

Final Instructional Design Document

Instructional Design Document

Needs Analysis Assignment

Identify the problem.

It has been noticed that regarding the speaking skills the students are not as good in this skill as they are in listening and reading. They usually create broken sentences and when they speak they are not fluent enough to express themselves clearly and easily. In other words the students should be at a higher level of competency but they are not at that level.

Identify the task and condition of the job.

My students study Arabic language at DLI for 63 weeks in order to be linguists after their graduation. When they first join the course they do not have any idea about this language, so they will start from the very beginning or in other words from the alphabet. Throughout the course the concentration is on reading, listening and speaking skills. After graduation, the students use the three skills a lot in their job. Part of what they do in their job is that, they have to speak to Arabic native speakers in a daily base; they have to listen and understand what is broadcasted in Arab media and also they have to read and understand the content of any document written in Arabic.

Analyze the current performance level.

The current performance level of my students differs from one student to another. Some students are highly advanced and some are really weak. There are many factors that affect the students level, for example some students study the language with a great passion and they do very well others feel that the language is imposed on them

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Final Instructional Design Document

W 13 Dr. Strong 522

and they deal with it unwillingly, as a result of this they are so weak. Fortunately in general, the number of the students who are doing well is bigger, in other words, they are able to communicate but not fluently and in a broken language as I said before.

Identify the causes of the problem.

One of the main causes of the problem is that some of the students view this language as a burden on them and for this reason they are always behind. Another reason is that the complexity of Arabic language makes it harder for a non-native speaker to create 100% correct sentences, most likely there will be some mistakes here and there. A third cause is that there is no specific or ready made lessons for developing the students speaking skills like the ones which we have for reading and listening skills. Also lack of using Arabic language inside and outside the classroom is part of the problem in addition to lack of using useful short phrases.

Identify the desired performance outcome.

The desired performance outcome should be a noticeable improvement in the students' performance regarding speaking skills. Like I said before I do not expect that this skill will be equal to reading and listening but at least it should be better than what it is now.

Identify the expectation of your training as related to the outcome.

I have very high expectation that students who receive this kind of training will perform better than the students who do not. The main reasons for that are the various tasks that will be given to the students such as vocabulary lists related to the speaking topics, video clips that represent different real life situations, recorded dialogues by native speakers discussing daily life matters ...etc. By doing this I will be able to move my students to a new level of performance.

The type of need is (FELT) and it fits this category because it is a desire or a dream that my entire school, my team members and I are eager to realize. In other words I want to push my students' standard of speaking to a level higher than what it is now. The main reasons for that are: The way the students express themselves is not good enough. I think it does not match the level of reading and listening passages which the students are able to deal with. Another reason is that the higher their speaking level is the better they will be able to get the job done. The third reason is that the better they are able to speak the more confident they will feel.

Right now I have about twenty students in my team learning Arabic language. The course will last for sixty three weeks and the students are taught by my team members and me daily, Monday through Friday from 7:45 – 3:30 at DLI facilities. The main goal of this course is to train military Arabic Language linguists who are able to read, write and speak Arabic.

As you can see from the above mentioned gap in the students' performance, the students should be speaking higher level of competency but they are not. My solution to the problem will be examining multiple teaching strategies that are proven to help in improving speaking skills. So my instructional design will revolve around the design of strategies using Arabic language outside the class, the students should use the IPOD for making daily recordings, using vocabulary and phrases lists to help them talk about specific topics, using video, PowerPoint and recording. In other words I will use all the available means of technology to improve the students speaking skills. I highly believe using the above mentioned strategies would result in improving the students' performance and I will concentrate my research in this area. I will use a combination of techniques such as questionnaires, interviews, tests, records and reports ...etc.

Learner's Profile.

All my trainees are military personnel in different ranks and from different branches of the armed forces. Their ages range between 19 – 28 years old. Most of them have just finished high school and some of them are college graduates. Regarding their gender, 75% of them are males and 25% are females. Most of them do not have much experience because they have joined the army right after finishing high school but the older ones are mature and full of life experience. The entire group has received a great deal of military training. 95% of the group are very motivated because they will be financially rewarded if they pass their final exam and also a bright future is waiting for them in the field of Arabic language and translation. I asked them about their interests and I found that they are interested in different things such as reading, writing, camping, fishing, watching movies, traveling ...etc. Studying Arabic language is mandatory for all of them. They have very good attitude, in fact they are the best students I have ever had. They have come from all over the county and from different social and cultural backgrounds. Because of their solid computer skills, all of them are excellent in using technology.

Task Analysis

Main Task

Speaking Skills

Sub Task # 1

- Vocabulary List
 - o Composing into phrases

Sub Task # 2

- Introduction
 - o Self/Other

Sub Task # 3

- Description
 - o Describe using the 6 elements of description

Sub Task # 4

- Communicating real life situations
 - o Communicate to fulfill basic needs

Sub Task # 5

- Reporting
 - o Report using the 6 elements of reporting
 - o Narrate using:
 - Present
 - Past
 - Future

Goals and Objectives Assignment

Goals:

- The main goal of this instruction is to improve the students' speaking skills.
- Another goal is to move the students to a new level of performance regarding speaking skills.
- Students will be able to demonstrate proficiency in using Arabic Language.

