

## WEEK 11: Moodle Content

<p><b>Topic</b></p>	<p><b>Integrating Skills (Listening, Reading, Speaking, Writing)</b></p> <p>Most textbooks separate the skills of listening, reading, speaking and writing, but in real life these skills are rarely used in isolation. Therefore, language skills should be learned in an integrated way. Skill integration is defined as is the linking of the four language skills—listening, reading, speaking, and writing—with the intent of emphasizing the meaning.</p> <p>In this lesson you will learn the importance of integrating skills and consider the impact of the classroom environment in supporting authentic tasks that require students to listen, read, speak, and write.</p>
<p><b>Before Class Work</b></p>	<p><b>PREPARATION FOR CLASS</b></p> <ol style="list-style-type: none"> <li>1. Complete the readings. When finished, you should be able to: <ul style="list-style-type: none"> <li>• State the rationale for skill integration</li> <li>• State the five steps for ensuring that language skills are naturally integrated into authentic tasks</li> <li>• Describe a student-centred classroom environment</li> <li>• State some of the functions of the classroom library</li> </ul> </li> <li>2. View the video clips.</li> <li>3. Complete the quiz.</li> <li>4. Bring at least one English newspaper with you to class!</li> </ol> <p><b>Week 11 READINGS</b></p> <p>PDF file:  <a href="#"><u><i>Integrated Skills in the ESL/EFL Classroom</i></u></a> by Rebecca Oxford (distributed with permission from the Center for Applied Linguistics, www.cal.org)</p> <p>PDF file:  <b>Pages 1-7 (through Table 1) of <a href="#"><u><i>Manipulating Task Components for Skill Integration</i></u></a> by Mohamed El-Okda</b></p> <p>PDF file:  <b>Page 6 of the <a href="#"><u><i>Principles Matrix</i></u></a>, <i>Create a Stimulating Classroom Environment</i></b></p> <p>PDF file:  <a href="#"><u><i>Five Major Functions of the Classroom Library</i></u></a></p>

## Week 11 VIDEOS

Watch these video clips from a lesson on similes.

 [Week\\_11\\_Video\\_A](#)

 [Week\\_11\\_Video\\_B](#)

As you watch the videos, look for examples of how the four language skills are used in this lesson. Write down at least one example for each skill.

Watch the videos again. This time, pay special attention to the classroom environment and think about these questions:

- How does the physical classroom environment enhance the lesson?
- What changes would you make to the classroom?

## Week 11 QUIZ

1. What is the rationale for skill integration?

*Sample answer:*

Many textbooks separate the skills, but skills aren't often separated in real life. Authentic tasks, such as those students do outside the classroom, combine skills. The integrated skills approach challenges students to communicate naturally in the language. It also promotes the learning of real content, not just analysis of language forms.

2. What are the steps for ensuring that language skills are naturally integrated into authentic tasks?

*Sample answer:*

1. Ensure that the task is well-formed and has a minimum of three components (givens, learner procedure, and outcomes).
2. Move away from teacher-led to learner-centred language teaching.
3. Look upon texts as task givens, not as multi-purpose texts to be exploited by fragmented exercises.
4. Look upon skills as modes of performance, none of which can be used in isolation throughout a speech event.
5. Manipulate task components for skill integration in task design.

3. Which of the following statements are true of a student-centred classroom environment?

- The teacher's desk is in the middle of the room.
- The classroom has a designated space for morning meeting.**
- All of the materials displayed around the classroom are produced by the teacher.
- Student desks are arranged in a way that facilitates group interaction.**

	<p>4. Which of the following statements are true of the ideal classroom library?</p> <ul style="list-style-type: none"><li><input type="checkbox"/> <b>It contains fiction and non-fiction books.</b></li><li><input type="checkbox"/> <b>It contains books from all curriculum areas.</b></li><li><input type="checkbox"/> Its most important function is as a storage place for books.</li><li><input type="checkbox"/> <b>It provides opportunities for independent reading and project research.</b></li><li><input type="checkbox"/> <b>It serves as a place for students to communicate with others about books.</b></li></ul>
<b>Additional Resources (Optional)</b>	PDF file: <a href="#"><u><i>Integrated Skills in a Creative Task-Based Approach</i></u></a> by <b>Samuel Anselm Samuel</b> (distributed with permission from the author)

