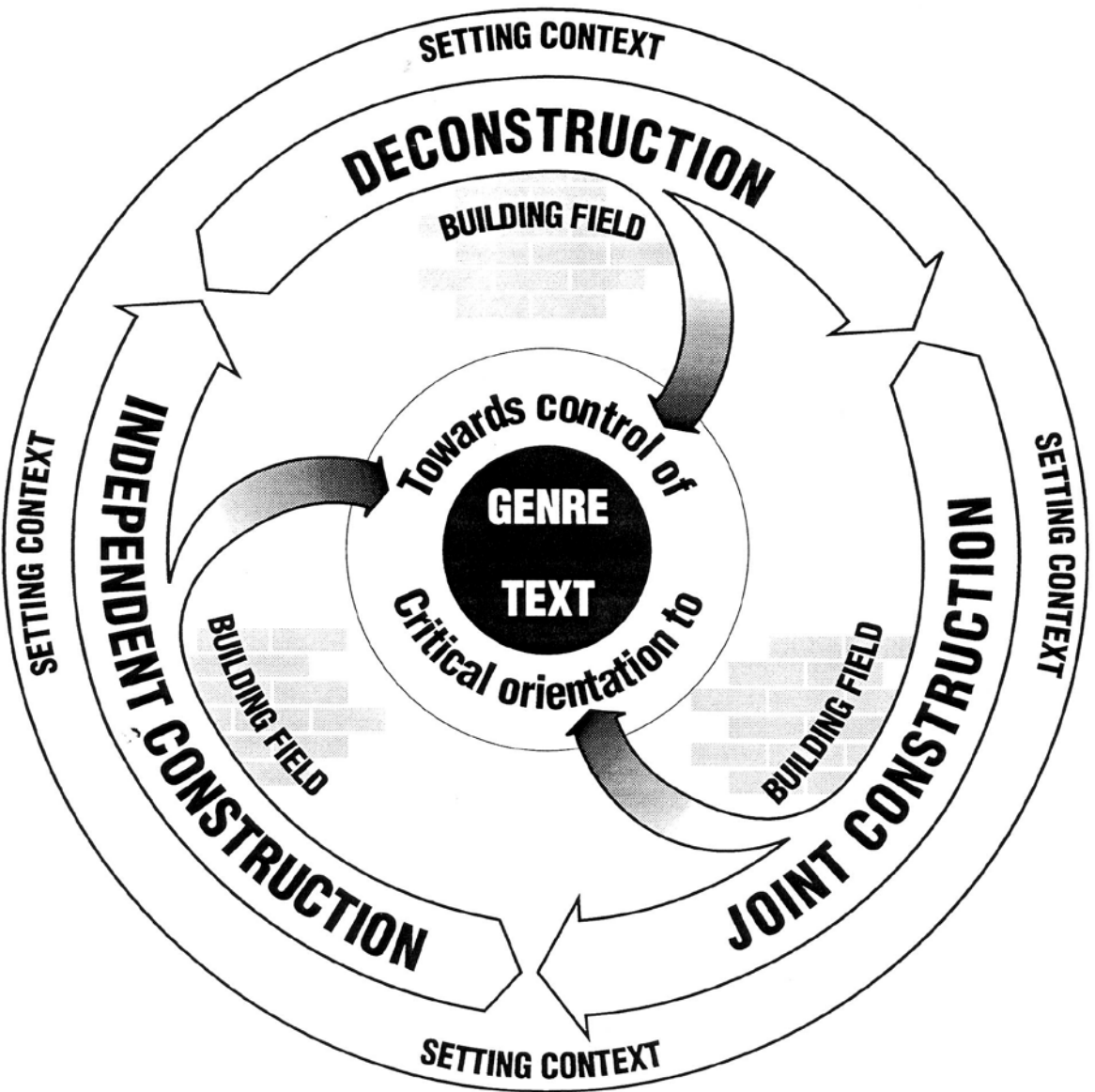
LANGUAGE TEACHING APPROACHES

- ◉ Task-based Instruction
- ◉ Communicative Language Teaching
- ◉ Genre-based Approach

THE CURRICULUM MODEL



THE TEACHING-LEARNING MODEL



SOME IMPORTANT NOTIONS

- ◉ Definitions of task:
 - 1) *“an activity which learners carry out using their available language resources and leading to a real outcome”* . (Richards, 2001)
 - 2) *“a communicative event having a non-linguistic outcome”* (Nunan, 2004)
- ◉ Task-based language teaching: An approach to language teaching organized around tasks rather than language structures.
- ◉ Systemic-functional linguistics: A theory of language that attempts to establish formal relationships between grammar, meaning and use.

