DEVELOPING AN ENGLISH LANGUAGE TEACHING (ELT) INTEGRATING LIFE SKILLS

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Abstract

Developing a model of English language teaching integrating life skills is not an easy task. It should be based on a careful analysis from the field, and sound theories on language teaching and life skills development. Otherwise, the emerging model cannot be feasibly applied and will be negatively responded by both teachers and students. In relation to this, a specific procedure is suggested to develop a model. In general, the procedure covers three major steps: (1) exploration, (2) development, and (3) Field Testing. Employing the procedure above, a model of English language teaching integrating life skills was successfully developed. The model shares the following properties: (1) syntax of teaching that refers to the genre-based instruction in which life skills are inserted in between the stages; (2) in respect to the social system, the model promotes a collaborative work and a gradual control over students' learning; (3) with regard to the system of reaction, the model is responsive to any students' reaction and provides a proper treatment on students' learning difficulties; (4) dealing with the support systems, the model suggests that teachers use a wide array of learning media and resources available within school surroundings, make a flexible classroom setting, and develop an explicit life skills assessment, in addition to language skills assessment.

Key Words: Model of Teaching, English Language Teaching, Genre-Based Instruction, Life Skills, Curriculum Integration

A. Introduction

Integrating life skills in school curriculum has been developed over decades. Lipman et al. (in McGuinness, 1999), for example, has developed a model of life skills instruction for general subjects in 1980. Likewise, *Information Synergy Corporation* has developed a model of life skills instruction in Mathematics in 1989. Nevertheless, developing a model of life skills integration in English language teaching is relatively new. In the country, it did not happen until late 1996. Initiated by USAID, the implementation of life skills integration in the subjects of teaching, including English, was carried out since then until the end of year 2011.

However, a survey carried out at one of target schools at Indramayu, West Java revealed that the implementation of program encountered some obstacles on the parts of teachers (Sajidin, 2008). Most teachers perceived that the implementation was hard to carry out due to lack of facilities, the number of students, and too many duties.

Even, when the model is seriously implemented, it may not develop students' life skills effectively. The model is conceptually weak. As evidenced in some documents (module, and booklets) as well as practices in life skills training, teachers predominate learning activities in the classroom; while, students tend to listen to and respond teachers' questions. This type of teaching may develop students' knowledge rather than skills. Life skills, as the name suggests, are skills; they are not knowledge that can be immediately transferred from teachers. The skills are acquired through a continuous and repeated practice. Then, practice stipulates a full participation and engagement on the part of

learners. They should experience how the skills are practiced in classroom settings. Teachers might play as facilitators that provide students with a greater space for practice among their peers.

Addressing this issue, a new model of teaching integrating life skills in ELT needs to be developed. The research is motivated, besides the factors above, by the fact that the life skill development integrated the school of subjects (including English) is still scanty. So far, the models of life skill development and education are implemented independently as a separate subject or activity. For example, life skill education is given after school subject hours (see Junge, Manglallan, and Raskaukas, 2003). Alternatively, it is carried out for specific targets such as children, with learning disabilities (see Browder, 1991).

This paper is going to present how the models was developed and what the model look likes.

B. Literature Review

This part presents a review to related literatures. In general, it covers the following concepts: (1) Model of English Language Teaching, (2) Life Skills, and (3) Integrating Life Skills in English Language Teaching.

1. Model of English Language Teaching

The discussion on this part begins with the basic concept of language teaching, followed with, the properties of model of teaching.

1) Language Teaching

Brown (1994:7) defines teaching as "showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or to understand." Meanwhile, Moore (2007: 5) defines it as "the action of a person imparting skill or knowledge or giving instruction; the job of a person who teaches." From the definition above, we may infer that language teaching is helping language learners to learn how to do something using language. Similar opinion is put forward by (Richard & Rodgers, 2001:157) that: "language teaching is to help learners in any way that motivates them to work with language."

