

INTERACTION-ORIENTED DESIGN FOR DEVELOPING INSTRUCTIONAL MATERIALS

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Workshop Objectives

This workshop is expected to enable the participants:

- a. to explore a range of interactive exercises injecting the seven functions of language
- b. to appreciate the importance of adapting existing materials creatively
- c. to experience a model of cooperative class where cooperative learning takes place

Workshop “Commandments”

First Commandment: workshop participants are to attempt to do their best

Second Commandment: workshop participants are to work cooperatively

Workshop Underlying Theories:

Functions of Language

Searle (1976) quoted in Levinson (1983:240) points out five kinds of language functions. The five macro classes of illocutionary acts (see Coulthard, 1985:24) proposed by Searle are: (1) *Representative* – language is used to commit speaker to the truth of the expressed proposition of which the typical examples are asserting and concluding, (2) *Directives* – language is used to get the addresser to do something (requesting, questioning are its typical examples), (3) *Commissives*: language is used to commit the speaker to some future course of action (promising, threatening, offering are its typical examples), (4) *Expressives*: language is used to express a psychological state (thanking, apologizing, welcoming, congratulating are its typical examples), (5) *Declarations*: language is used to effect immediate changes in the institutional state of affairs and to rely on elaborate extra-linguistic institutions (excommunicating, declaring war, firing from employment are its typical examples).

Cook (1989:25-26) considering the seven elements of communication (addresser, addressee, channel, message form, topic, code and setting) puts forward seven sorts of language functions. They are as follows:

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The emotive function: communicating the inner states and emotions of the addresser ('Oh no!', 'Fantastic', 'Ugh!', and swear words used as exclamations).

The directive function: seeking to affect the behaviour of the addressee ('Please help me!', 'Shut up!', 'I'm warning you!').

The phatic function: opening the channel or checking that it is working, either for social reasons ('Hello', 'Lovely weather', 'Do you come here often?') or for practical ones ('Can you hear me?', 'Are you still there?', 'Can you see the blackboard from the back of the room?', 'Can you read my writing?').

The poetic function: in which the particular form chosen is the essence of the message. (The advertising slogan BEANZ MEINZ HEINZ would lose its point if it were paraphrased as 'If you are buying beans, you will naturally buy Heinz.')

The referential function: carrying information.

The metalinguistic function: focusing attention upon the code itself, to clarify it or to renegotiate it ('What does this word mean?', 'This bone is known as "femur" ', ' "Will" and "shall" mean the same thing nowadays'). This book has largely metalinguistic function.

The contextual function: creating a particular kind of communication ('Right, let's start the lecture', 'It's just a game').

Richards (2001: 155, 179 -182) referring to Van Ek and Trim (1998) presents 126 functions of language. These functions are grouped into 6 categories: (1) imparting and seeking factual information, (2) expressing and finding out attitudes, (3) deciding on courses of action, (4) socializing (5) structuring discourse, and (6) communication repair. The assumption to analyze the basic functions of language is that "mastery of individual functions will result in overall communicative ability" (Richards, 2001:155)

Having depicted language functions put forward by those linguists, the writer is now presenting the synthesis of those language functions. Careful reading of the explanation given in each function discussed above leads the writer to conclude that there are 7 language functions. They are (1) referential function, (2) personal function, (3) directive function, (4) metalinguistic function, (5) phatic function, (6) commissive function, and (7) poetic function.

Learner-centeredness

Learners will, as claimed by proponents of a learner-centered approach, bring different belief and attitude about the nature of language learning. Concerning

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this idea, Nunan (1995:178) more particularly points out: “A learner centred approach is based on the belief that learners will bring to the learning situation different beliefs and attitudes about the nature of language and language learning and that these beliefs and attitudes need to be taken into consideration in the selection of content and learning experiences.”

Brown (2001) underscores some characteristics of learner-centeredness. They are:

- techniques that focus on or account for learners’ needs, styles, and goals.
- techniques that give some control to the student (group work or strategy training, for example).
- curricula that include the consultation and input of student and that do not presuppose objectives in advance.
- techniques that allow for student creativity and innovation
- techniques that enhance a student’s sense of competence and self-worth.

