**ASSIGNMENT 1**

**INTRUSTIONAL DESIGN OF ENGLISH GRAMMAR**

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1. **Course overview**

English Grammar is a fundamental course for everyone who starts to study English. Grammar provides the knowledge about structure of languages and answer the question how languages work. This course is designed to help students to definitely understand English grammar rules, apply them in right context and know how to use them fluently and effectively. These would help a lot in improving 4 main English skills: Listening, Speaking, Reading and Writing. Through some activities (such as discussion board, exercises, tests, video conference) on LMS, students also develop their communication skill, self – learning skill and demonstrate an ability to use LMS.

1. **Course learning objectives**

Upon successful completion of this course, candidates should be able to:

* Define linguistic structure and English grammatical points.
* Actively apply appropriate grammatical points in appropriate context.
* Demonstrate the ability to use English grammatical points and terminology correctly.
* Distinguish among important grammatical points.
* Communicate effectively in both spoken and written English.
* Prepare a fundamental information for next subjects – Writing 1 + Reading 1

1. **Sequence of Content of the course**

The sequence of this course content is the order of Topics that will be taught as following:

*Topic 1: The Sentence*

Topic 1: Main sentence elements

Topic 2: Sentence types

Topic 3: Simple sentences

Topic 4: Compound sentences

Topic 5: Complex sentences

Topic 6: Compound – Complex sentence

*Topic 2: Verbs, Verbs tenses, Imperatives Modal*

Topic 7: Present Tenses

Topic 8: Present Perfect Tenses

Topic 9: Past Tenses

Topic 10: Past Perfect Tenses

Topic 11: Future Tenses

Topic 12: Modal Verbs

*Topic 3: Questions, Answers, Negatives*

Topic 13: Questions

Topic 14: Answers

Topic 15: Negatives

*Topic 4: Nouns and Articles*

Topic 16: Nouns

Topic 17: Articles

*Topic 5: Pronouns and Quantifiers*

Topic 18: Pronouns

Topic 19: Quantifiers

*Topic 6: Adjectives and Adverbs*

Topic 20: Adjectives

Topic 21: Adverbs

*Topic 7: Prepositions, adverb particles and phrasal verbs*

Topic 22: Prepositions

Topic 23: Adverb particle

Topic 24: Phrasal verbs

*Topic 8: Direct and Indirect Speech*

*Topic 9: The passive and the causative*

Topic 25: The passive

Topic 26: The causative

*Topic 10: Conditional Sentences*

Topic 27: Conditional Sentence Type 1

Topic 28: Conditional Sentence Type 2

Topic 29: Conditional Sentence Type 3

***Elaboration how learning theories and criteria used in designing the sequence of the contents for this course***

**Criteria applied:**

* **Identifiable prerequisite:** This course is designed with Topics going from basic knowledge to more complex one. Students must master some identifiable prerequisites such as the sentences: sentence types, verb tenses before going to Direct and Indirect Speech/The Passive and the Causative/Conditional Sentence. For example, when students start to study Conditional Sentence Type 1, the knowledge of Simple Present tense and Simple Present Tense is needed.
* **Development:** Development Phenomenon state that instructors have to ensure the learner has reached the appropriate development level before teaching a task or topic. In this course, students need to complete prior Topic/Topic tests before going to another one. For example, if students want to study Topics in Topic 2, they need to complete and pass all the tests in Topic 1 (score above 4.0) which proves that they are well – prepared to move to next parts.
* **Familiarity:** Knowledge is approached from familiar one before moving to the unknown. Before starting to study, instructors should give student some example topics which are familiar with students.
* **Interest:** Originally, Grammar is an academic subject which includes a great deal of information. Students (including on and off campus) always feel stressful and a little bit bored when studying this subject. Recognizing this problem, designers intentionally create the tasks or topics (warm up activities, fun video clips) in order to encourage students have an interest in studying grammar.

**Learning theory:**

* **Cognitive theory:**

First, in this content sequence, new information has a close relation with the existing knowledge, which means the chance for meaningful learning will increase. It would help learners transfer information in long – term memory and retrievable in future. For example, after completing Topic 3, learners will be able to define and write simple sentences. Before moving to this Topic, learners have to gain a deep knowledge about sentence elements in Topic 1 and sentence types in Topic 2. In these 2 Topics, some questions such as “What are main sentence elements?”, “How many sentence types? What are they”, which are very critical for the next Topic, will be answered. Therefore, the Topic 3 will be learned better because there is a connection between existing (simple sentences in Topic 3) and prior knowledge (sentence elements in Topic 1 and sentence type in Topic 2).

Second, one of the implication for cognitive theory is that learners at different stages of cognitive development do not think and process information in the same manner. In this course, specifically, learning materials and activities are mainly used for online students, who are currently working and studying in the same time. This group of students has a varied age range – from 18 years old to 69 years old. Those who attend this course do not have a lot of time to study. Therefore, to imply the cognitive theory, instructional designers have to approach them in different way to fit their developmental needs.

