

INSTRUCTIONAL TECHNOLOGY; TOWARDS THE EFFECTIVE AND MEANINGFUL LEARNING-TEACHING ENGLISH AS FOREIGN LANGUAGE WITH INTEGRATED-SKILL INSTRUCTION APPROACH

Hadi Soehartono

SS., M.Pd., Centre for Development and Empowerment of Teacher and Education Personnel

Abstract: Technology can play a significant role in enhancing these kinds of learning outcomes. Instructional technology is theory and practice, design, development, utilization, management, and evaluation of processes and resources for learning. Principally this essay aims to develop teaching methodology—approach model to structuring the environment to facilitate Teaching English language as foreign language to make learning more successful with the focused on how to implement integrated skills instruction approach?

The integrated-skill instruction approach; for learner exposes authentic language and challenge them to interact naturally based on the principles and gain a true picture of the richness and complexity of communication language used in a real-life, authentic, and meaningful through engagement of integrated language skills in social and for teacher traces progress of students' multiple skills at the same time Integrating the language skills and promotes the learning meaningful.

Keywords: Integrated-Skill Instruction Approach, Learning-Teaching English.

1. INTRODUCTION

In today's educational world, the learning outcomes, that are deemed the most important are not always agreed upon by everyone. Many believe that standardized testing is the best indicator. These are the way that administration, school boards, and state government agencies can easily decide if students are learning and receiving a quality education. It runs, however, in direct contrast to the research that has been done in recent years which leans to constructivism, portfolios, and project-based learning (Halpin, 1999). This type of outcome is more difficult to evaluate, and that is one of the reasons that change has been slow in coming. Technology can make a difference in easing the process, but if constructivist type learning outcomes are to ever be fully achieved, the curricular goals of schools must progress from specific, low-level thinking to more open-ended, broad-based knowledge areas (Vannatta, & Beyerbach 2000).

Technology can play a significant role in enhancing these kinds of learning outcomes. Technology is “not only the obvious such as robots, computers and the assembly line, but also the less obvious, such as bureaucratic rules and manuals prescribing accepted procedures and techniques” (Ritzer, 1996 p. 101). Technology is “us—our tools, our methods and our own creative attempts to solve problems in the environment” (Robler, 2000 p.V).

For the discussion here, the definition technology will refer to "the field of instructional design and technology encompasses the analysis of learning and performance problems, and the design, development, implementation, evaluation and management of instructional and non-instructional processes and resources intended to improve learning and performance in a variety of settings, particularly educational institutions and the workplace" (Reiser, 2001). Instructional technology is theory and practice, design, development, utilization, management, and evaluation of processes and resources for learning. (Seels and Richey, 1994).

In conclusion, the fundamental thoughts are: first, the instructional technology does not separate learner from the media that combines both into the phrase "source for learning". Second, instructional technology focuses on the development of learning as field goals and learning is seen as a way to achieve its objectives. Refer to the principal of second thought, it illustrates that the way of instructional technology increases learning achievement and its role in educationist linked to application of methodology, strategy, and technique used in the application of the learning principles to solve learning problems.

Principally this essay aims to develop teaching methodology—approach model to structuring the environment to facilitate Teaching English language as foreign language to make learning more successful with the focused on how to implement integrated skills instruction approach?

2. LANGUAGE TEACHING METHODOLOGY APPROACH

Language Teaching Methodology is that which links theory and practice. Theory statements would include theories of what language is and how language is learned or, more specifically, theories of second language acquisition. Such theories are linked to various design features of language instruction. These design features might include stated objectives, syllabus specifications, type of activities, roles of teachers, learners, materials, and so forth. Design features in turn are linked to actual teaching and learning practices as observed in the environments where language teaching and learning take place. This whole complex of elements defines language teaching methodology (Rogers & Emeritus, 2001)

Heinich, Molenda, Russell, and Smaldino (1996 , p. 16) defines that method of teaching is teaching technique and procedure to help learners internalize content or message such as presentation, demonstration, discussion, and practice, exercise, tutorial, cooperative learning, game, simulation, discovery, and problem solving. Meanwhile, the learning approach is structuring information and environment to facilitate learning. Not only meaningful environment where learning occurs, but includes methods, media, and technology required to transfer information and guide learners.

