Integrative Teaching in University-level English Curriculum

Dr. Shu-ping Lee (李舒萍)
(Nan-Hua University)

Abstract

University-level language course design for English majors in Taiwan often follows the rules that four skills, i.e. listening, reading, speaking, and writing, are instructed separately in the curriculum. The disadvantage is that curricular sequence was found missing and can not be incorporated among individual courses. This paper aims to explore the advantages of the proposed integrative curriculum: integrative approach for the four language skills into one course, which incorporates content-based instruction (CBI) and real-world task-based instruction (TBI). The methodology focuses on college classroom observation and evaluation in two group students, one with integrative approach and the other one with non-integrative approach. It was found that the students with integrative learning were equipped with knowledge and language acquisition. Content literacy learned from content-based instruction enhances students’ confidence in their own identity as English majors. The more real-world tasks and controversial issues inspire higher creative thinking and critical ability. It is concluded that the integration of four skills i.e. reading, writing, speaking, and listening via content- and task-based instructions could develop college students’ abilities being a confident target language user with multiple literacies.

Key words: integrative teaching, English curriculum, CBI, TBI, literacy

中文摘要

臺灣各大學英文科系語言課程規劃多為聽說讀寫分科教學，其缺點為課程缺乏連貫性與整合性。此論文主要探討以主題(CBI)與任務(TBI)為導向的整合式語言教學，用以克服傳統分科教學缺點的可能性。研究對象為以整合式語言教學與非整合式語言教學的兩班學生為評量對象。研究發現，以整合式語言教學為主的學生擁有較自信的語言與知識的掌握。藉由主題式的知識習得幫助英文科系學生建立自我定位。課程中的真實情境任務與具爭議性的議題可激發學生創意性思考與批判能力。此論文總結主題與任務為導向的整合式語言教學可幫助英文科系學生成為有自信、且具知識的英語使用者。