Integration of Languages and Disciplines

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Why?
# "integration of languages and disciplines"

PERATURAN MENTERI RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI

REPUBLIK INDONESIA

NOMOR 49 TAHUN 2016

TENTANG

STATUTA UNIVERSITAS NEGERI SEMARANG

Pasal 10

(1) Bahasa Indonesia merupakan bahasa pengantar dalam menyelenggarakan pendidikan di UNNES.

(2) Bahasa daerah dan bahasa asing dapat dipergunakan sebagai bahasa pengantar, baik dalam penyelenggaraan pendidikan maupun dalam penyampaian pengetahuan dan/atau keterampilan tertentu untuk lebih meningkatkan daya guna dan hasil guna proses pembelajaran.

Motivational Dichotomies

	Intrinsic	Extrinsic
Integrative	someone wishes to integrate with the language culture (e.g. for immigration)	someone else wishes the learner to know the language for integrative reason (e.g. parents send kids to language school)
Instrumental	someone wishes to achieve goals utilizing the language (e.g. for career)	external power wants someone to learn the language (e.g. university sends employees for language training)

(Brown, 2000, p.166)

languages

variables
"supportive"?
"meddling"?

disciplines
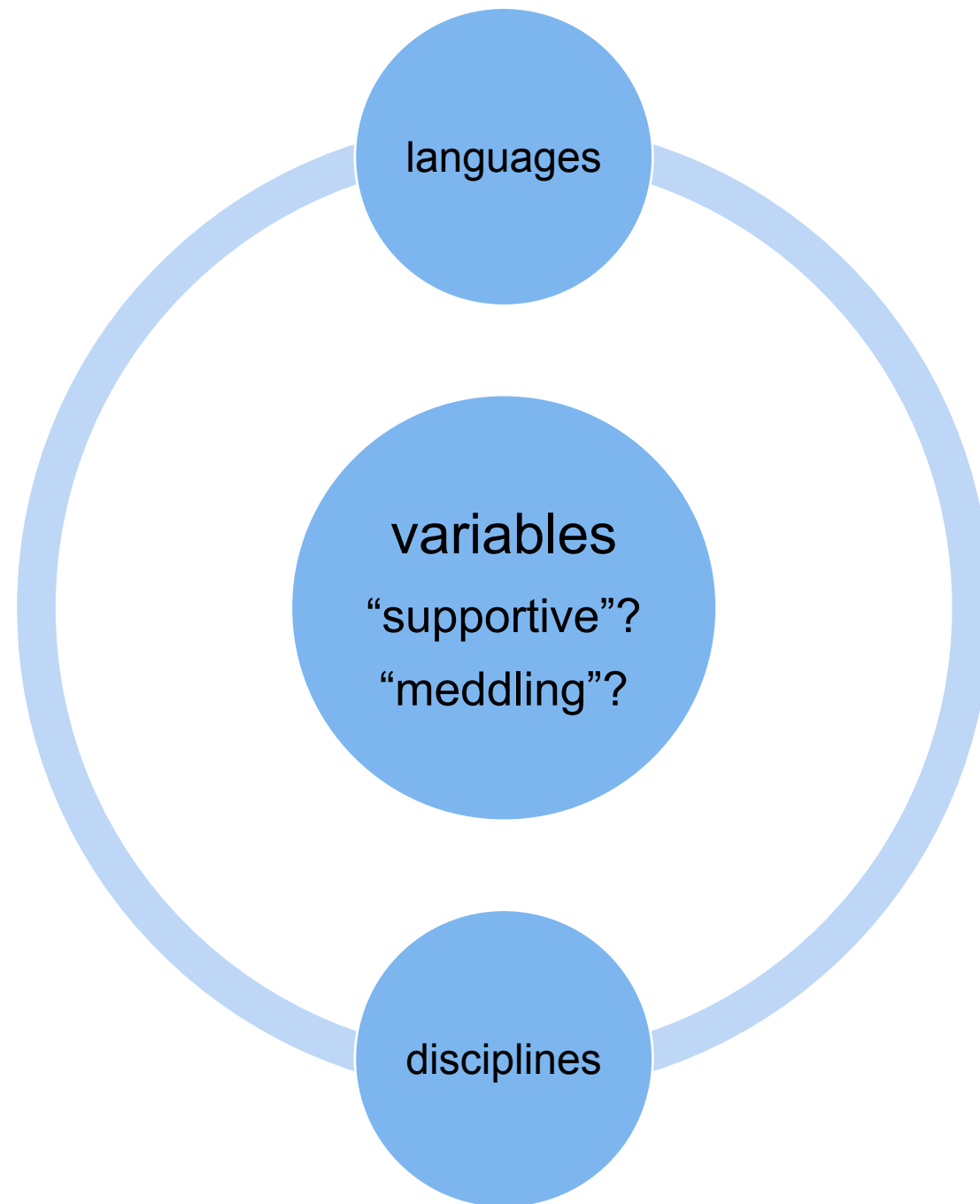
Global Analogies

We must practice and practice.
It is a matter of imitation.
Watch a small child's learning.

Facts? Myths?

(Stern, 1970)

Activities

- Activity 1