(Brown, 2001:46-47)

Encouraging teachers to implement learner-centered instruction, Brown (2001:47) further states that this sort of instruction will help provide students with a sense of “ownership” of their learning and as a consequence motivate them intrinsically.

Implementing learner-centeredness does not mean that the teacher hands over rights to the students. It is not a devaluing of the teacher’s professional role if the teacher ‘takes a back seat’ (using the term of Richards (1998: 52)). Nunan (1999:12) argues: “ ... learner-centered instruction is not a matter of handing over rights and powers to learners in a unilateral way. Nor does it involve devaluing the teacher. Rather, it is a matter of educating learners so that they can gradually assume greater responsibility for their own learning.”

The idea of learner-centeredness is partly an attempt to involve more student participation in class. In other words, the shift from the traditional teacher-fronted classroom to learner-fronted classroom is likely to immerse from the question “What is the most effective method of teaching?” McKeachie (1994:144) argues that the answer is “Students teaching other students.” One typical way to realize this is employing group work.

Group Work

Group work is employed in many aspects of language instruction. It is in fact a form of learner activation. Besides giving practice of oral fluency, group work fosters learner responsibility and independence, improves motivation and contributes to a feeling of cooperation and warmth in class (Ur, 2000:232).

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Group work is undoubtedly a social activity. A constructivist is in favor of work group as learning is believed to be a social activity. To this point, Kaplan (2002) claims: "Learning is a social activity: our learning is intimately associated with our connection with other human beings ... Conversations, interactions with others and collaborations are an integral aspect of learning."

Brown (2001:177) defines group work as "... a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self-initiated language". In brief the students are given chance to work together. One of the major purposes of group work is, Brown (2001:177) continues saying, giving students more opportunity to speak.

Relating it to classroom interaction, Brown (2001:178-9) puts forward four advantages of group work. It generates interactive language. It offers an embracing affective climate. It promotes student responsibility and autonomy, and it is a step toward individualizing instruction.

The success of group work depends on effective and careful organization. Ur (2000:234) suggests 4 sections to consider: presentation, process, ending, and feedback. In **presentation** section, the teacher gives the instruction before giving out material or dividing the class into groups. In **process** section, the teacher monitors and intervenes to among others provide general support and help students having difficulty. In **ending** section, the teacher sets a time limit. In **feedback** section, the teacher most importantly expresses appreciation of the effort that has been invested and its results and takes part in among others giving the right solution.

Workshop Materials

The original material (taken from Cambridge IELTS 3)

[Note: The original material is not revealed completely; the writer highlights merely the part that is going to be used in the workshop which is allocated for 1 hour only]

THE RISKS OF CIGARETTE SMOKE

Discovered in the early 1800s and named nicotianine, the only essence now called nicotine is the main active ingredient of tobacco. Nicotine, however, is only a small component of cigarette smoke, which contains more than 4,700 chemical compounds, including 43 cancer-causing substances. In recent times, scientific research has been providing evidence that years of cigarette smoking vastly increases the risk of developing fatal medical conditions.

In addition to being responsible for more than 85 per cent of lung cancers, smoking is associated with cancers of, amongst others, the mouth, stomach

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and, kidneys, and is thought to cause about 14 per cent of leukemia and cervical cancers. In 1990, smoking caused more than 84,000 deaths, mainly resulting from such problem as pneumonia, bronchitis and influenza. Smoking, it is believed, is responsible for 30 per cent of all deaths from cancer and clearly represents the most important preventable cause of cancer in countries like the United States today.

Passive smoking, the breathing in of the side-stream from the burning of tobacco between puffs or of the smoke exhaled by a smoker, also causes a serious health risk. A report published in 1992 by the US Environmental Protection Agency (EPA) emphasized the health dangers, especially from side-stream smoke. This type of smoke contains more, smaller particles and is therefore more likely to be deposited deep in the lungs. On the basis of this report, the EPA has classified environmental tobacco smoke in the highest risk category for causing cancer.

As an illustration of the health risks, in the case of a married couple where one partner is a smoker and one a non-smoker, the latter is believed to have a 30 per cent higher risk of death from heart disease because of passive smoking. The risk of lung cancer also increases over the years of exposure and the figure jumps to 80 per cent if the spouse has been, smoking for four packs a day for 20 years. It has been calculated that 17 per cent of cases of lung cancer attributed to high levels of exposure to second-hand tobacco smoke during childhood and adolescence.