Third, the English pretest for ELO (E – Learning Centered) students is just for reference and for classifying students in classes. Thus, there are a very big gap among high and low achievers. Due to this reason, embedding guidance and support in student - centered instruction should be offered to the one who have low performance in Grammar.

* **Social Learning Theories:**

Besides, social learning theories are also applied. At the first stage, learners could learn from provided videos or pdf materials which includes core information of the Topic. After that, on LMS, students need to attend forum and discussion board to interact with lecturers and other students. Furthermore, video conference is the cooperative task that requires students’ communication skills. In this activities, teachers will organize Q & A session and shows some small exercises and randomly ask student to complete them. Students will receive some rewards such as extra points or verbal praise when they give right responses. These preceding activities show the evidence that this course has also applied the social learning theories; which mentioned that the involvement of other people in learning process can exert powerful influences on motivation and performance.

* **Behavioral Theory**

Last but not least, designers also apply behavioral theory. There are many exercises and assessments throughout the course. Each Topic has its own private exercise and test with specific designed schedule and the results will be processed automatically by the Learning Management System. These would help a lot enhance learner motivation and achievement.

1. **Topic Instruction**
2. **Topic overview:** Topic 29: Conditional Sentence Type 3

In this Topic, students will learn how to write the conditional sentence Type 3 which helps them know how to express the action in the past that cannot be changed. Information from Topic 1: The sentence and Topic 2: Verb, Verb Tense are prerequisite knowledge which supports students to have better understanding of Topic 29.

1. **Topic objectives**

* Define Conditional Sentence Type1/Type2/Type3.
* Actively apply Conditional Sentence Type1/Type2/Type3 in appropriate context.
* Use fluently conditional sentence Type1/Type2/Type3
* Distinguish Conditional Sentence Type1/Type2/Type3
* Define order reversion of the subject and verb in conditional sentence Type1/Type2/Type3

1. **Sequence of the Topic content**

* When to use
* Basic structure of conditional sentence Type 3
* Order reversion of the subject and verb in conditional sentence Type 3
* Other expressions for conditional sentences

1. **Gagne’s 9 Steps**

**Step 1: Reception - Gaining attention**

Showing this picture

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In this step, students will have a quick discussion via the class forum and answer some following questions:

1. Have you ever regretted doing something in the past?
2. Have you ever wished to change something that you’ve done?
3. In Vietnamese, you can use words such as “giá như, nếu hôm đó mình không làm việc đó, thì…”. How about in English? How can you use English to express the action in the past that cannot be changed?

**Step 2: Expectancy – Informing learners of the learning objectives**

Clearly state the learning objectives to help students know the significance of the course and have the overall pictures for what they will learn.

* Define and actively apply Conditional Sentence Type 3 in appropriate context.
* Use fluently conditional sentence Type 3
* Distinguish Conditional Sentence Type1/Type2/Type3
* Define and actively apply other expressions for conditional sentences
* Define and actively apply order reversion of the subject and verb in conditional sentence Type 3

**Step 3: Retrieval to working memory – Stimulating recall or prior knowledge**

Students are asked to complete small exercises about Conditional Type 1 + Type 2. This exercise is designed by Lectora software and the result is automatically recorded on LMS. The main purpose is to ask for recall of previously learned knowledge which has strong connection with Topic 29.

This exercise includes:

* 2 multiple choice questions asking “When do we use conditional sentence Type 1/Type 2?
* 1 fill – in – the – blank exercise which includes 10 sentences of conditional Sentence Type 1 + 2

**Step 4: Preparing for the selective perception – Pre-training**

Key points are displayed by power point slides on LMS. Each key point is closely related to specific learning objectives.

|  |  |
| --- | --- |
| **Key points** | **Learning objectives** |
| * When to use | * Actively apply Conditional Sentence Type 3 in appropriate context. |
| * Basic structure of conditional sentence Type 3 | * Define Conditional Sentence Type 3 * Distinguish Conditional Sentence Type1/Type2/Type3 |
| * Other expressions for conditional sentences | * Define and actively apply order reversion of the subject and verb in conditional sentence Type 3 |
| * Order reversion of the subject and verb in conditional sentence Type 3 | * Define and actively apply other expressions for conditional sentences |

**Step 5: Selective perception – Presenting the content + Providing Learning Guidance**

In this step, designers tend to utilize a variety of methods such as video clips, slides and scripts to present the content and provide learning guidance.

Slides + video clips (slides with recorded voice of instructor):

* Showing the information “When to use”
* Using concrete examples about Conditional Sentence Type 3, which is closely related to the concepts. For example, instructors intend to give student an example: “You have failed one important examination. Just imagine you have one chance to do it again. So you can say: If I had studied hard, I would have passed my exam”.
* Showing slides with the structure of the Conditional Sentence Type 3. This table contains of the idea by relating it to others already in memory. Information of Type 1 + 2 is studied in Topic 27 & 28. Showing the structures of 3 Types are in need.

|  |  |  |
| --- | --- | --- |
|  | If clause | Main clause |
| Type 3 | If + Past Perfect tense | would/could/might + have + past participle |
| Type 1 | If + Present simple | Present simple |
| Type 2 | If + Past Simple | would / could / might + verb |

* Showing some more concrete examples.