Using or working with language is very central in language teaching. This implies that language teaching is not only transferring or imparting language knowledge on the part of learners but also it is developing language skills. Language skills can be acquired through a practice using language. Therefore, PPP, Audio-lingual Method, Grammar Translation Method, Communicative Language Teaching have been designed to provide a room for language practices with different terms. For example, the element of practice in PPP is represented by the last P, a short for *Production*. In Audio-lingual Method, it is represented with *Repeat after Me*; meanwhile, in Communicative Language Teaching, it is represented with *Communicative Activities*.

Language knowledge is another important element of language teaching. It supports people to use language which is grammatically correct and socio-linguistically appropriate. Related to this, experts are different in terms of their approach to teaching language knowledge. Some tend to recommend explicit teaching; while, some others are more likely to propose implicit teaching. The proponents of implicit teaching argue that one can speak a language (commonly referring to first language) without teaching the knowledge of grammar. By providing an enough exposure and context, they will be able to communicate and grasp the meaning. Meanwhile, the proponents of explicit teaching argue that explicit teaching helps language learners (particularly adults) acquire language knowledge (i.e. grammar) effectively. The fist argument has led to a language teaching

strategy under the label 'focus on meaning or function'; while; the second has led to language teaching paradigm which is popular with 'focus on form'.

2) Model of Teaching

According to Joyce, Weil, and Calhoun (2000: 6), "Models of teaching are really models of learning." Further they assert that, "As we help students acquire information, ideas, skills, values, ways of thinking, and means of expressing themselves, we are also teaching them how to learn. " From the definition, it can be inferred that teaching means learning: a mutual activity between a teacher and his/her students. The activity seems to relate to any strategies to help students learn.

Model of teaching, as formulated by Joyce, Weil, and Calhoun (2000), shares some properties: syntax of teaching, social system, principles of reaction, and support systems. Each of which is not clearly defined by them; however, some interpretation can be made by identifying its framework. To make them more obvious, the following explanation is presented.

a) *Syntax of Teaching*

Syntax of teaching describes the models in action (Joyce and Weil, 1989). It deals with how the teaching and learning activities are formulated into meaningful teaching stages. They are developed to help readers comprehend the model easily or implementers apply it easily. Furthermore, the syntax enables teachers to identify what should be the first and the last to do. In addition to this, it provides a complete picture of how the model is developed and implemented.

b) *Social system*

The social system describes the relationship between students and teachers during classroom sessions. The social system is described with different labels, such as: moderately structured, highly structured, cooperative, and democratic. When a teacher takes a greater control over student learning, the social system is highly structured. Conversely, when he gives a greater space to the students' creativity, the system is less structured.

Developing life skills stipulates that the social system is moderately structured, democrative, and cooperative. Yet, the latter is highly recommended. Most life skills instructions employs group work and discussion as the main technique (see UNESCO, 2006; Mangrulkar, Whitman, Posner, 2001; Postma, Getkate and van Wijk, 2004; Callahan and Mota 2001; and, WHO, 1997).

c) *Principles of Reaction*

The principles of reaction tell the teacher how to regard the learner and how to respond to what the learner does. The roles played by teachers during their engagement with their students are frequently called principles of reaction (Joy and Weil, 1988).
In English language teaching, Harmer (2000) identifies eleven basic roles of teachers controller, organizer, assessor, prompter, participant, resource, tutor, and observer, manager, director, and facilitator. Each of which is briefly explained in the following table.

d) *Support systems*

They refer to "the supporting condition necessary for its existence" (Joyce and Weil, 1989: 17). This means any learning facilities to support the condition are support system. Teaching resources, classroom management, teaching media, and assessment belong to this element of model. The government (*Badan Standard Nasional Pendidikan,*

2007) develops a basic standard of support system for learning that covers: (1) teaching materials, (2) classroom management, (3) learning media, (4) learning assessment.

2. Life Skills: On Definition and Coverage

Life skills are competencies required by individuals to sustain their life, to develop into optimal human being so as to have a successful life, and to cope with any problems or life obstacles they might encounter.