Choose one scale between two statements in each item that best describes you.

Access the link of the activity in your LMS account.

- Activity 2

Match each statement on good language learning of teacher's version with learner's version .

Access the link of the activity in your LMS account.

Integration

Civil Engineering

https://sibima.pu.go.id/pluginfile.php/39753/mod_resource/content/1/Resume%20Daftar%20SNI%20Bidang%20Konstruksi.pdf

https://dot.ca.gov

Math and Sciences

https://www.acs.org/content/dam/acsorg/about/governance/committees/chemicalsafety/publications/acs-safety-guidelines-academic.pdf

Language and Art

https://hraf.yale.edu/cross-cultural-research/basic-guide-to-cross-cultural-research/

Early Childhood

https://www.hhs.gov/ohrp/regulations-and-policy/guidance/faq/children-research/index.html

Elementary Education

https://www.fda.gov/about-fda/center-drug-evaluation-and-research-cder/institutional-review-boards-irbs-and-protection-human-subjects-clinical-trials

Law

https://unctad.org/page/cybercrime-legislation-worldwide

Sports

https://stillmed.olympic.org/media/Document%20Library/OlympicOrg/IOC/Who-We-Are/Commissions/Medical-and-Scientific-Commission/EN-Nutrition-for-Athletes.pdf

Arabic

https://en.unesco.org/silkroad/knowledge-bank/arabic-language-its-linguistics-and-philology

https://en.unesco.org/silkroad/sites/default/files/knowledge-bank-article/Volume%205_%201.1%20Arabic%20languages.pdf