A more recent study by researchers at the University of California at San Francisco (UCSF) has shown that second-hand cigarette smoke does more harm to non-smokers than to smokers. Leaving aside the philosophical question of whether anyone should have to breathe someone else's cigarette smoke, the report suggests that the smoke experienced by many people in their daily lives is enough to produce substantial adverse effects on a person's heart and lungs.

[the last 3 paragraphs are deleted]

[The exercises following the text are of 4 sorts; they are displayed as follows:]

Choose one phrase from the list of phrases below to complete each of the following sentences:

[etc.]

Classify the following statements as being

- A *a finding of the UCSF study*
- B *an opinion of the UCSF study*
- C *a finding of the EPA report*
- D *an assumption of consultants to the tobacco industry*

[etc.]

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Choose the appropriate letters **A-D** and write them:

[etc]

Do the following statement reflect the claims of the writer in Reading Passage?

YES *If the statement reflect the claims of the writer*
NO *If the statement contradict the claims of the writer*
NOT GIVEN *If it is impossible to say what the writer thinks about this*

[etc]

The Modified Material (Interaction-oriented Teaching Material)

Task 1: Read the following text silently.

THE RISKS OF CIGARETTE SMOKE

1) Discovered in the early 1800s and named nicotianine, the only essence now called nicotine is the main active ingredient of tobacco. Nicotine, however, is only a small component of cigarette smoke, which contains more than 4,700 chemical compounds, including 43 cancer-causing substances. In recent times, scientific research has been providing evidence that years of cigarette smoking vastly increases the risk of developing fatal medical conditions.

2) In addition to being responsible for more than 85 per cent of lung cancers, smoking is associated with cancers of, amongst others, the mouth, stomach and, kidneys, and is thought to cause about 14 per cent of leukemia and cervical cancers. In 1990, smoking caused more than 84,000 deaths, mainly resulting from such problem as pneumonia, bronchitis and influenza. Smoking, it is believed, is responsible for 30 per cent of all deaths from cancer and clearly represents the most important preventable cause of cancer in countries like the United States today.

3) Passive smoking, the breathing in of the side-stream from the burning of tobacco between puffs or of the smoke exhaled by a smoker, also causes a serious health risk. A report published in 1992 by the US Environmental Protection Agency (EPA) emphasized the health dangers, especially from side-stream smoke. This type of smoke contains more, smaller particles and is therefore more likely to be deposited deep in the lungs. On the basis of this report, the EPA has classified environmental tobacco smoke in the highest risk category for causing cancer.

4) As an illustration of the health risks, in the case of a married couple where one partner is a smoker and one a non-smoker, the latter is believed to have a 30 per cent higher risk of death from heart disease because of

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passive smoking. The risk of lung cancer also increases over the years of exposure and the figure jumps to 80 per cent if the spouse has been smoking for four packs a day for 20 years. It has been calculated that 17 per cent of cases of lung cancer attributed to high levels of exposure to second-hand tobacco smoke during childhood and adolescence.

5) A more recent study by researchers at the University of California at San Francisco (UCSF) has shown that second-hand cigarette smoke does more harm to non-smokers than to smokers. Leaving aside the philosophical question of whether anyone should have to breathe someone else's cigarette smoke, the report suggests that the smoke experienced by many people in their daily lives is enough to produce substantial adverse effects on a person's heart and lungs.

Exercise A:

Choose one phrase from the list of phrases below to complete each of the following sentences:

Passive smoking ...

- a. includes reviews of studies in its reports.
- b. Argues for stronger action against smoking in public places.
- c. Is one of the two most preventable causes of deaths.
- d. Is more likely to be at risk from passive smoking diseases.
- e. Is more harmful to non-smokers than to smokers.

Exercise B:

Classify the following statements as being

- A a finding of the UCSF study*
B an opinion of the UCSF study
C a finding of the EPA report
D an assumption of consultants to the tobacco industry

There is a philosophical question as to whether people should have to inhale others' smoke.