Broadly speaking, life skills can be divided into two major divisions: hard skills, and hard skills. This type of categorization is believed to have emerged from a pursuit of essential skills for work. Hard skills, in the world of work, are technical or administrative procedures related to an organization's core business. They are commonly characterized with the following properties: trainable, measurable, and observable. Hard skills are identical with Specific Life Skills or Instrumental Skills, to a greater extent. They deal with observable, trainable, or measurable skills.

Conversely, soft skills, or people skills, are hard to observe, to quantify, and to measure. They are identical with General Life Skills or Basic Skills or 'non- technical skills (Gallivan *et. al.* in Beard, 2008). Soft Skills are "intangibles and profoundly embedded in ongoing social relations (Lim, 2002)". Therefore, they are also called Team-Work Skills. Other experts define soft skills as abilities pertaining to personality, attitude rather than formal or technical knowledge. Meanwhile, Nicolaides (2002) categorizes soft skills as emotional intelligence skills. It is clearly stated that "From showing empathy and optimism to extreme self-awareness to knowing what's going on around them, these vital competencies are an integral part of a progressive organization. They fall under the umbrella of Emotional Intelligence (EI)."
The kinds of soft skills have been successfully identified and explored. Some are explored from research; some others seem to be identified deliberately. The followings are presented the kinds of soft skills most frequently mentioned (see for example: Wilhelm 2002; Nicolaides, 2002; Snell, Snell-Siddle, and Whitehouse, 2002; Hasbullah & Sulaiman, 2002; Coates, 2006; Murray, *et al*. 2005; Hernández-March, Julio, del Peso and Leguey. 2009; and WHO, 1997): Communication skills, Interpersonal Skills, Life-long learning, Problem Solving, Creative Thinking, Leadership, and Empathy.

3. Integrating Life Skills in English Language Teaching

Life skills can be integrated through process and content (Power, 2006:7; Hopson & Sally, 1981). By process, it means practicing life skills in classroom settings during teaching-learning process. For example, to develop interpersonal skills, the students are grouped to work together among their peers. They are not directly taught with these skills, but they engage in a structured learning experience designed by the teacher. The students may subconsciously learn interpersonal skills since the materials they study are content subjects, such as reading for comprehension, or writing a letter.

The process of teaching and learning relevant to life skills education shares the following characteristics: (1) activity-based teaching (see for example, Francis, 2007; WHO, 1997; WHO, 2001; UNICEF, 2005; Ferrari, Hogue, and Scheer, 2005), (2) more student-centered (see Postma, Getkate and van jk, 2004; (3) participatory or interactive (see Postma, Getkate, and van Wijk, 2004, WHO, 1998; Mangrulkan, Whitman, and Pasner, 2001), (4) augmented (UNICEF, 2005), and (5) reflective (UNESCO, 2006).

The above technique can be applied to any life skills development; however, a particular group of life skills seems to need a particular approach. For example, to develop (inter)personal skills, students should be exposed with reflective activities. As cited above, "any programs that attempt to develop and change interpersonal skills, values/attitudes and

behaviors need time for experiential activities such as role-plays, together with group discussion and *reflection* (UNESCO, 2006:10)."

Dealing with content for a successful life skills development, two major characteristics are quite central: contextual and meaningful (see Callahan, and Mota, 2001; Power 2009; Depdiknas, 2007; and UNICEF, 2005). By contextual, it means that content or teaching materials relevant to learners' psycho-social development; while by meaningful it means the content or teaching materials are functional for their life.

C. Method

Educational Research and Development (R D) has been adopted to conduct the inquiry. According to Borg and Gall (1983: 772), RD is 'a process used to develop and validate educational products.' Educational products commonly developed are curriculum, teaching materials, teaching media, syllabus, and instructional models. An educational product developed in this research is a model of English Language Teaching integrating life skill for students of Junior High Schools in Central Java. Specifically, the product was designed in the form of booklet guiding the English teachers to explicitly integrate life skills in English language teaching.