## WEEK 11: Classroom Session

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<b>Objectives</b>	<p>Trainees will be able to:</p> <ul style="list-style-type: none"> <li>• Define skill integration.</li> <li>• Explain the rationale behind skill integration.</li> <li>• Develop tasks for integrating the various language skills.</li> <li>• Describe the elements of a student-centred classroom.</li> <li>• Name at least four functions of the classroom library.</li> <li>• Explain how to design a classroom so that it supports an integrated-skills approach to task-based learning.</li> </ul>
<b>Overview</b>	<p>In the "Coming In" Activity, trainees participate in a quick survey regarding skill integration. The results of that survey become the basis for a question-and-answer session on the definition, rationale, and process of skill integration. When the instructor and trainees are satisfied that they understand the process, trainees apply their knowledge of skill integration by designing their own task (Suggested Task 1) using a newspaper as a given.</p> <p>The focus of the lesson then shifts to the classroom environment. Trainees "visualize" their future classroom (Suggested Task 2) and form groups to discuss this question: How would you design a classroom so that it supports an integrated-skills approach to task-based learning?</p>

<b>Key Content</b>	<p>1. <b>Definition of skill integration</b> Skill integration = Linking the four language skills—listening, reading, speaking, and writing—with the intent of emphasizing the meaning. Ways that skills can be combined:</p> <table border="1" data-bbox="587 348 1463 642"> <thead> <tr> <th data-bbox="587 348 881 457">Productive Receptive Skills</th> <th data-bbox="881 348 1162 457">Speaking</th> <th data-bbox="1162 348 1463 457">Writing</th> </tr> </thead> <tbody> <tr> <td data-bbox="587 457 881 548">Listening</td> <td data-bbox="881 457 1162 548">Listening and Speaking</td> <td data-bbox="1162 457 1463 548">Listening and Writing</td> </tr> <tr> <td data-bbox="587 548 881 642">Reading</td> <td data-bbox="881 548 1162 642">Reading and Speaking</td> <td data-bbox="1162 548 1463 642">Reading and Writing</td> </tr> </tbody> </table> <p>2. <b>Rationale behind skill integration</b> Background info: See assigned reading, <i>Integrated Skills in the ESL/EFL Classroom</i> by Rebecca Oxford</p> <p>3. <b>Developing tasks for integrating the various language skills</b> Background info: See assigned reading <i>Manipulating Task Components for Skill Integration</i> by Mohamed El-Okda Resource: Suggested Task 1</p> <p>4. <b>Designing a student-centred classroom</b> Background info: See assigned reading, Page 6 of the Principles Matrix, <i>Creating a Stimulating Classroom</i>  Background info: See assigned reading, <i>Five Major Functions of the Classroom Library</i> Resource: Suggested Task 2</p> <p>5. <b>Culminating question: How would you design a student-centred classroom so that it supports an integrated-skills approach to task-based learning?</b> Resource: Follow-up for Suggested Task 2</p>	Productive Receptive Skills	Speaking	Writing	Listening	Listening and Speaking	Listening and Writing	Reading	Reading and Speaking	Reading and Writing
	Productive Receptive Skills	Speaking	Writing							
	Listening	Listening and Speaking	Listening and Writing							
	Reading	Reading and Speaking	Reading and Writing							
	<b>Materials</b>	<ul style="list-style-type: none"> <li>• Scissors</li> <li>• Stapler</li> <li>• Old newspapers in English (at least eight)</li> <li>• Handout for task – Three components – how did they manipulate components for skill integration?</li> </ul>								

<p><b>"Coming In" Activity</b></p>	<p><i>Put the following on the board:</i></p> <p><i>Dr. El-Okda's suggests these steps for ensuring that various skills are integrated into a task. Come to the board and put a checkmark and your initials next to the step that you understand the best. Put a question mark and your initials next to the step you have the most questions about.</i></p> <ol style="list-style-type: none"> <li>1. <i>Ensure that the task is well-formed (has givens, a learner procedure, and an outcome).</i></li> <li>2. <i>Move away from teacher-led to learner-centred language teaching.</i></li> <li>3. <i>Look upon texts as task givens, not as multi-purpose texts to be exploited by fragmented exercises.</i></li> <li>4. <i>Look upon skills as modes of performance, none of which can be used in isolation throughout a speech event.</i></li> <li>5. <i>Manipulate task components for skill integration in task design.</i></li> </ol>
<p><b>Announcements</b></p>	<p><i>Remind trainees of any upcoming events and assignments.</i></p>
<p><b>WIKI Notes Review</b></p>	<p><i>Choose one team (unannounced) to review /explain their WIKI entry. Connect to Moodle and use the classroom computer projection system to display to the class.</i></p> <ul style="list-style-type: none"> <li>• Answer trainee questions</li> <li>• Emphasize key points</li> <li>• Ask trainees to comment on the experience of working together to produce the WIKI</li> </ul>

