# CREATING TEACHING MATERIALS:
# THE LINK BETWEEN SYLLABUS AND AUDIENCES

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## ABSTRACT

Teaching materials design needs to be considered as appropriate as possible to the teaching curriculum objectives. Almost all schools use the published teaching materials which are well prepared by publishers, than teachers-designed materials. It is very easy to find the learning sources actually, but it is still needed to share. So, the problem is how to link teaching materials between syllabus and audiences by using ICT. The purposes are to develop and to prepare the instructional materials which suit to the objectives of teaching on both of teachers-designed materials and the published teaching materials. Finally, the class English teachers are able to more selective choosing the teaching materials designed.

*Keywords; teaching materials, link, syllabus, audiences*

## ABSTRAK

Rancangan bahan ajar mutlak harus disesuaikan dengan tujuan yang tertuang pada kurikulum. Saat ini, hampir semua sekolah menggunakan bahan ajar yang sudah tercetak oleh percetakan, dari pada bahan ajar rancangan guru sendiri. Padahal, pada jaman sekarang sangat mudah untuk menemukan sumber bahan ajar, walaupun masih juga perlu di bahas. Untuk itu, masalah pada tulisan ini adalah bagaimana merancang bahan ajar yang sesuai antara silabi dan pembelajar dengan menggunakan sumber belajar ICT. Tujuan dari tulisan ini adalah mengembangkan dan mempersiapkan materi pembelajaran yang sesuai dengan tujuan pembelajaran pada bahan ajar buatan guru dan percetaan. Hasilnya guru Bahasa Inggris mampu untuk lebih selektif dalam hal mendesain bahan ajarnya sendiri dan lebih selektif dalam memilih bahan ajar yang disiapkan oleh percetakan.

*Kata kunci; bahan ajar, link, silabi, pembelajar*

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## INTRODUCTION

Teaching development has intended to what materials have been designed by the teacher or the publisher. In fact, there are significant differences concerning the circumstances under which teacher-prepared materials and commercially

sponsored textbooks. In fact, all the materials are based on the content of syllabus, but the sponsored course designs are unknown to the teachers as well as the learners. On the other hand, the class teachers have already known much of their students; how they learn, what they need, and how much money they can pay for the text books.

The easiest way for teacher is to use the teaching materials that have been published by the publisher or sponsor, although it doesn't need to be a brilliant teacher to write teaching materials. There are some advantages for teachers who like to use their own teaching materials; to make changes, to improve or to make them more suitable for a particular type of learner, to adapt materials every time including reducing, adding, omitting, modifying, and supplementing, to maximize the value of the book for their particular learners and minimize the price, and to respond the need of school-based curriculum (known as KTSP).

The teacher need to know about EFL or ESL students, what they can do, what they like, how they think and their motivations for learning English (or another foreign language). In Indonesia, English is still English Foreign Language. So it'll discuss foreign language learning classroom; "How to create the teaching materials; the link between syllabus and audiences" . Also, how to get authentic English or other foreign language materials recommended by Websites for EFL teachers, and how modify authentic language materials to meet learner needs.

## OBJECTIVES

This paper is presented on the UIJ International Workshop; "LANGUAGE MATERIALS DESIGN AND ICT IN ENGLISH INSTRUCTION", in the hope that the audiences are able to create their own teaching materials in the way of;

1. creating materials for the foreign language learning classroom,

2. getting authentic English or other foreign language materials recommended Websites for EFL English Teachers,

3. how modify authentic language materials to meet learner needs.

## DISCUSSION

Sometimes, it is confused how to suit an idealized model of teaching materials to the practice one. An idealized model is the materials draw on the content of syllabus, reduce broader objectives to more manageable ones, on the other hand, in practice; course designs possibly are not used by or are unknown to the teachers, most likely they are unknown to the learners, too. Commercially sponsored textbooks are varied. But the better way is really class teachers prepare their own materials. The following are steps that discussed.

### 1. adapting materials

We have to select the available materials to suit the teaching / learning needs we may have. Using existing materials can save time, effort and expense in acquiring new English as a foreign language

materials or materials for teaching or learning another foreign language. Key reasons existing or easily available materials may have to be adapted include:

## 2.  Unsuitable material level

Whatever materials we may have or be able to get may not be suitable for our learners' needs. Authentic materials are usually produced for native speakers. This often means that an adjustment is required before we can may effective use of the materials.

### Too difficult

If our learners are beginner level, we may well have to simplify vocabulary or context elements to render passages and listening comprehension segments useable.

### Too long or short

Lessons and study sessions are most often time-controlled. If we need an activity or segment for a short classroom practice activity, a longer authentic language piece might need to be excerpted or shortened to make it fit into our lesson's context. A shorter piece may need additions in the way of activities or discussions to flesh out its usefulness in the classroom setting.

### Use of grammar or language

Extensive use of grammar or structures not known to the learners may be featured in the authentic language passage. Adjustments, then, would likely be necessary in the way of glossaries, key word definitions or explanations of language aspects before the use of the passage.