- ◉ Focus on form: An approach to instruction which provides a systematic focus on language systems (principally, but not exclusively, the grammatical system) within a communicative context. Some researchers, for example Long, argue that this focus should be incidental, and appropriately timed.
- ◉ Focused tasks: Tasks that are designed to stimulate the production of particular linguistic forms.
- ◉ Functions: The general purposes for which people use language, for example socializing, asking for directions, returning an unsatisfactory purchase.
- ◉ Unfocused tasks: Tasks that are not intended to elicit a particular grammatical structure.
- ◉ Genre: A staged, goal-oriented, socially constructed written or communicative event.

TASK-BASED LANGUAGE TEACHING

- A task is a piece of classroom work that allows learners to comprehend, manipulate, produce, or interact in the target language (Nunan, 2004).
- A task is viewed as an activity, a work plan, and a piece of classroom work which puts its primary attention on meaning rather than form to produce a real outcome.
- It conveys several language activities which allow students to comprehend, manipulate, produce or interact in the target language.

TASK-BASED LANGUAGE TEACHING

- ◉ A task should deal with a number of dimensions: [1] the scope of a task, [2] the perspective from which a task is viewed, [3] the authenticity of a task, [4] the linguistic skills required to perform a task, [5] the psychological processes involved in task performance, and [6] the outcome of a task (Ellis, 2003: 2).

Thus,

- ◉ Task-based Language Instruction refers to an approach based on the use of task as the core unit of planning and instruction in language teaching which views the learning process as a set of communicative tasks that are directly linked to the curricular goals they serve, the purposes of which extend beyond the practice of language for its own sake (Richards and Rodgers, 2001, Brown, 2001).

THE ROLES OF TASKS

- ◉ Tasks provide both the input and output processing necessary for language acquisition
- ◉ Tasks should be able to generate learners' motivation and promote learning

Richards and Rodgers (2001) mention that there are seven reasons that task can improve the learner motivation and promote learning; they are:

- They require learners to use authentic language;
- They have well-defined dimensions and closure;
- They are varied in format and operation;
- They typically include physical activity;
- They involve partnership and collaboration;
- They may call on the learners' past experience, and
- They tolerate and encourage a variety of communication styles.

THE ROLES OF TASKS

- ◉ Learning difficulty can be negotiated and fine-tuned for particular pedagogical purpose

