Instructional Design for Integrated Language Teaching
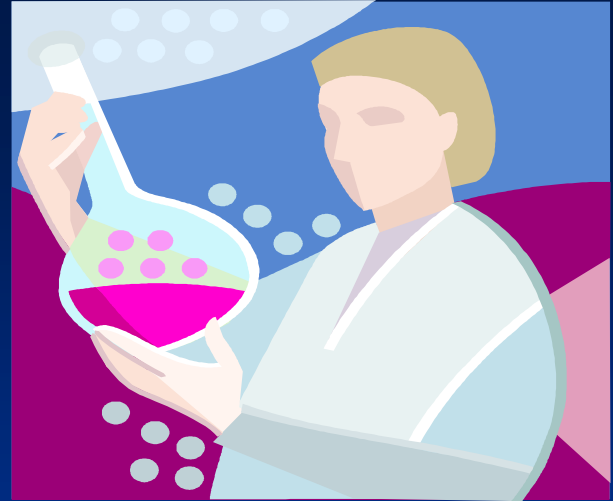
By

Wachyu Sundayana

I. Introduction

1.1 Instructional design refers to the process of conceptualizing, organizing, and arranging the elements of curriculum

into a coherent pattern (Print, 1993)

1.2 Instructional design involves the carrying of a number of the following steps:

* diagnosis of needs

* formulation of objectives

* selection of content

* organization of content

* organization of learning experiences

* determination of what to evaluate and means to evaluate (see Gagne, et.al.1992;Taba in Dubin and Olsthain, 1986)

1.3 Integrated language teaching refers to the practice of integrating or combining of at least two language skills

2. Models of Integrated Language Teaching

There are at least two models of integrated language teaching:

2.1 Content-based teaching (e.g. theme-based language teaching)

2.2 Competency-based language teaching (e.g. Text/genre-based language teaching)

3. Theme-based language teaching (TBLT)

3.1 TBLT is used in 1994 English curriculum

3.3 Principles underlying TBLT are:

     (1) Automaticity principles include :

     - subconscious process of language
       learning goes through meaningful use
       of language;

     - the emphasis is on the purpose of
       language use

     - analyzing linguistic features is avoided

(2) Meaningful principle which implies that what students will learn must be related to what they know and experience.

(3) Intrinsic motivation principles indicates that teaching and learning of English should be intrinsically motivating for students. This

principle implies that teaching should:

- create and maintain student's curiosity;

- provide a variety of activities and sensory stimulation;

- relate learning to students' needs and interests;

- set goals for learning.

(4) Communicative principles means that English teaching should help students acquire and develop communicative competence, reflected in the ability of students in using the four language skills, listening, speaking, reading, and writing

4. The instructional design of TBLT

4.1 Plan theme and develop theme into topics based on negotiation with students;

4.2 Set the objectives by considering students' needs and interests;

4.3 Select and organize materials based on the formulated objectives. Use authentic materials, like leaflet, brochure, other texts from the surroundings or based on what students need

4.4 Present the materials using appropriate teaching strategies, for example, using suggested strategy in 1994 Ennglish curriculum:

Pre-activities

While-activities

Post-activities

Task #1: Based on your experience in implementing 1994 English curriculum or 2004 curriculum:

1. How do you design integrated language teaching?

2. What factors do you consider in designing integrated language teaching in your class?

3. What problems encountered in the implementation of integrated language teaching?

5. Competency-Based Language Teaching (CBLT)

- CBLT is suggested in the implementation of 2004 English curriculum and school- level curriculum (KTSP)

- CBLT share the same principles with other approaches, like performance-based instruction and mastery learning;

- Competencies differ from other student goals and objectives, they describe the student's ability to apply basic and other skills in situations encountered by students in their life

- CBLT is used in the context of standardization in education, standard movement that has dominated educational discussion since 1990s

- Competencies consist of description of the essential skills, knowledge, attitudes, and behaviors required for effective performance of a real-world activity (Richards &Rogers, 2001).

- In content standard of English, competencies refer to standard competencies and basic competencies needed to comprehend and produce both spoken and written discourse relevant for students

5.1 Principles of CBLT

- CBLT is based on a functional and interactional perspective on the nature of language;
- It seeks to teach language in relation to social contexts in which it is used;
- Language always occur as medium of interaction and communication between people for the achievement of specific goals and purposes
- It adopts "whole" (communicative competence) which is constructed from smaller components correctly assembled (Richards&Rogers, 2001)

5.2 Instructional Design of CBLT

Based on the given standards and KTSP documents, one of the suggested instructional design is 'systematic model of instructional design'. This design consists of 4 major interrelated steps, namely:

(1) begin the planning process by clearly identifying competence standards and basic competencies covered in the content standard and SKL. Then, formulate the basic competencies into indicators by considering texts types suggested in the content standard and students' prior knowledge and level

(2) Plan instructional activities that are intended to help students attain those indicators and specific objectives stated in lesson plan/RPP;

(3) Develop assessment instruments that measure attainment of these indicators and specific objectives; and

(4) Revise instruction in light of student performance on each objective and student attitude towards instructional activities (adapted from Dick & Reiser, 1996)