The second step is to decide, weather the Commissioned project or Self-initiated project. The Commissioned project have less opportunity to develop own ideas, in cases a governmental agency, an educational institution, or a publisher-perhaps some combination of the three.

On the other hand, Self-initiated project is more personal satisfaction of various kinds, Classroom needs, Transposing one's own 'great idea' into a book, The common issues are sensitivity and attention to detail, like sounds and spelling in Language, the concept of bank in Economic, reproduction in Biology, etc., Cultural and faith , Work in small groups, Make up a situation in an interactive scene, Share the ideas for a developed simulation, Outline a hypothetical materials writing project, like learners and teacher style, type of instructional setting, motivation for project, etc., Agenda for writing materials  and Evaluation and revision. Moreover, the final steps are to prepare some materials that follow;

### Explore relevancy

Using language in a relevant context to promote meaningful input and output from the learners is a key aspect of foreign language learning. If material has obvious relevancy for the learners, it will be that much more difficult for them to approach its acquisition.

### Adapt for specific use

At the time of using an authentic language reading or listening passage, we may well be working on a specific context, grammatical point or language structure in class. This might mandate that we adapt materials to reflect use of those grammar or structure elements.

**Adapt to student learning styles**

"Student learning styles may be an important factor in the success of teaching and may not necessarily reflect those that teachers recommend" says Jack C. Richards, noted Linguistics professional and an author of the INTERCHANGE EFL / ESL series course books. Knowledge of our students may tell us that certain learning styles should preferably be addressed. So changing authentic language materials from one form to another might be called for. A reading passage then becomes a listening. A listening passage molts into a grammar-themed one. Writing or discussions might be the outcome of controversial or newsworthy passages; the list goes on and on.

**How to develop materials from ICT**

There is no doubt that nowadays the Internet is being used in many ways for teaching and learning. According to Felix (2000), its impact in language teaching has been considerable because the technology of the Web "has advantages over the previous generation of CALL by being cheaper and easier to develop and often cheaper and easier to run and by offering real possibilities for authentic interaction". The current use of the Internet, we will see that it has mainly been utilised as a source of information and communication. This focuses on this utility of the Internet.

Some sites are presented where teachers can easily design activities and exercises online, such as quizzes, tests, puzzles or surveys, which require no advanced computer skills. Included are only those tools that are free for educational use for obvious reasons.

The teacher has to manage a classroom or to prepare activities that can be carried out either online or offline, it will depend on technical resources and student groups. From a practical perspective, these tools can be divided into three categories:

1. Educational environments or platforms like, for instance, Nicenet, http://www.nicenet.org/. We can use these platforms to administer an online course by using several tools and utilities, such as a forum, a content manager, etc.

2. Authoring software packages: This kind of software has to be downloaded onto your computer and the exercises are prepared offline. Then, they can either be uploaded to a server on the Web (if you have a web site) or used offline on an intranet server or on one or several independent computers in a classroom. Hot Potatoes is probably the most popular authoring software among language teachers. It is available free for educational non-profitable use at http://web.uvic.ca/hrd/halfbaked/ .

3. Online authoring templates and designing tools: These allow teachers to create activities online, normally by filling a

template with the data that we want to include in the exercise or activity. When the activity is finished, we can sometimes leave it on the web or save and use it offline.

**Free Online Authoring Tools**

There are some free online authoring tools for creating materials. It is easiest and cheapest one. This is a useful web-based tool for the possibility of using Internet in a computer classroom. But, in other cases, it can also create the activities online and save them in a floppy to be done offline afterwards. It needs computers that have a standard browser, such as Explorer or Netscape. Thus, it is not necessary to have an Internet connection in the classroom to take advantage of many of the authoring tools on the Web. If there is no any in class, the teacher can browse and copy for the students. Most of the sites that offer online authoring tools share the following characteristics: first there is more than one type of template available: puzzles, quizzes, worksheets, lesson plans, surveys, etc. Second, all of them allow the teacher to create activities while online. Besides, on some of these sites, you can edit and modify the exercise again later. Last, they usually guide you through the process step by step by giving clear instructions.

Furthermore, Torres (2009) explained that the important aspect that take into consideration practically are;

1. The format of the activity. That is, the way in which the activity or exercise is presented once it has been created. The output could be as follows: first, a non-interactive document in html format to be printed (e.g. crosswords, worksheets, etc.), second, an interactive exercise in an html format to be opened and done on a browser (e.g. quizzes, surveys, etc.) online or offline, last other formats to be opened with a word processor or an image viewer (e.g. doc, gif, etc.).

2. The place where the activity would be stored. There are two possibilities: the activity can be saved and stored on the web site where it has been created. Therefore, the students have to visit the site to do the exercises while online, and the activity has to be saved on the user's computer or on a floppy disk and run locally. In this case the exercises can be done offline. There are also sites that provide both possibilities; this also means that the exercises can be done online and offline.

3. The type of activities and exercises are: ffilling the gap exercises, lesson plans, lists of links or vocabulary, matching exercises, multiple choice and short answer quizzes, memory games, worksheets, surveys.