It concludes that the methodology of language teaching is teaching technique and a systematic procedure to help learners acquire knowledge. On the other side, approach is more flexible at the level of the implementation class associated with the delivery of information and structuring the environment to facilitate learning.

3. INTEGRATED-SKILLINSTRUCTION APPROACH

There has been a shift away from teaching language in purely isolation or segregated to integrated skill instruction approach. Types of integrated-skill instruction are content-based language instruction and task-based instruction. The first of these emphasizes learning content through language, while the second stresses doing tasks that require communicative language use (Oxford, 2001).

In content-based instruction, students practice all the language skills in a highly integrated, communicative fashion while learning content such as science, mathematics, and social studies. Content-based language instruction is valuable at all levels of proficiency, but the nature of the content might differ by proficiency level. For beginners, the content often involves basic social and interpersonal communication skills, but past the beginning level, the content can become increasingly academic and complex. The Cognitive Academic Language Learning Approach created by Chamot and O'Malley (1994) shows how language learning strategies can be integrated into the simultaneous learning of content and language.

Here, at least three general models of content-based language instruction exist: theme-based, adjunct, and sheltered (Scarcella & Oxford, 1992). The theme-based model integrates the language skills into the study of a theme (e.g., urban violence, cross-cultural differences in marriage practices, natural wonders of the world, or a broad topic such as change). The theme must be very interesting to students and must allow a wide variety of language skills to be practiced, always in

the service of communicating about the theme. This is the most useful and widespread form of content-based instruction today and it is found in many innovative ESL and EFL textbooks. In the adjunct model, language and content courses are taught separately but are carefully coordinated. In the sheltered model, the subject matter is taught in simplified English tailored to students' English proficiency level.

Meanwhile, in task-based instruction, students participate in communicative tasks in English. Tasks are defined as activities that can stand alone as fundamental units and that require comprehending, producing, manipulating, or interacting in authentic language while attention is principally paid to meaning rather than form (Nunan, 1989).

The task-based model is beginning to influence the measurement of learning strategies, not just the teaching of ESL and EFL. In task-based instruction, basic pair work and group work are often used to increase student interaction and collaboration. For instance, students work together to write and edit a class newspaper, develop a television commercial, enact scenes from a play, or take part in other joint tasks. More structured cooperative learning formats can also be used in task-based instruction. Task-based instruction is relevant to all levels of language proficiency, but the nature of the task varies from one level to the other. Tasks become increasingly complex at higher proficiency levels. For instance, beginners might be asked to introduce each other and share one item of information about each other. More advanced students might do more intricate and demanding tasks, such as taking a public opinion poll at school, the university, or a shopping mall (Oxford, 2001).

It concludes that teaching English language communicative approach is Content and task-based instructions direct learners to the concept of communication within the diverse lattice. On other word, content based learning to communicate academic contents content through medium of language and language-based learning to enable communication language as a consequence of the interaction between learners and task based learning, tasks become increasingly complex at higher proficiency levels.

4. CONCLUSION

The development of teaching methodology and the involvement of active roles of learners are viewed as field destination of Instructional technology in attempting to develop learning process and the ways of instructional technology to improve learning achievement in particular, theory and practice, design, development, utilization, management, and evaluation of processes and resources for learning.

The integrated-skill instruction approach; for learner exposes authentic language and challenge them to interact naturally based on the principles and gain a true picture of the richness and complexity of communication language used in a real-life, authentic, and meaningful through engagement of integrated language skills in social and for teacher traces progress of students' multiple skills at the same time Integrating the language skills and promotes the learning meaningful.

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