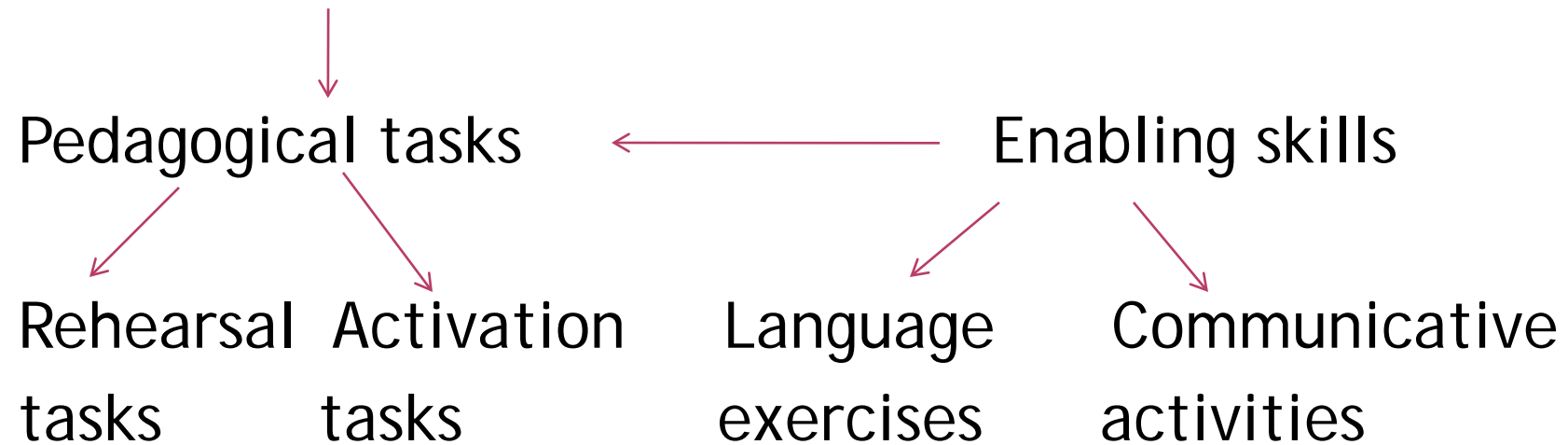
TASK-BASED SYLLABUS DESIGN

- Before coming to the syllabus development, a teacher should consider these things in planning instructional tasks:
 1. the subject matter to be taught
 2. materials, i.e. those things the learner will observe/manipulate
 3. the activities the teacher and learners will be carrying out
 4. the goals for the task
 5. the abilities, needs and interests of the students
 6. the social and cultural context of instruction.

- The process of syllabus development:
 1. Conduct a needs analysis to obtain an inventory target tasks.
 2. Classify the target tasks into task types.
 3. From the task types, derive pedagogical tasks.
 4. Select and sequence the pedagogical tasks to form a task syllabus.

(Long in Nunan, 2002)

Real-world/target tasks



A framework for TBLI (Nunan, 2004: 25)

COMPONENTS OF A TASK

- Nunan (2004: 41) states that a task can be characterized by its: (a) goals, (b) input, (c) procedures, (d) teacher role, (e) learner role and (f) settings
- Goals are “the vague general intentions behind any given learning task which provide a point of contract between the task and the broader curriculum” (Nunan, 2004: 41).
- Input refers to “the spoken, written and visual data that learners work with in the course of completing a task” (Nunan, 2004: 47).

- Procedures “specify what learners will actually do with the input which forms the point of departure for the learning task” .
- Roles refer to “the part that learners and teachers are expected to play in carrying out the learning tasks as well as the social and interpersonal relationships between the participants” .
- Settings refer to “the classroom arrangements specified or implied in the task, and it also requires considerations of whether the task is to be carried out wholly or partly outside the classroom” .

UNIT DESIGN DEVELOPMENT

◉ Tasks Grading and Sequencing

- Nunan (2004) proposes six steps in which we can use to develop tasks into sequences, they are:

- (1) Step 1: Schema building
- (2) Step 2: Controlled practice
- (3) Step 3: Authentic listening practice
- (4) Step 4: Focus on linguistic elements
- (5) Step 5: Provide freer practice
- (6) Step 6: Introduce the pedagogical task

