

## MODEL OF TEACHING MATERIALS FOR

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**Annotation:** *This study is aimed to develop teaching materials, which is an English module for Elementary School Teacher Education Programs in Asia based on the integrated language skill approach. A number of 75 respondents from the Elementary School Teacher Education Programs at three universities participated in this research, they are from Universitas Pendidikan Ganesha in Bali, Universitas Mulawarman in Samarinda, and Universitas Negeri Manado in Manado. At the Elementary School Teacher Education Programs, no book with a practical model of integrated language skill is available at these universities. In collecting and analyzing the data, this study combined the research and development (R&D) model of Gall et al. (2003).*

**Keywords:** *Research and Development Model, English teaching material, integrated language skill approach.*

At the Elementary School Teacher Education Programs in most Asian universities, no book with a practice of integrated language skill is available for the students who are going to be teachers after the program. Having an ideal curriculum material that is aligned with the aim of instruction is important in any teacher education program. Lin et al. have asserted that well-designed teachers' guides play a great contribution in communicating and supporting reform-based teaching. Therefore, this research is aimed to develop a teaching material based on an integrated language skill approach. The teaching material is a "Teaching English to Elementary School Students" module for the Elementary School Teacher Education (Pendidikan Guru Sekolah Dasar, or abbreviated as PGSD) Programs for a number of universities in Asia. This research is deemed urgent and crucial so that good and qualified teachers are produced after they finish the programs. This module is categorized as impart of the English for Specific Purposes (ESP) because it was applied in academic studies, vocational, and professional purposes. Besides, the characteristics of this module were different from an English course module in general (Aljiffri, 2010). Likewise, the existing module 'Teaching English at Elementary Schools' cannot facilitate the students to achieve the learning objectives, and the scope only covers general English (Sakhiyya et al., 2018). The integrated language skill approach applies the constructivism approach; therefore, students build their knowledge through an active role in the learning process. This module

also took the English Language Teacher Education curriculum as an epistemology reference in English teaching and learning.

The integrated language skill approach is chosen because there is a need to emphasize that language learning that covers all aspects of language skills. Integrated language skills are presented in a coherent unity between listening, reading, speaking, and writing in teaching language. Teaching about how to use punctuation, for example, can be taught in connection with writing skills. Likewise, reading skills can be taught along with speaking skills, and literary skills can be presented together with the learning of reading and writing or speaking. In an integrated language skill approach, language learning can also be presented at the same time with other subjects, for example, math language, social language, science language, and religious language. Everything that is presented proportionally could make the learning objectives achieved.

Several concepts state meaningful learning takes place in students' previous knowledge. Integrated learning is defined as an integrated curriculum which is as education that is organized in such a way in a certain subject matter, incorporating various aspects of the curriculum into meaningful associations that focus on a broad field of study. Brown and Lee said that there are several models of integration of English skills that can be used in combining two or more language skills or subjects and it makes discourse easier to produce, understand, and recall if it is constructed episodically. Coyle et al. propose that these contents are related to topics or themes, such as ecosystems and culture,

The integrated language skill approach integrates all aspects of language skills, such as listening, reading, speaking, and writing in the learning process (Aydogan & Akbarov, 2014). Classroom application can be as the following for examples: connecting punctuation with writing skills, combining reading skills with speaking, and elaborating literacy skills with reading, writing, and speaking. Alhaddad (2014) said that in the integrated language skill approach, the language can be presented with the other subjects, for instance, mathematics, social, and science. With proportional presentation, this approach helps students achieve the learning objectives (Usman et al., 2020). The integrated language skill is connecting all aspects of language; therefore, students learn from those aspects, and students learn naturally from the learning process engagement.

The validation results of the English teaching material in a form of a module for the Elementary School Teacher Education Program based on the integrated language skill approach showed that the one-to-one evaluation value was between 69.17% - 74.17%, and the small group test value was 62.75% - 66.75%. This indicates that the module was comprehensible to the students with some improvement in several aspects. McDonough et al. (2013) found that among the advantages of the

learning process with integrated skills approach can challenge the students to interact naturally in language use. Meanwhile, teaching the curricula individually or separately would not help students transfer one language skill, science or knowledge, to another (Aljiffri, 2010).

There are several concepts that underlie integrated English skills (Ausubel, 1968, as cited in Kumar & Nazneen, 2016). The first concept is that learning takes place in the human organism through a meaningful process of relating new events or items to already existing cognitive concepts or proposition-hanging new cognitive items (Kumar & Nazneen, 2016). In this study, the materials developed were also based on the students' pre-existing knowledge. The second concept is the integrated approach to English skills (Richards, 2017), where the teaching of the language skills (i.e., reading, writing, listening, and speaking) must be in conjunction with each other. For example, a lesson should involve activities where listening, speaking, reading, and writing is incorporated. In real-life practice, it is rare that reading, speaking, listening and writing are done separately (Bastias et al., 2011); an example is when two individuals are conversing with each other, surely, they do not only speak but also listen at the same time. The third concept is about the integrated curriculum.

This study's output is an English teaching material in a form of a module for the Elementary School Teacher Education Program based on the integrated language skill approach. The module has gone through the stages of systematic teaching material development. These stages include a validation test (i.e., expert validation/expert judgment) with an open-ended questionnaire instrument, the one-on-one evaluation in the form of a legibility test with a crossing test instrument, and a small group test (small group evaluation). The validation results showed the module could be easily understood by the students with some improvement in several aspects. Furthermore, the students' comprehension test on the teaching material showed that there is an increase in the pre-test to the post-test. Therefore, the module can improve the students' competence in English. Beyond a series of developing instructional stages, the teaching materials have fulfilled suitable characteristics for teaching materials.

Nevertheless, this study further proposes the need for development to improve teaching materials in the framework of sustainable learning, and future researchers need to consider the limitations in this study so that it can make a recommendation for further research. This research is expected to contribute to improving English learning improvement for students studying at the Elementary School Teacher Education Programs in the provision of English language teaching materials that are suitable for the needs of English language lecturers and students by using an integrated language approach. This research is also expected to

contribute to the use of English for specific purposes application, especially for the students and teachers at the English for Elementary School Teacher Education Programs.

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