5.3 Steps of systematic instructional design:

```
[1] → [2] → [3] → [4] → [5] → [6] → [7]
 ↑                                      ↓
 └──────────── [ 8 ] ←───────────────────┘
```
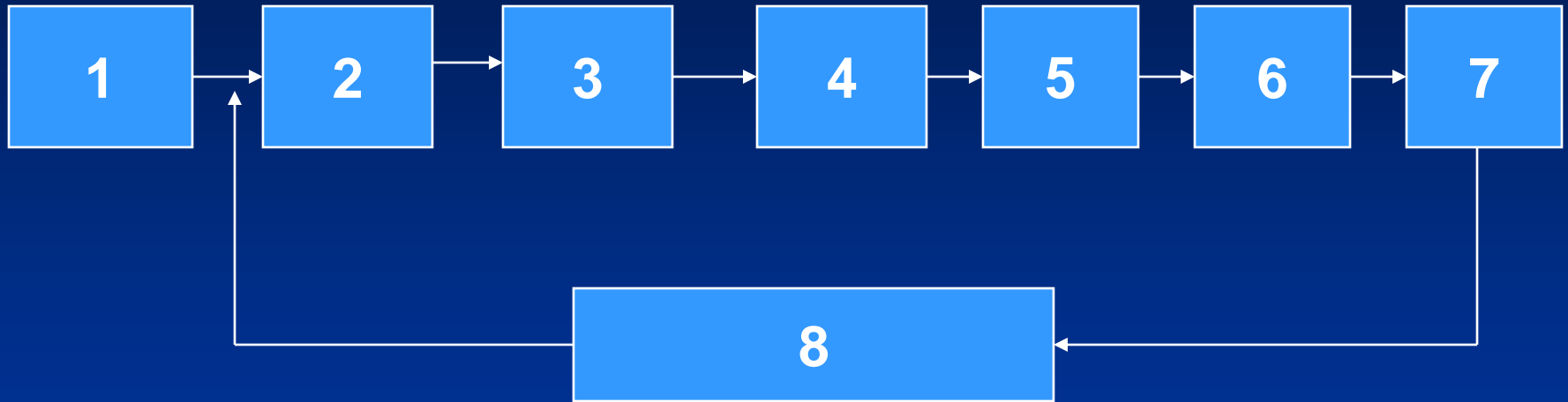
Adapted from Dick & Reiser(!996)

Notes on the steps:

1. Identify content standard and SKL (graduate standard competence)
2. Identify competence standards and basic competencies , then formulate basic competencies into 'core materials'
3. Analyze 'core materials' (through learning task analysis), then based on your analysis, formulate indicators.

In formulating indicators, consider major competencies and supporting competencies Including learning domains (like, cognitive and affective domains)derived from analysis . Supporting competencies, such as, linguistic/ grammatical competencies and socio-cultural competencies.

4. Plan instructional activities;

5. Choose instructional media;

6. Develop assessment tools;

7. Implement instruction in the classroom; and

8. Revise instructions on the basis of students' attainment of indicators and specific objectives

5.4 Suggested procedure (Teaching steps)

5.4.1 Integrated listening and speaking

(1) Present of a brief dialog or monolog,

preceded by motivating strategies, like relate the dialog or monolog to students' knowledge and experiences; provide related pictures and ask questions about the pictures; list keys words and expressions and ask students about the words and expressions; tell the objectives the day

(2) Read the dialogs/monologs or present them

in tape recorder

(3) Ask students to identify phonological features of the dialog, like sound differences, stress and intonation patterns; to identify morphological and

syntactical features of the spoken monolog, like key words, sentence structure, sentence connectors, etc

(4) Ask students to get meaning of the expressions in the dialog; sentence meaning in the monolog

(5) Ask students to determine or o discuss situation, people, setting, topic, formality and informality of the language used in the dialog; to determine main ideas and supporting ideas, detailed information etc. found in the monolog

(6) Pronounce utterance of the dialog segment

(7) Explain and discuss the function of utterances in the dialog; discuss the flow of ideas in the monolog

(8) Make questions and answers based on the dialog and/ or the monolog

(9) Oral production activities – proceeding from guided to free communication activities

(10) Evaluation of learning process and/or learning outcomes

5.4.2 Integrating reading and writing

   Procedure:

(1) Identify the target genre to teach

(2) Collect models of the genre

(3) Introduce the genre by reading & discussing

     it.

(4) Use class time to develop familiarity with the field or topic & build relevant vocabulary

(5) Deconstruct the model genre

(6) Identify its stages

(7) Identify their purpose

(8) Write sample genres in groups or as individuals

(9) Discuss the results

(10) Write independent genres

(Adapted from F. Cristies, 2005)

Other procedures used in integrated teaching of reading and writing :

(1) The three stages, P-W-P strategies (see Williams, 1989)

(1) The four stages of curriculum cycles:
   - Building knowledge of the field/topic
   - Modeling of the text type
   - Joint construction of the text type
   - Independent construction of the text (Derewianka,et.al, 1990)

Thank you very much for your involvement
REFERENCES

1. Dick and Reiser. 1996. *Instructional Planning; A Guide for Teachers*. Boston: Allyn nad Bacon
2. Gagne, et.al.1992. *Principles of Instructional Design*. New York: Harcourt Brace Jovanovich College Publishers
3. Gibbons, P. 2002. *Scaffolding Language, Scaffolding Learning; Teaching Second Language Learners in the Mainstream Classroom*. Portsmouth NH: Heinemann
4. Richards and Rogers. 2001. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.
5. William, Eddie.1989. Reading in the Classroom. London: Macmillan Publishers Ltd.
6. Wachyu Sundayana.2006. *Developing Competence-based Syllabus*. Handout.
7. ____ 1997. *Pengajaran Bahasa Berbasis Tema*. Bandung: IB Press

Wachyu Sundayna

Office address: Jurusan Pendidikan

Bahasa Inggris, FPBS,Universitas Pendidikan

Indonesia, Jl. Dr. Setiabudhi 229 Bandung

Phone/Fax (022) 2002443

Email address: wachyus@bdg.centrin.net.id