

## Materials development

- Curriculum genel, role of teacher, learning objectives, outcomes, syllabus
- localized, content, techniques, activities,
  - Product oriented approach to syllabus design
- knowledge and skills, gained as a result of instruction
  - Grammatical-structural syllabus
    - form, structures, stps is expected to master each grammatical structure in a linear way.
  - Situational syllabus
    - situational contexts,
      - being dentist, going to cinema, meeting a new student
      - to teach vocabulary and structures which are commonly used,
    - Lexical syllabus
      - words, lexis
      - practice lexical phrases as chunks
    - Functional-notional syllabus
      - emphasis on communicative purpose, and conceptual meaning of lang.
      - inviting, requesting, agreeing, apologizing, notions age, color, size, comparison.
    - interaction and communication events
  - Process-oriented approach to syllabus design
  - focus on skills and process,
    - learning experience themselves,
      - Skill-based syllabus
        - a collection of particular skills (pronunciation, grammar, listening, writing, reading...)
        - to learn specific lang. skills
      - Task-based syllabus
        - to utilize lang. communicatively so as to achieve a purpose,
          - introduce and practice,
          - task must be relevant to real world,
          - meaningful and authentic,
          - open gap activities, on meaning,
      - Topic/Theme-based syllabus
        - interesting topics,
      - Content based syllabus
        - derived from some well defined subject area
          - science or social studies.

Synthetic syllabus → one of a line  
only

## Shapes of Syllabus design

- The linear format → Düz bir konuyu aynı derin.
- The modular → broken into independent units.
- The cyclical format → Sorular, gitmiş, gelecek sorular aynı derin.
- The Matrix format → Phantigibi konular tekrar edilmiş ama bir konunun ayrılmaması.

### → Steps in material development ←

- identification → problem, need
- exploration → what skills
- contextual realisation → suitable contents
- pedagogical realisation → appropriate exercises
- physical production → visuals, typelize

→ Needs analysis is great importance.

### → objectives of adaptation

- Localization → necessary need for contextual relevance
- Personalization → relate content learner's interests.
- Individualization → address to individual learning styles
- Modernization → change contents with is outdated.

### → Types of Adaptation Techniques

• Addition → extra, extra yapılabilir

- Extending → aynı konulara daha fazla örnek,
- Expanding → add another part eklenebilir

• Deletion/Omission

- Subtracting → reducing the length of the material,
- Abridged → aminge some part, change overall.

• Simplification → change with simpler ones,

• Modification → a change in the nature

- Rewriting

- Restructuring → structure activity, grupken topluya çevirmek.

• Replacement → replace more suitable ones

• Replacing → decide to replace the tasks.

• Branching → add options,

Material types

Narrative → poems, journals

Informative → Ads, recipes, brochures

Interactive → enroll notes