Topic/task	Objectives	Domain and level
Vocabulary	* DLI students (Arabic Language) will use confidently their vocabulary in everyday conversation.	Cognitive - Application
Introduction	* When asked to talk about themselves or someone else, students will reproduce fluently and clearly a solid introduction. * DLI students (Arabic Language) will express themselves effectively when interview someone or being interviewed.	Cognitive - Application Cognitive - Comprehension
Describing	*DLI students will name all the necessary categories of objects, object properties or event properties that are related to the description of	Cognitive – Recall Cognitive - Synthesis

	a designated situation. *When asked to comment on something students will give clear feedback.	
Reporting	*In case of accidents and events Students will be able to report what is going on exactly as it is. *In case of accident and events student will be able to describe in details what they see to the listeners.	Cognitive - Comprehension Cognitive - Comprehension
Communicating real life situations	*Being put in a real life situation, students will be able to express themselves clearly in different contexts and develop exchange ideas with others. *DLI students (Arabic Language) will be able to solve everyday life problems effectively and logically within the elements of the problem. * When asked to give their opinions students will clearly and concisely explain ideas and opinions. * When ideas are needed students will clearly	Cognitive - Comprehension Cognitive - Application Cognitive - Comprehension Cognitive - Evaluation

	support and defend concepts of agree and disagree and tell why.	
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Assessment Tool Assignment

The type of assessment that will be required to determine acquisitions of knowledge in my learners will be performance assessment; this is because my project will be about developing the speaking skill of Arabic language students in DLI. I will also listen to their daily recording and to the recording saved in their portfolios.

As I mentioned earlier I will use Performance assessment because my project will be about developing the speaking skills of Arabic language students in DLI. We all know that there is no true way to measure procedural knowledge unless the learner performs. (TAT 149.) So, this will be the best way to assess the degree of development in my students' speaking skills. It will be in the form of one-on-one speaking test. The student will sit with a certified tester who will test him/her to point out the weakness and strength in his/her performance. By the end of the test the student will receive from the tester detailed feedback about the way he/she does the test. Another way which I will use to assess my students speaking skills is listening to their daily recording. I have to tell you that all the students in my school have I-Pods and as part of this training I will assign them to submit 2 to 3 minutes of self recording daily. This recording can be about any topic covered by this training. Also, I will encourage them to collect all their recordings and classify them according to the different topics; I will call it Students' Listening Portfolio which can be a third way of assessing my students' performance. In addition to the above mentioned methods, I will use interviews, questionnaires, surveys and direct questions to get feedback from my trainees about the training. I do need to know what is working and what is not. Definitely there will be a detailed questionnaire by the end of the course but regarding the surveys and interviews they will be on a weekly or monthly basis.

The type of knowledge which I will be testing is the students' ability to speak Arabic Language. In other words I will test my trainees' performance regarding speaking Arabic Language. While they are speaking I will test their fluency related to the unit/topic tested, pronunciation, vocabulary related to the unit/topic tested, grammar related to the

unit/topic tested and their ability to get the task - I ask them about – done. It is to be mentioned that I will have a specific behavior measurement scale which is graded by level of competence to help me measure the students' performance. There are many reasons for doing this most important are that I want to know the effectiveness of my training; I want to know what is working and what is not working especially the material that I prepare throughout the course.

I will use the result of my testing/assessment in measuring the degree of improvement in my students' performance. I will also analyze it or manipulate statistically to use it as a proof for my study. I highly believe that the training that I will prepare will improve the students speaking skills. Therefore; the analyzed testing/assessment results will be the only way by which I can prove my assumption. It will also help me to modify my training, according to the trainees' feedback, I will keep the positive points and change or eliminate the negative ones. In other words I will be able to evaluate the reaction of my students to the training and this will help me in improving my training in the future.

In my assessment I will do my best to satisfy all or most of the characteristics of assessment such matching the objectives, validity, reliability, clarity of expectations, flexibility, consistency, diversity and efficiency. Also a word should be said about the other types of tests such as binary, matching, multiple choice, completion, short-answer close questions, open-ended essay ...etc. are all good types of testing but they do not fit well in the project I am doing.

Design Plan Assignment

1. Scope of Project (Focus)

- Goals
 - o The main goal of this instruction is to improve the students speaking skills.
 - o Another goal is to move the students to a new level of performance regarding speaking skills.
 - o Students will be able to demonstrate proficiency in using Arabic Language.
- Audience
 - o The audience of this training will be my DLI students of Arabic Language who are all military personnel. They study this language so as to be military linguists.
- Design Time and Milestone
 - o Completion of Design Plan (September 16 2006)
 - o Completion of Technology and Multimedia (January 13 2007)
 - o Assessment and evaluation (June 1 2006)
 - o Pilot and Revision (July 27 2006)
- Length of Course
 - o Taught in phases within 63 weeks.
 - o Activity-based classroom (63 hours)
 - o Multimedia-based (63 hours)

2. Delivery

- Content
 - o The content of this program will consist of 5 main topics which are considered to be necessary for developing the students' speaking skills. These five topics are: introduction, vocabulary, describing, reporting, and communicating real life situations.