1. Development Procedure
The research follows, to great extent, the steps as suggested by Borg, Gall, & Gall (1983).

a) Research and information collecting – Includes review of literature, classroom observations, and preparation of report of state of the art.
b) Planning – Includes defining skills, stating objectives determining course sequence, and small scale feasibility testing.
c) Develop preliminary form of product – Includes preparation of instructional material, handbooks, and evaluation devices.
d) Preliminary field testing – Conducted in 1 schools, using 40 subjects. observational data collected and analyzed.
e) Main product revision – Revision of product as suggested by the preliminary field-test results.
f) Main field testing – Conducted in school with 30 to 100 subject. Quantitative data on subjects' pre course and post course performance are collected. Results are evaluated with respect to course objectives and compared with control group data, when appropriate.
g) Operational product revision – revision of product as suggested by main-field-test result.
h) Operational field testing – conducted in 10 to schools involving 40 to 200 hundred subjects. Interview, observational and questionnaire data collected and analyzed.
i) Final product revision- revision of product as suggested by operational field-test result.
j) Dissemination and implementation – Report on product at professional meetings and in journals. Work with publisher who assumes commercial distribution. Monitor distribution to provide quality control.

(Borg & Gall, 1983: 775-776)

A little modification is made to make the steps more operational. For example, after research and information collecting, the following step is to carry out need assessment.

Similarly, in steps: 4, 6, and 8, after trying out the model, the following step is to carry out reflection and evaluation. The revised model emerged after being evaluated.

2. *Exploration*

The research strives to explore relevant theories, to examine the existing model, to analyze to the need for a language English teaching integrating life skills, and the kinds of life skills required.

1) Literature Review

The activity is aimed at exploring sound theories on English language teaching and principles of like skills instruction as a basis for developing a model. Besides, it is projected to examine the existing research on life skills in general, and life skills integration in the subject of teaching in specific. To achieve this, a number of relevant literatures and research were explored.

2) Field Study

The research employed three techniques of data collection: interview, document analysis, and observation. The significance of the techniques and why they are chosen are presented below.

a) Interview

The main purpose of interview is to explore the teachers', the students', and the school principals' opinion towards the implementation of integration of life skills into ELT in the existing model. To the teachers, the interviews were specifically carried out to know their opinion dealing with: (1) the basic concept of life skills, (2) the importance of the integration of life skills into ELT, (3) the strategy to integrate life skills into ELT, and (4) the extent to which the life skills need to be integrated in ELT. Whereas, to the school principals, the interviews were aim at exploring their opinion regarding: (1) the basic policy of life skills integration in the subjects of teaching, (2) the sort of supports from the government to the policy, (3) the importance of the policy to support the missions and visions of the school, and (4) the importance of life skills for the students. The students were interviewed to know their opinion and experiences in the existing model.

b) Observation

Observations are a primary source of data in doing a case study research (Merriam, 1991). In this case, the observation was carried out to explore the implementation of integration of life skills into ELT in EFL classroom settings. More specifically, it was aimed at identifying the elements of model of teaching as suggested by Joyce and Weil (1986) that cover: (1) the syntax of teaching, (2) social systems, (3) principles of reaction, and (4) support systems.

The observation was carried out as much as twelve times from EFL classroom settings. Observation was terminated when general patterns had been conceptually formulated. Besides, there were no new patterns emerging from the field.

c) Document Analyses

Document analysis was carried out to know how the integration of life skills into ELT as formulated in lesson plans. Specifically it explored the steps of teaching and learning process, the strategies of integrating life skills into ELT, the kinds of life skills integrated into ELT. The result of analysis was juxtaposed in the table to identify their

similarities. General pattern was formulated upon comparing all lesson plans. In addition to this, the differences among lesson plans were identified.

d) Questionnaires

Questionnaires were developed to identify the kinds of life skills needed by the students of Junior High Schools in Central Java. The kinds of life skills were selected from different resources representing those are frequently needed in work places and environments. They consist of 14 life skills that should be rated by teachers on the basis of their importance for the students.