AUTHENTICITY

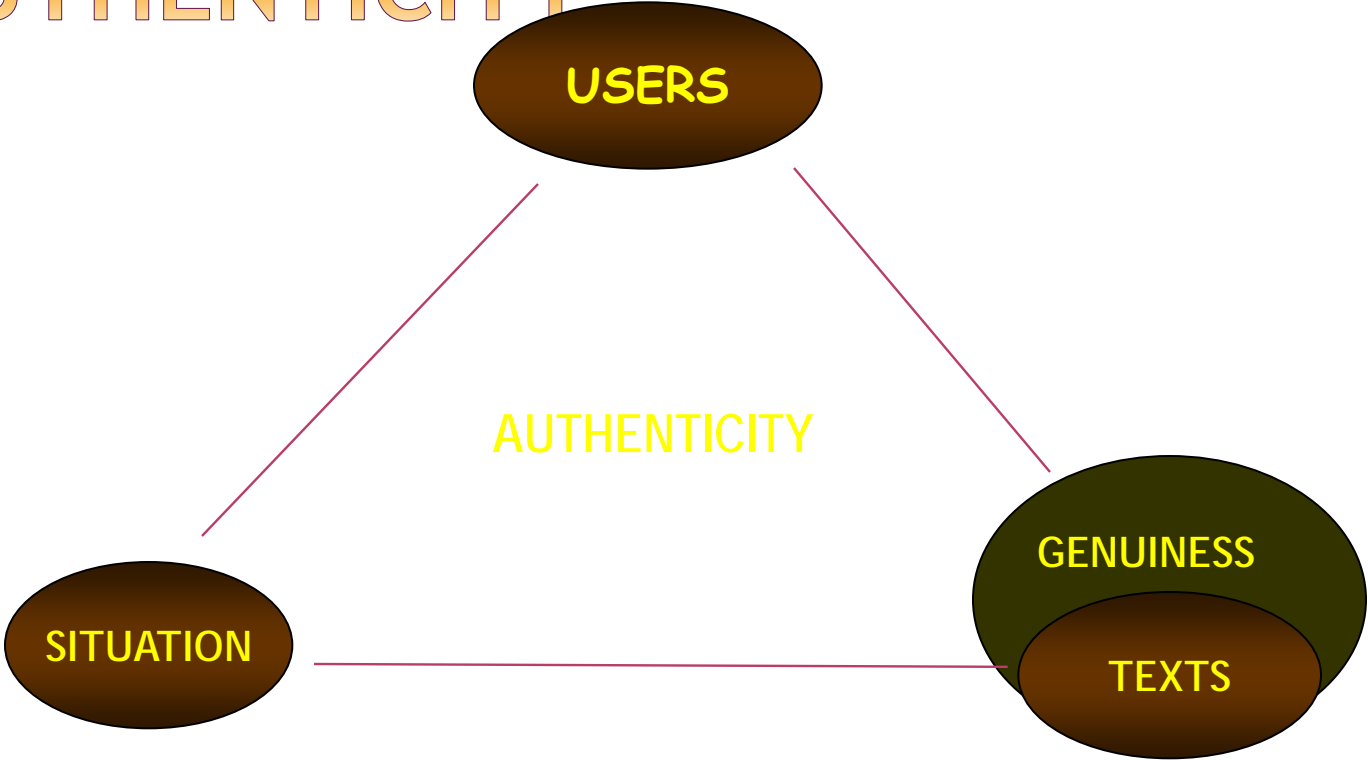


Table 1: Facets of authenticity*

<ul style="list-style-type: none"> • Authenticity of language 	<ul style="list-style-type: none"> • Authenticity of text used as input data for learners
	<ul style="list-style-type: none"> • Authenticity of the learners' own interpretation of such texts
<ul style="list-style-type: none"> • Authenticity of task 	<ul style="list-style-type: none"> • Authenticity of the tasks conducive to language learning
<ul style="list-style-type: none"> • Authenticity of situation 	<ul style="list-style-type: none"> • Authenticity of the actual social situation of the language classroom

• Breen, M.P (1985). Authenticity in the language classroom. *Applied Linguistics*, 6, 60-70.

• Taylor, (1994). Inauthentic authenticity or authentic inauthenticity? *TESL-EJ*, 1 (2) A-1, Retrieved October 1, 2006 from <http://www-writing.berkeley.edu/tesl-ei/ej02/a.1.html>

Levels of input authenticity:

1. genuine input authenticity"
2. altered input authenticity
3. adapted input authenticity
4. simulated input authenticity"
5. inauthenticity"

Brown, S. & Menasche, L. (2005). *Defining Authenticity*. Accessed July 29, 2006 at <http://www.as.yosu.edu/~english/BrownMenasche.doc>

SOME OTHER IMPORTANT THINGS IN MATERIALS DEVELOPMENT

- ✓ Understanding text types
- ✓ Knowing how to integrate text types in tasks-design
- ✓ Integrating character education in tasks-design
- ✓ Developing tasks based on the selected standard of competence and basic competence
- ✓ Mastering relevant computer programs in book/materials writing
- ✓ Being rich with meaningful and interesting pictures, authentic photos, caricatures, and clip arts
- ✓ Creating a suitable design and layout