Exercise C:

Choose the appropriate letters:

- According to information in the text, pneumonia
- a. is responsible for 84,000 deaths each year
 - b. is strongly linked to cigarette smoking

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- c. is strongly linked to lung cancer
- d. result in 30% of deaths per year

Exercise D:

Do the following statements reflect the claims of the writer in the text?

YES	<i>If the statement reflect the claims of the writer</i>
NO	<i>If the statement contradict the claims of the writer</i>
NOT GIVEN	<i>If it is impossible to say what the writer thinks about this</i>

1. 30% of deaths in the United States are caused by smoking-related diseases.
2. If one partner in a marriage smokes, the other is likely to take up smoking.

Assignment:

Write the adjectives appearing in the text and find the opposite and/or the synonym of the words.

[Note: The items in each exercise are not revealed completely; the writer takes merely 1 or 2 items since the workshop is restricted to 1 hour only]

Task 2: Find a word from the text and write it on a piece of paper.

Task 3: Share the word you've chosen (tell your friend next to you why you choose the word).

Task 4: Move around to find a partner. Use the two words creatively. For example: your word is SMOKE; your friend's CANCER. You can use the two words creatively resulting in the following piece of work:

smoke
go away
away from me
cancer
go far
far from me

Task 5: Form home teams @ 4 students. There are 4 exercises following the reading text. Each student will be the expert of one exercise. Each home team decides a captain who will ensure that every member gets a different share.

Task 6: Form the expert teams now. Say goodbye to your home team members. In your expert team, get the task completed. Discuss it to make sure you

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become the expert as you are responsible for assisting your home team members later. Take important notes to help you share what you've got in the expert team when you 'come back home'.

Task 7: Go back to your home team. Help one another so that every member gets the exercises completed. Encourage one another to do the best.

Task 8: Discuss how you're going to take care of the home assignment.

Careful analysis to the modified material above indicates that Tasks 1-3 are designed to bring about referential and personal functions. From Task 4, poetic, directive and personal functions are expected to appear. Task 5 is designed to bring out directive and/or commissive function. Metalinguistic function is brought about from Task 6. Task 7 is designed to bring out referential, phatic and commissive functions, and Task 8 will bring out directive and commissive functions.

Workshop Participants in Action

In every workshop, the participants are to be actively involved in performing some tasks. The workshop participants are briefly supposed to be in action especially to achieve the predetermined workshop objectives. The facilitator of the workshop then leads the workshop following the procedure as follows:

1. Greet the workshop participants and inform the objectives of the workshop.
2. Tell them they will experience a model of interaction-oriented instruction.
3. Distribute the workshop material as displayed in 4.2
4. Ask the workshop participants to do Task 1.
5. Distribute a piece of paper for the students to do Task 2.
6. Order the workshop participants to turn to the person next to them and to do Task 3.
7. Make sure the workshop participants understand Task 4 by highlighting the example.
8. Ask the workshop participants to stand up and move around to complete Task 4.
9. Divide the workshop participants into groups of 4 forming home teams.
10. Ask each home team to choose a captain and inform that the captain's job is to ensure that every member gets a different share (Task 5 is carried out).
11. Make sure that each participant has determined an exercise to take care of which expert he/she will become – Expert of Exercise 1, 2, 3, or 4.
12. Regroup the workshop participants forming the expert teams.
13. Move around to assist the experts and ensure Task 6 is performed.

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14. Stop the workshop participants and ask them to say good bye to their expert team members.
15. Ask the workshop participants to get back to their home team.
16. Move around to assist and ensure Task 7 is carried out.
17. Stop the workshop participants and ask them to do Task 8.
18. Inform the participants that the model of interaction-oriented instruction is over.
19. Review the related literature, namely functions of language.
20. Encourage the workshop participants to find out what functions of language are manipulated in each of the task in the model.
21. Ask 1 participant to share what he/she has found.
22. Distribute an instructional material – a text – taken from a commercially published textbook.
23. Assign the workshop participants to work in groups to modify the existing instructional material by devising interactive exercises manipulating the seven language functions.
24. Move around to assist and ensure the job is carried out.
25. Ask 1 group to share the result of their group work.
26. Provide feedback.

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