3. *Developing Product*

The draft of model was developed on the basis of the input from the exploration stage: (1) the theories of Developing ELT integrating Life Skills, (2) the information about the kinds of life skills needed by the students of Junior High Schools in Central Java, (2) the evaluation of the implementation of the integration of life skills in ELT, and (4) the expert validation

1) Prototype Development

The objective of this phase is to find out the draft of model of English language teaching integrating life skills feasible for the students of Junior Schools in Central Java. To achieve the objective, the following procedures are designed. To achieve this, expert consultation was carried out with an expert from the Indonesia University of Education (UPI) in Bandung. In this case, the draft of model was presented during the consultation. To make it more understandable, the procedures and two lesson plans were enclosed.

2) Field Try Out

Field try out was carried out as much as three times. The first stage was the try out conducted by the expert during Focus Group Discussion. The second stage and the third stage were carried out by the local teachers by using observation sheet for evaluation.

A general procedure of field try-out is presented as follows:
a) The try-out began with development of a preliminary model. For try-outs, 3 lessons plan were developed, and latter, practiced by one model of English teacher at MTs Negeri Ngemplak, at Boyolali, Central Java.
b) The reflection or evaluation was carried out after implementation. To evaluate the implementation, three parties were involved: the teacher under the study, the model developer, and an expert. They took part in Focus Group Discussion (FGD) to improve the draft of model.
c) During the implementation, the feasibility of model was observed and evaluated
d) Revision was carried out on the basis of evaluation. The result of evaluation is an input for revision. Revision, including evaluation, was carried out with teacher, the model developer, and an expert to develop a revised model (or draft).The revised model was tried out as much as three times until the feasible model emerged from the field.

3) Expert Validation

The validation of the model was conducted internally and externally. The internal validation was done by the model developer's adviser. The external validation was done by five experts from four different universities: (1) Sebelas Maret University, (2) Tidar University of Magelang, (3) Malang State University, Malang, (3) Semarang State University.

In this case, a separate booklet was provided to judge whether or not the model was suitable with the principles of life skills instruction. Furthermore, to strengthen the

findings, the response from the students and the observation from the teacher were analyzed. In addition to this, the students' written works were explored, and later analyzed.

D. Finding And Discussions

Upon taking into account several aspects from exploration and expert consultations, the new model was developed. Firstly, it was developed with a new syntax of teaching (Review, Relate, Rehearse, and Reinforce-Reflect/5-R) with the assumption that the sequence promotes the acquisition of life skills and the development of language skills trough Rehearse phase, another label for Practice. The steps are easily recalled; therefore, it is user-friendly. However, the syntax does not address major problems of the implementation. Therefore, the model was partly revised. After undergoing three expert consultations and three stages of field assessment, a new model comes to emerge. The model was developed on the basis of genre-based approach and life skills instruction.

Model of English language teaching as formulated above covers the following aspects: (1) Syntax, (2) Social System, (3) Principles of Reaction, and (4) Support System.

1. Syntax of Teaching

The syntax of teaching adopted the steps of teaching as recommended in *Genre-based Instruction.* The *instruction* follows the steps suggested by Hammond *et.al.,* (1992) that consists of four steps: (1) *Building Knowledge of the Field (BKOF*), (2) *Modeling of Text (MOT*), (3) *Joint Construction of the Tex (JCOT),* and (4) *Independent Construction of the Text (ICOT).* Another step is added as one of strategies to integrate life *skills*, that is: (5) *Relating the Text to Real Life Situation.* For more details, let us consider the following explanation.

1) Building knowledge of field

In general, the stage is aimed at building social context and the context of culture relevant to the given topic. In specific, the stage is aimed at preparing students with the types of text and a topic that will be taught, or just activating students' prior knowledge. To achieve the goal, a wide array of media to build context and exploration activities through brainstorming or mind mapping are very central.