4. The conditions of access and use: all the sites that we will examine allow free use of the tools, but they may require users to register in order to know who is making use of the tool and the institutions they work in. Sometimes, these sites may provide the possibility of

using more sophisticated tools if you pay for this service.

**Some Examples of Free Online Authoring Tools**

There are some free web-based authoring tools. Torres (2009) wrote;

**Zoomerang**

http://www.zoomerang.com/

This site provides online survey software for educators, as well as for businesses.

1. It allows you to design interactive questionnaires in html format.

2. The survey is stored and administered in the server of zoomerang. Students have to visit this site to do it.

3. It may include different kind of questions: short answer, multiple choice, open answer, etc.

4. You have to register, but it is free unless you want to use the upgrade feature program.

**Discovery Channel**

http://school.discovery.com/teachers /index.html

This is an education portal with a lot of resources for teachers, students and parents. The perspectives from both sides are;

1. It is possible to create interactive exercises in html format, as well as non-interactive, worksheets, crosswords and puzzles that can be printed.

2. You can open a custom classroom account to store all the materials that you create. Therefore, your students have access to your lessons and interactive exercises online.

3. It offers a variety of activities that can be linked together. For instance, you can create a lesson plan and link it to your puzzles, worksheets or quizzes.

4. To have an account classroom you need to register; but it is free. Printable puzzles and worksheets can be designed without registering. Of course, in that case you will not be able to save them on their web site.

**Headline Makers**

http://lang.swarthmore.edu/makers/i ndex.htm

In contrast to the previous sites, this one is not a portal or a business tool. It is simpler, but it offers many online authoring templates for teachers.

1. This is a good example of an authoring tool web site that allows you to create interactive exercises that can be done online and offline.

2. The activities can be stored on the site, but it is advisable to save and run them from your own online server or offline in your computer classroom because, once the exercises are stored, they can be modified by anyone that enters the site.

3. It offers all sort of exercises: matching exercises, multiple choice and short answer quizzes, glossaries, drag and drop exercises, etc.

4. No registration is required.

**Trackstar**

http://trackstar.hprtec.org/

This is part of an online educational site called 4Teachers. This space provides many more tools and resources, but, unlike Discovery Channel, this is an institutional site sustained by a project at the University of Kansas. We have chosen this tool, Track star, because it gives us the opportunity to create a new kind of activity that is very appropriate for a web environment.

1. The output is an html page of links.

2. The track is stored online in the web site server. Then, it can be edited and modified online. Students access the page online.

3. It creates an annotated list of links that can be used to guide students in search of information for a lesson, a treasure hunt or other similar activities.

4. Registration required (simple to do and free)

**ClozeMaker:**

http://www.edict.com.hk/clozemake/
This is a good example of many free and simple authoring templates available on the Web especially designed for language teachers.

1. It helps create interactive exercises in html format.

2. The activities must be saved and run offline or from your own online server.

3. You create a fill the gaps exercise. An added feature is that you can insert your own text and gaps or you can choose a text and/or a word list of grammatical items from a database on the site

4. No registration is needed.

To see examples of all the activities presented in this article you can visit the following web page: http://www.isabelperez.com/tesol.htm

**CONCLUTION**

The overview of creating materials are:

1. To make changes.

2. To improve or to make them more suitable for a particular type of learner.

3. To adapt materials every time including reducing, adding, omitting, modifying, and suplementing ,

4. To maximize the value of the book for their particular learners, and minimize the price,

5. To respond the need of KTSP

There are two type of the teaching

materials;

1. An idealized model:

   ■ Materials draw on the content of syllabus

- Reduse broader objectives to more manageable ones
- Teacher-prepared materials

2. In Practice:

- Course designs possibly are not used by or are unknown to the teachers
- Most likely they are unknown to the learners
- Commercially sponsored textbooks

Writing for local needs or classroom needs are;

1. Should be familiar with the needs of learners, age, level of proviciency, degree of motivation, cultural learning slyles, parent, background knowledge, etc

2. To get complete information available about the instructional setting: class size, number of hours of instruction, place of course in the curriculum, political will of government (National examinations, leaving-school,etc.)

To whom the projects are:

1. Commissioned project

- Have less apportunity to develop own ideas, in cases a governmental agency, an educational institution, or a publisher-perhaps some combination of the three

2. Self-initiated project

- Be more personal satisfaction of various kinds .
- Classroom needs.
- Transposing one's own 'great idea' into a book

The practical applications are;

1. Work in small groups.
2. Make up a situation in an interactive scene.
3. Share the ideas for a developed simulation.
4. Outline a hypothetical materials writing project, like learners and teacher style, type of instructional setting, motivation for project, etc.
5. Agenda for writing materials .
6. Evaluation and revision

Some web-tools are;

http://www.isabelperez.com/tesol.htm
http://www.edict.com.hk/clozemaker/
http://school.discovery.com/teachers/index.html
*http://www.teachingenglish.org.uk/try/activities/getting-whole-class-talking*

Teacher's job is to adjust the textbook written for a wide audience to local needs

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