- **Method**
 - The method for this program will be activity-based classroom inside the classroom and multimedia-based work outside classroom.
- **Training Time**
 - One hour per week inside the classroom and another hour outside the classroom will be enough.
- **Problems and Opportunities**
 - There will be no problem at all regarding this issue. All the students will have the equal opportunities and a generous amount of time for practice.

3. Objectives

Topic/task	Objectives	Domain and level
Vocabulary	* DLI students (Arabic Language) will use confidently the vocabulary related to the topic in everyday conversation.	Cognitive - Application
Introduction	* When asked to talk about themselves or someone else, students will reproduce fluently and clearly a solid introduction. * DLI students (Arabic Language) will express themselves effectively when interview someone or being interviewed.	Cognitive - Application Cognitive - Application
Describing	*DLI students will name all the necessary categories of objects, object properties or event	Cognitive – Recall

	properties that are related to the description of a designated situation. *When asked to comment on something students will give clear feedback.	Cognitive - Synthesis
Reporting	*In case of accidents and events Students will be able to report what is going on exactly as it is. *In case of accident and events student will be able to describe in details what they see to the listeners.	Cognitive - Comprehension Cognitive - Comprehension
Communicating real life situations	*Being put in a real life situation, students will be able to express themselves clearly in different contexts and develop exchange ideas with others. *DLI students (Arabic Language) will be able to solve everyday life problems effectively and logically within the elements of the problem. * When asked to give their opinions students will clearly and concisely explain ideas and opinions. * When ideas are needed students will clearly support	Cognitive - Comprehension Cognitive - Application Cognitive - Comprehension Cognitive - Evaluation

	and defend concepts of agree and disagree and tell why.	
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4. Materials

- The program will include video clips, sound recordings, and PowerPoint presentations.

5. Who is Involved

- I am the only one who will be involved in executing the training in my classroom.

6. Topical Outline

- I. Vocabulary related to the speaking topic.
- II. Introducing self or other person.
- III. Describing an object or event.
- IV. Reporting or narrating in present, past, and future.
- V. Communicating real life situation or giving opinions.

7. Administration and Evaluation

- This is a mandatory training for all my DLI students of Arabic Language. I am the one who will schedule and sign up the trainees. Also I will undertake the process of evaluating the students' performance.

8. Links

- The design of this training seems to be very long, this is because the training itself is part of MIST program course. For this reason the design time will be the time of my MIST program. In other words the training will not finish until I am done with the course.

Formative Evaluation

The main goal of this instruction is to improve the students speaking skills. The audience of this training will be my DLI students of Arabic Language who are all military personnel. They study this language so as to be military linguists. The program will include video clips, sound recordings, and PowerPoint presentations to provide the students with the required vocabulary. The content of this program will consist of 5 main topics which are considered to be necessary for developing the students' speaking skills. These five topics are: introduction, vocabulary, describing, reporting, and communicating real life situations. The method for this program will be activity-based classroom inside the classroom and multimedia-based work outside classroom. Here is a bunch of questions to evaluate the effectiveness of my curriculum design and the effectiveness of my instructional delivery.

- Is the training effective?
 - If yes, what proves that?
 - If no, where the defects lie?
- What is the outcome of my training?
- How do I tell that my training is working fine?

- Do the students understand my instructions?
- Do they know exactly what to do during the practice?
- Are my instructions clear?
- Are my instructions specific?
- Are my instructions understandable?

- Are my tasks clear and specific?
- Are my tasks understandable?
- How much time does each task take?
- Do the trainees feel any difference in their performance before and after the training?
- Do they like the task?
 - If yes, what do they like so much?
 - If no, what do they don't like?

- Is the quality of the video good?
- Is the sound clear?
- Is the recording clear?
- Is the pronunciation clear?
- Is the PowerPoint clear and attractive?
- Does the inserted video work well?
- Does the inserted sound play well?
- Is the material suitable to the trainees' level?
- Do the trainees learn what they are supposed to learn?
- What is the quality of the presentation in general?
- Is the material used in (video, audio, and PowerPoint) up to date?
- Are there any errors in the material?
- Are there any inappropriate expectations of outcomes?
 - If yes, what are the reasons?
- Do all the materials run well in the computer?

- Do the trainees succeed in the test?
 - If no, what is the reason?
- Do the trainees lack any skills?
 - If yes, which skills?

- How long does the instruction take?
- How do they feel about the training?
 - If it is a positive feeling what do they like much? (strengths)
 - If it is a negative feeling what do they do not like? (weaknesses)
- Do the trainees need any kind of revision?

- What is the reaction of the learners to:
 - the method of studying?
 - activities?
 - materials?
 - evaluation used?
- What are the negative points?
- What are the positive points?
- Are the students satisfied?
- Is the instructional context appropriate?
 - Is there anything to be added to the context?
 - Regarding the context is there anything to be added or eliminated?
 - Is there anything which can be revised?