At the same time, a teacher may use the stage to develop critical thinking (by giving high order thinking questions), creative thinking, and communication skills (through mind mapping which is carried out in pairs or in group). Moreover, in order for all activities in this stage to be more functional in developing both life skills and language skills, a teacher is supposed not to be judgmental. Conversely, students' work and performance should be appreciated.

2) Modeling of text (MOT)

At this stage, a type of text that will be created by students is introduced and later is analyzed in terms of its staging, generic structure and its linguistic features. In the context of developing speaking skills, the stage is intended to expose students with listening exercises or activities from cassettes, video, or teachers' immediate expressions. The students' activities are to identify, to practice, and speak out the presented expressions. Meanwhile, in the context of developing writing skills, the stage is intended to identify generic structure and its language features (such as sort of tense, verbs, etc.) from the text that will be created, or produced.

Although the teacher's role is predominating at this stage, life skills can be developed through individual works, pair work, or group work to strengthen the aspects above. Therefore, several life skills can be developed at this stage: communication skills (through group discussion), interpersonal skills (through pair works), responsibility (through job sharing), critical thinking (through text analysis activities), decision making (through arranging jumbled sentences or paragraph).

3) Joint Construction of the Text

The stage is aimed at developing a text based on the modeled text that has been presented through a collaborative work between students and their teacher or among their peers. It is imperative that before moving to this stage teachers assess the extent to which knowledge of the field or the given topic are mastered or acquired by the students. If the topic is something new for the students, they can do the following activities, such as: collecting relevant information, exploring the topic through an extensive reading, or preparing some notes to create a text.

In developing writing skills, the main activity of the stage is giving a guidance and support to alter a spoken text into a written text. Therefore, in the stage the teachers give an *explicit support* through questioning and, together with the students *model* the process of creating a text. The guidance is first of all, focused on the generic structures then gradually moves on the aspects of grammar when the students are able to control over its generic structure. Constructing a text or drafting a text may be carried our by the teachers before the students can create the text independently.

In developing speaking skills, the stage is focused on students' efforts to construct a text as exposed with teachers' reading or cassettes or teachers' direct presentation. With the teachers' scaffolding, the students retell the presented text in accordance with its proper order. If the text is a dialogue, the students are exposed with drills to express its gambit.

A collaborative work between the students and the teacher and among their peers through group discussions, or pair works give an opportunity for the teacher to continuously develop life skills in the previous stage, such as: communication skills, interpersonal skills, responsibility, critical thinking (through assessing other students' work, and decision making. Other life skills, such as leadership skills (through job sharing) and problem solving (through deciding on which part should be put at the beginning, at the middle, and at the end) can be added in this stage.

4) Independent Construction of Text (ICOT)

The stage is carried out when students have shown their mastery on the field as well as on generic structures and language features of the text being created. In other words, they have been able to fully control over the mode and field so that they are ready to construct the text independently. It is very likely that the previous stage is recycled prior to moving on this stage. Alternatively, they teachers make another stage to help students understand or know further regarding another aspect of the text.

Through group work, pair work, or individual activities, life skills can be integrated, such as: communication skills (through group discussion), interpersonal skills (through pair works, like role play), responsibility (through reported individual works), critical thinking (by analyzing text structures), decision making (by collecting relevant information to create a text, drafting, and deciding on an appropriate title), trustworthiness (by checking assigned home works)

5) Relating Texts to Real Life Situation (Relate)

The aim of the stage is to apply the acquired knowledge and skills relevant to the students' immediate perceived need with their life demand and real life situation. if the students have

been able to write a letter in English for example, they can write it for their own purpose addressed to an appropriate people. Alternatively, when the students have been able to write prohibition and requests, they can apply their ability to make the classroom rules that might be displayed on the classroom walls. The product they are trying to make should reflect their perceived need. Therefore, to achieve this, the students should be facilitated to identify their need, and to decide on their appropriate receivers.