Lessons from the "Fields"
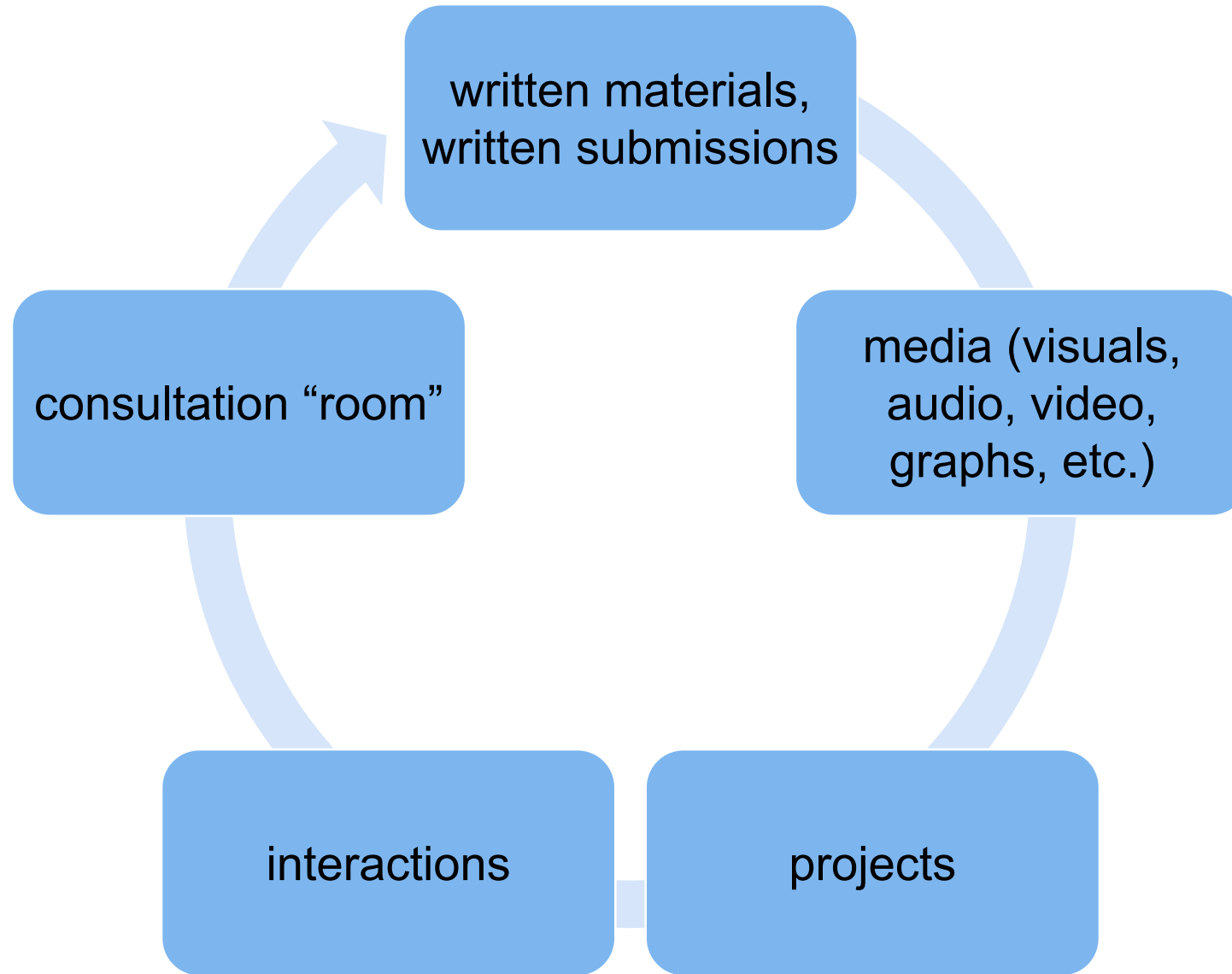
Strategic Techniques

- To lower inhibitions: play games, share feelings
- To encourage risk taking: praise students, use fluency and writing exercises
- To build students' self-confidence: use verbal and non verbal praise
- To help students develop intrinsic motivation: remind/describe/state the rewards for English integration in courses for future advantage
- To promote cooperative learning: provide opportunities for team work

(Brown, 2014)

Strategic Techniques

- To encourage students to use right-brain processing: read passages rapidly, do skimming exercise, do rapid free writes
- To promote ambiguity tolerance: provide question answer sessions, make simple explanation, occasionally clarify meaning in native language
- To help students use their intuition: correct only errors that interfere with learning, praise for good guesses, explain the errors
- To get students to make their mistakes work for them: let students catch and correct each other's errors
- To get students to set their own goals: encourace/direct students to make commitments

(Brown, 2014)

Global Analogies:
Warnings and Statements

Drills lacked the **meaningfulness** necessary for successful language acquisition.

Adults learning a foreign language could benefit from **deductive presentations of grammar**.

The **written form** of the language could be beneficial.

Deliberative speech from the teacher could benefit students.

Learner's **native language can facilitate** learning foreign language.

(Ausubel, 1964)

References

Ausubel, D. (1964). Adults vs. Children in second language learning: Psychological considerations. *Modern Language Journal, 48,* 217-221.

Brown, H. D. (2000). *Principles of language learning and teaching* (4th ed.). Addison Wesley Longman, Inc.

Brown, H. D. (2014). *Principles of language learning and teaching: A course in second language acquisition* (6th ed.). Pearson Education, Inc.

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Stern, H. H. (1970). *Perspectives on second language teaching.* Ontario Institute for Studies in Education.