**Step 6: Responding – Eliciting performance**

Firstly, to make sure that the students clearly understand and apply what they have just watched and read, some small exercises will be provided. These exercises take about 15 minutes and feedback will be shown at the end of the exercise. This is an opportunity for student to practice and link the prior and present information. Secondly, discussion board and video conference are another tasks to complete. These activities are designed for the learners to confirm what they have learned by directly asking the teachers.

**Step 7: Reinforcement – Providing feedbacks**

With every concern, question or response of students in discussion board, the instructor need to give corrective and formative feedback. This can lead to the improvement of students’ learning behavior. As mentioned above in social learning theory part, learning vicariously by observing a model demonstrate correct techniques; therefore, learning from mistake is a good way to apply.

In video conference session, instructor directly ask student and give the comments and responses right away. This session is recorded so students can access to rehear it any time they want.

**Step 8: Retrieval and reinforcement – Assessing performance/Enhancing retention**

Students are required to complete the unit test which is accumulated to final grades. Normally, test will include 10 multiple choice and 5 fill – in – the blank questions. The answer and feedback will be provided at the end of the course. Deadline for the test is the end of the week (1 week)

**Step 9: Confirming the learner’s objectives**

Learner’s objectives will be shown and mentioned at the last slides also. Knowledge in this week will be mentioned and reviewed again in the next week.

1. **Topic materials**

Required textbook: Alexandre, L.G. (2015) Longman English Grammar Practice. 16th ed. Longman Publishing

Optional materials: videos, slides, scripts have been posted on LMS.

1. **Topic Assessment**

The assessment for this Topic include:

* A set of discussion question in discussion forum to make student participate in the class.
* A Topic Test is to reinforce the learning progress.
* Video Conference is where students and instructor can interact with each other. Furthermore, students’ concerns could be responded right away.

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessments** | **Content** | **Duration** | **Weight** |
| Discussion Board | 1 question is related to the Topic | 1 week to response | 30% |
| Topic Test | 10 multiple choice questions and 5 fill – in – the blank question. | 15 minutes | 60% |
| Video Conference | Q&A session | 1 hour | 10% |

**APPENDIX 1**

1. PLEASE CHOOSE THE CORRECT ANSWER
2. If they go to Washington, they (see) \_\_\_\_\_\_\_\_ the White House.
3. will see
4. would see
5. would have seen
6. If she (have) \_\_\_\_\_\_\_\_ a hamster, she would call him Fred.
7. has
8. had
9. had had

3. If he gave her a sweet, she (stop) \_\_\_\_\_\_\_\_ crying.

A. will stop

B. would stop

C. would have stopped

4. If he (arrive) \_\_\_\_\_\_\_\_ later, he will take a taxi.

A. arrives

B. arrived

C. had arrived

5. We would understand him if he (speak) \_\_\_\_\_\_\_\_ slowly.

A. speaks

B. spoke

C. had spoken

6. Andy (cook) \_\_\_\_\_\_\_\_ dinner if we buy the food.

A. will cook

B. would cook

C. would have cooked

7. I will prepare breakfast if I (wake up) \_\_\_\_\_\_\_\_ early.

A. wake up

B. waked up

C. had waked up

8. If they shared a room, they (fight) \_\_\_\_\_\_\_\_ all day long.

A. will fight

B. would fight

C. would have fought

9. If you hate walking in the mountains, you (enjoy / not) \_\_\_\_\_\_\_\_ the tour.

A. won’t enjoy

B. wouldn’t enjoy

C. would have not enjoyed

10. Janet would go jogging if she (have / not) \_\_\_\_\_\_\_\_ to do her homework.

A, doesn’t have

1. didn’t have
2. hadn’t had

B. FILL IN THE BLANKS

1. He crashed his car, because he fell asleep while driving. If he (fall)\_\_\_\_\_\_\_asleep while driving, he (crash)\_\_\_\_\_\_ his car.
2. I lost my job because I was late for work. I (loose) \_\_\_\_\_\_\_ my job if I(be) \_\_\_\_\_\_\_ late for work.
3. We couldn't go to the concert, because we didn't have enough money. If we (have) \_\_\_\_\_\_\_ enough money, we(go) \_\_\_\_\_\_\_to the concert.
4. I could not go to Thailand last year because I lost my passport. If I (lose)\_\_\_\_\_\_\_, I (go)\_\_\_\_\_\_ to Thailand last year.
5. They did not use the new batteries; their camera did not work smoothly. If they (use) \_\_\_\_\_\_\_, their camera (work)\_\_\_\_\_\_ correctly.