**LESSON PLAN**

Subject : English

Topic : Discourse Analysis

Participants : Master Students

Level : Intermediate

Time Allocation : 1 x 90 Minutes

1. **LEARNING GOAL**

    By the end of this meeting, the students should be able to produce their own discourse by the means of discourse diagram.

1. **LEARNING OBJECTIVES**

    The objectives of the learning are:

* Students are able to differentiate labeled texts and unlabeled texts.
* Students are able to recognize internal structure of texts.
* Students are able to recognize signal words used in particular text structures.
* Students are able to produce their own discourse.

1. **TEACHING MATERIALS**

## Internal Text Structures

**When you are reading informational text, you will notice that authors use many different text structures or organizational patterns to organize their information. The following chart lists signal words, definitions, and examples of some of the most common text structures you will encounter when reading informational text:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Text Structure** | **Signal Words** | **Definition** | **Example** |
| Cause and Effect | so that, because of, thus, unless, since, as a result, then, reasons for, consequently, explanation for, nevertheless, thus, accordingly | The writer explains the reasons for an event or phenomenon. | So many Bald Eagles were killed by pesticides and illegal hunting. They were in danger of becoming extinct. |
| Comparison/ Contrast | different from, same as, alike, similar to, unlike, but, as well as, yet, either…or, compared to, in contrast, while, although, unless, however | The writer discusses the similarities and differences of two ideas, objects, or processes. | Golden Eagles are apt to hunt for prey while Bald Eagles are more likely to take an easy meal. |
| Enumeration or Listing | to begin with, first, second, in addition, next, then, last, finally, another, also, most important | The writer presents information in a structure that resembles an outline. It is often presented in bulleted format. | 1. Golden Eagles are birds of prey.  2. Golden Eagles search for prey.  3. Golden Eagles swoop through the air to attack their prey. |
| Sequential or Chronological | first, second, third, now, before, after, then, next, finally, following, while, meanwhile, last, during, not long, when, on date | The writer presents a series of events or explains a procedure or process in the order they happen. | First, Golden Eagles soar high along ridges near their nests. Then, they search for prey. When a meal is spotted, they attack in a long swoop. |
| Concept/ Definition | is, for example, involves, can be, defined, an example, for instance, in fact, also, contain, make up | The writer introduces an idea and explains what it is. | Golden Eagles are powerful raptors with large dark brown bodies and small heads with golden crowns. |
| Generalization | is, for example, involves, can be, defined, an example, for instance, in fact, also, contain, make up | The write offers statements about a whole group that are based on broad generalities. Could be too broad and not based on fact. Often the word "all" will make a generalization untrue. | Golden Eagles are birds of prey.  All trees lose their leaves in the fall. |
| Process | Steps … or First, Next, then; begins with, in order to | The writer offers the procedure or process for how something is done/created. | Cookbooks, how-to manuals |

(Taken from: www.lcps.org)

1. **TEACHING METHODS**

* Lecture
* Group Discussion

1. **TEACHING RESOURCES**

* Handbook of Discourse by Guy Cook (1989)
* Journal Articles
* Magazine Articles

1. **TEACHING SCENARIO**
2. Pre-teaching:

* Teacher greets the students.
* Teacher states the objective of today’s learning.
* Teacher explains the differences between labeled and unlabeled texts.
* Teacher gives explanation about internal structure of the texts by the means of journal articles and magazine articles.
* Teacher exemplifies about how to transfer the information the students got from the articles into the discourse diagram.

1. Whilst-teaching:

* Teacher asks the students to label the unlabeled texts individually.
* Teacher asks the students to determine the internal structure of texts in pairs.
* Teacher asks the students to determine some signal words found in the texts in pairs.
* Teacher asks the students to produce their own discourse in the form of a simple article.
* Teacher asks the students to transfer the information from the articles they produced by the means of discourse diagram.

1. Post-teaching:

* Teacher invites students to summarize today’s lesson.
* Teacher asks the students about the benefit they get from today’s lesson.
* Teacher opens question-answer session.
* Teacher dismisses the class.

1. **LEARNING MEDIA**

* Board and Markers
* Article Papers
* LCD Projector
* Laptop