

INTEGRATED LANGUAGE TEACHING; THEME-BASED TEACHING

I. INTRODUCTION

In day-to-day interaction people commonly use more than one modes or language skills. This nature of communication, for instance, takes place when the speaker talks to the listener, she/he should talk and listen to the listener's response almost at the same time and on the other way round the listener must listen and respond to the speaker. In this example, we notice that in language communication two or more language skills are integrated. This is the natural process of human communication.

In today language teaching, skills integration has become the ultimate goal of the instruction. This trend influences the Teaching English as a Foreign Language (TEFL) in our context. The question that should be raised here : What models of language teaching focusing on integration? What principles underlying the models? How should we design integrated language teaching? These three questions will be discussed in this paper.

II. MODELS OF INTEGRATED LANGUAGE TEACHING

There are at least two models of integrated language teaching, namely: Content-based Teaching and Theme-based Teaching. In the first model, language is simply serve as the medium to present informational content of interest and relevance to language learners. The examples of content based-teaching are :

- ◆Immersion program for elementary school children. This program commonly applied in English Teaching as a Second Language (ESL program).
- ◆English for Specific Purposes which is designed for university students.

The second model, theme-based or topic-based teaching which is regarded as the weak version of content-based teaching is organized around themes or topics. This model to a certain extent has already been applied in our 1994 English curriculum. The model will be addressed in this paper.

Based on your experiences, discuss the questions below:

1. What other models that could be considered as integrated language teaching?
2. What are advantages and disadvantages of integrated language teaching?

III. PRINCIPLES OF THEME-BASED TEACHING

Brown (1994:222) indicates that four major principles underlying theme-based teaching covering:

1. The automaticity principle that include the following points:
 - subconscious process of language learning through meaningful use
 - the emphasis is on the purposes of language use
 - analyzing language structures is avoided.
2. Meaningful principle which implies that what students will learn should be related to what they know and experience. This requires the English teaching and learning processes capture students' interests and needs.
3. Intrinsic motivation principle indicates that the practice of English teaching and learning should be intrinsically motivating for the students. The principle implies that teaching should at least meet the following:

- create and maintain student's curiosity;
 - provide a variety of activities and sensory stimulation;
 - relate learning to students' needs; and
 - set goals for learning.
4. Communicative principle means that the English teaching should help students acquire and develop communicative competence. In practice, the competence is realized in the students' ability to use the four language skills in their communication.

IV. THE DESIGN OF THEME-BASED TEACHING

The following are suggested for designing integrated language teaching using theme or topic-based teaching.

1. Set the objectives. Here, we consider students' interests and needs. We have to make sure that students know the objectives. This will be intrinsically motivated for them.
2. Select and organize the materials based on the objectives. We have to negotiate with students in selecting topics by considering their interests and their prior knowledge related to the topics selected.
3. Use authentic materials, such as, brochure, leaflet, timetables or other texts from the existing situation including realia or real objects.
4. Present the materials using appropriate strategy. The suggested strategy in the existing English curriculum includes the following:

- Three-Stage Strategy like Pre-activity, While-activity and Post-activity.
- K-W-L strategy (Ogle, 1986) designed particularly for expository reading.

K stands for What students Know

W stands for What students Want to know

L stands for What students Learned.

Discuss with your friends :

1. How do you design integrated language teaching?
2. What factors do you consider in designing integrated language teaching in your class?
3. Share in the class your design.

5. Sample of Instructional Planning for Integrated Language Teaching.

This lesson plan (instructional planning) has been applied in teaching English for students sitting at basic level (equal to SLTP students)

MODEL OF INTEGRATED LESSON PLAN

Subject : English

Theme/Topic : Television/Comparing TV sets

School : SLTP

Grade/Semester : III/ 2

Time : 2 x 45''

Primary skill focus: Listening

Secondary skills focus : Reading, writing, and speaking

1. Specific Instructional Objectives:

- a. Students are able to compare three different TV sets in terms of screen size, weight, and price based on the given oral description, then complete the given table.
- b. Students are able to identify specific information provided in the table to answer the given oral questions
- c. Students are able to exchange information orally about their own TV set including the TV program they like best.

2. Teaching material : Adapted semi authentic material and authentic one taken from newspaper.

3. Teaching and Learning Activities:

Pre-listening : - Ask students whether they have TV set or not

- If they have the TV set, ask what the name of TV set, screen size, and price including TV program they like best.

While-listening: - Ask students to listen to oral description on the tape and complete the given table comparing three TV sets.

- Ask students to answer the oral questions by reading the completed table.

Follow-up activity (Post-Listing activity):

- Ask students to exchange information orally about TV set they have and TV program they like best. Alternative activity, ask students to work in group of four or five; one of them interview the other three/four students about their TV sets and the program they like best. Then, report the result of the interview to the class.

4. Evaluation : Conducted during the activity, focusing on while-activity.

REFERENCES

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2. Nunan, David.(1990). *Designing Tasks for Communicative Classroom*. Cambridge: Cambridge University Press.
3. Sundayana, Wachyu.(1997). *Pengajaran Bahasa Berdasarkan Tema*. Bandung: IBP Press.