Although not all Competence Standard and Basic Competence can be related to the real life situation, the teachers can create a context to b responded by the students. Through group works, the students are expected to developed their interpersonal skills, responsibility, and leadership.

2. Social System

The English language teaching integrating life skills should share the following social system:

a) Facilitating the students to simultaneously develop language skills and life skills through real activities in the classroom;

b) Selecting or developing a wide array of group activities that generate collaboration;

c) Intensively monitoring (by approaching every individual or group) the students during task execution;

d) Giving the students a space to actively engage in any tasks by sharing job.

System of Reaction

The model of English language teaching integrating life skills shares the following system of reaction:

a) Proportionally appreciating every single progress made by the students by giving verbal rewards (such as saying *well done!, perfect!, god job!, excellent!,* etc.) or non-verbal ones (such as giving applause, approaching the students, and giving a reasonable prize)

b) Giving a necessary assistance towards any difficulties encountered by the students in executing their tasks.

c) Checking the students' understanding or mastery on the presented materials and give them remedial or reinforcement before moving on the next steps;

d) Giving an *energizer* or an i*ce breaker when the students get bored;*

e) Giving interactive yelling (such as *hello/hi, hello, hello/hi, hi*) to attract the students' attention.

3. Support System

A wide array of teaching media and tools is required to support the system. However, they are not obligatory. The model strives to reduce some media and tools. The best thing is that the teachers prepare worksheets for each teaching sessions. The worksheets are important for both the teachers and the students to make task execution more effective. They are essentially used for the following purposes: 1) as a medium to present tasks and their instruction that can be executed by the students during individual works, group works, or classroom activities; 2) as feed backs to identify the students' learning progress; 3) as learning media or resources when electronic media (such as LCD or OHV) is not available; and, 3) as additional information or reinforcement of teacher explanation.

Above all, the model requires movable chairs so that the students may sit in any formation; a fixed format of life skills assessment; a billboard to display students' work, and co-teacher to distribute their worksheets to support the model.

E. Conclusion

Upon following a set of procedures, the research comes with the following conclusion.

1. To guarantee a simultaneous development of both language skills and life skills, integration of life skills should be based on the existing methods of English language teaching
2. It was finally decided that genre-based approach was adopted. By adding one more steps, that is relating the text to real life situation, the approach was considered to help teachers develop communicative competence through creation of the texts; meanwhile, at the same time helps teachers develop life skills.
3. Specifically, the model shares the following properties: (1) syntax of teaching that refers to the genre-based instruction in which life skills are inserted in between the stages; (2) in respect to the social system, the model promotes a collaborative work and a gradual control over students' learning; (3) with regard to the system of reaction, the model is responsive to any students' reaction and provides a proper treatment on students' learning difficulties; (4) dealing with the support systems, the model suggests that teachers use a wide array of learning media and resources available within school surroundings, make a flexible classroom setting, and develop an explicit life skills assessment, in addition to language skills assessment.

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LEMBAR TANYA JAWAB
SEMINAR NASIONAL EVALUASI PENDIDIKAN (SNEP) 1
PPs UNNES, 13 JULI 2013

Ruang : G1
Moderator : Dr. Hari Wibawanto

Nama Penyaji : Sazidin (Drs. Sazidin, S.S, M.Pd)
Instansi : UIN, Bandung
Judul : Developing an English Language Teaching (ELT) Integrating Life Skills

Nama Peserta : Ani Rusilowati
Instansi : UNNES
Pertanyanaan

1. Ukuran keberhasilan di lihat dari apa saja?
2. Bagaimana pendekatan yang digunakan untuk Pengembangan model?

Jawab

Ukuran keberhasilan dari model dilihat dari penilaian positif dari para pakar, ketercapaian tujuan pembelajaran, dan pengamatan dari observer. Disamping itu respons positif dari siswa sebagai pihak yang melaksanakan/mempraktekan model itu.

Adapun pendekatan yang dilakukan adalah dengan uji pakar, uji coba lapangan, dan respons dari siswa

Pemakalah

(Sazidin)