MIXED-INTEGRATED SYLLABUS
The Meaning of Syllabus

- A syllabus is a practical thing or a public statement which is based on concepts of language, language learning, and language use.

- Based on learners’ needs and course objectives essential to require, a variety of language syllabus types have been devised in every specific point of time. However, generally speaking, two extremes draw a dividing line between various syllabus types.
Syllabus Types

- At one end, there are Type A product-oriented synthetic syllabi which focus on what to be learned in the language,

- Whereas in the other end there are Type B process-oriented analytic syllabi which operate in terms of the purposes for which people are learning language and consequently concentrate on how a second language should be learned.
In addition to these two general categories, a third type of syllabus, known as the proportional syllabus, emerged in 1980s which possessed a hybrid dynamic nature merging different features of the previous syllabus types.

It is a syllabus that integrated aspects of all syllabuses. This integrated model is attempted to synthesize the content-oriented model, the objective-oriented model and the process-oriented model.
Syllabus Design

The three principles which can inform language syllabus design, according to Yalden (1987), are

1. a view of how language is learned, which could result in a structure-based syllabus;
2. a view of how language is acquired, which would result in a process-based syllabus;
3. a view of how language is used, which would result in a function-based syllabus.
Figure 1: The proportional syllabus (White, 1988: 81)

<table>
<thead>
<tr>
<th>Structural phase</th>
<th>Communicative phases</th>
<th>Specialized phase</th>
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</thead>
<tbody>
<tr>
<td>Linguistic form</td>
<td>Formal component</td>
<td>Specialized content and surface features of the language</td>
</tr>
<tr>
<td>Duration</td>
<td>Functional, discourse, rhetorical components</td>
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White, 1988: 81
By integrating all three, Yalden proposes a proportional syllabus, with a semantic grammatical organizational base, a linguistic component based on language functions, and themes based on learners’ interests.

In the early stages of language learning, one might place more emphasis on structure, before moving on to functions and then using tasks or topics to apply and creatively use the language.

In Yalden's proportional syllabus the focus shifts from linguistic form to communicative function as the program progresses.
• The proportional syllabus, according to Yalden (1987), basically attempts to develop an "overall competence".

• The shift from form to interaction can occur at any time and is not limited to a particular stratum of learner ability.

• A proportional syllabus allows for classroom content to be dependent upon either the length of time that learners have been studying, or upon their special needs.
In a proportional syllabus teachers are free to opt for whatever choice they feel appropriate to their students’ needs and proficiency, it can be looked upon as an eclectic model providing teachers with a variety of the alternatives to implement in their classrooms.
The benefits of a proportional syllabus are that it overcomes ‘the problem of reconciling functional and structural demands...[and] offers a close interweaving of structural and non-structural, systematic and non-systematic elements over time’ (ibid.: 81). In other words, a proportional syllabus assumes a mid-way position between the diametric extremes mentioned by White (1988).
In addition, a proportional syllabus allows for classroom content to be dependant upon either the length of time that learners have been studying, or upon their special needs.

<table>
<thead>
<tr>
<th>Table 1: Procedural, Proportional and Structural Syllabi</th>
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<tbody>
<tr>
<td>Procedural</td>
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<tr>
<td>Focus on Meaning</td>
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<td>TBL Methodology</td>
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Advantages

- The advantages of this mixed-focus model are summed up by Yalden (1987, p. 120) when she states that “it would seem to allow the syllabus designer the most freedom to respond to changing or newly perceived needs in the learners, and at the same time provides a framework for the teacher who may not be able or willing to go fully communicative.

- It provides the experienced teacher with a framework that allows for choice in how to implement the syllabus, and with further development can create space for learner-teacher negotiation in real time communication in the classroom (Finney, 2002, p. 7).
As a main advantage proposed by Rabbini (2002), proportional syllabus with its spiral method of language sequencing leading to the recycling of language appeared to be the most appropriate for learners who lack exposure to the target language beyond the classroom.
Mixed -Layered Syllabus

- Mix two or more types of syllabuses together. Syllabus design is less rigid, more flexible and responsive to various student needs.
- Teachers must be reflective, analytic, creative, and open to new methods and new ideas.
- The learning process ultimately depends on the interaction between the teacher and the learners in the classroom, and on the teaching approaches, activities, materials and procedures employed by the teacher.
The Implication of Mixed - Integrated Syllabus

- When we decide to use this syllabus in our classes, we definitely make sure that it is flexible.
- There should be flexibility to change the central part of our materials in teaching as the course unfold.
- This will lead to a flexible, less rigid and more responsive to the various student language needs as we mentioned before.
- By using the mixed-integrated syllabus, we can promote the effective learning.
The Implication of Mixed -Integrated Syllabus

● If we want to maximize the effective learning we also design a lesson plan according to this syllabus, since it enables us to use different orientation.
● For example, we can include important functions, also dealing with situations and topics and functional-notional as well.
● The mixed integrated syllabus enables us to make learning & teaching a little bit more flexible and easier.
● It gives us the chance of salient teaching in our classes.
References

The Proportional Syllabus: A Better Alternative to the Existing Syllabus Types in Language Curriculum Design in EFL Contexts

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