## Suggested Task 1

NAME	Small Group Task: Lesson Development
OBJECTIVE(s)	<ul style="list-style-type: none"> <li>• Develop tasks for integrating the various language skills.</li> </ul>
SET-UP	<ol style="list-style-type: none"> <li>1. Review the definition of skill integration.</li> <li>2. Discuss the rationale for skill integration.</li> <li>3. Conduct a class discussion on Dr. El-Okda's steps for skill integration. Use the results of the "Coming In" Activity to involve trainees in the discussion.</li> <li>4. Divide class into groups of three, using any method you choose. The groups of three should NOT be the same as the Wiki teams.</li> <li>5. Ask trainees to take out their newspapers. Distribute newspapers to groups without at least one newspaper.</li> <li>6. Pass out task suggestion list and task outline, one for each trainee (See Appendix – Week 11).</li> </ol>
GIVENS	<ul style="list-style-type: none"> <li>• Newspapers</li> <li>• Newspaper task handout</li> </ul>
PROCEDURE – INSTRUCTIONS FOR TTRAINEEES	<p><i>Give these instructions to the trainees:</i></p> <p>Follow the instructions on the Newspaper Task Handout.</p>
OUTCOME	A trainee-designed task that integrates at least three of the four language skills
FOLLOW-UP	Have trainees turn in their Newspaper Tasks to the instructor.

## Suggested Task 2

NAME	Imagine That!
OBJECTIVE(s)	<ul style="list-style-type: none"> <li>• Describe the elements of a student-centred classroom.</li> <li>• Explain how to design a classroom so that it supports an integrated-skills approach to task-based learning.</li> </ul>
SET-UP	<ol style="list-style-type: none"> <li>1. Have trainees sit in a relaxed way with their feet on the floor and hands on their desks.</li> <li>2. Have trainees close their eyes and clear their minds.</li> <li>3. Tell them you are going to guide them through some visual imagery.</li> <li>4. Guide the trainees through a visualization of what their future classroom will look like by following a script like the one below. Read the script slowly and put in pauses after the questions.             <ol style="list-style-type: none"> <li>a. "Visualize yourself as a teacher in your own English classroom." (pause)</li> <li>b. "Imagine how the student desks are set up in your room. Are they in a big U shape, with students facing the middle? Are the desks in rows, with students facing the front? Are the desks arranged in clusters of three or four so that the group members are facing one another? How are the desks arranged in your room?" (pause)</li> <li>c. "Imagine students working at those desks. What precisely do you see your students doing in this classroom?" (pause)</li> <li>d. "Now imagine yourself in the room. Do you see yourself sitting, standing at a podium or desk, or walking around the room?" (pause)</li> <li>e. "What does the desk arrangement in the room imply about your relationship with the students?" (pause)</li> <li>f. "Who is the most intellectually and physically active, you or the students? Are you both equally engaged?" (pause)</li> <li>g. "How does the physical design of the classroom suit the task you designed earlier today?" (pause)</li> <li>h. "Where is the classroom library in your room? In a corner? In the back? Or side?" (pause)</li> <li>i. "Imagine what that classroom library looks like. How are the books organized? Are they on shelves? In bins? What other kinds of furniture do you have in the library?"</li> </ol> </li> </ol>

	<p>(pause)</p> <p>j. "What kinds of books do you have in the library? What genres? What reading levels?" (pause)</p> <p>k. "Imagine students in the library. What are they doing? Why did they go there? Are they doing independent reading? Researching a topic? Making a poster about books?" (pause)</p> <p>l. "Imagine the final bell ringing for the end of the day. Imagine yourself dismissing your students." (pause)</p> <p>m. "Open your eyes."</p>
GIVENS	Auditory cues given by the instructor during the Set-Up
PROCEDURE – INSTRUCTIONS TO TRAINEES	<p><i>Give these instructions to the trainees:</i></p> <p>Take out a piece of paper and a pen and quickly sketch the layout of your room. Include the location of the students' desks, the teacher's desk, and the classroom library.</p>
OUTCOME	Sketch of their future classroom as the trainee images it
FOLLOW-UP	<ol style="list-style-type: none"> <li>1. Ask students to reform into their groups from Suggested Task 1.</li> <li>2. Have students describe their classrooms to one another.</li> <li>3. Ask students to discuss this question in their group: How would you design a classroom so that it supports an integrated-skills approach to task-based learning?</li> <li>4. Discuss the question as a class.</li> </ol>

<p><b>Reflection</b></p>	<p><i>Trainees reflect on what they've learned and the process they followed.</i></p> <p>What new ideas came to you today that you want to be sure to implement into your future classroom?</p>
<p><b>Review Assignments</b></p>	<p><b>Course &amp; Micro Teaching</b></p> <p>Next week the class will be divided into three panels. Each panel will present on a different humanistic approach: TPR, Desuggestopedia, and the Silent Way.</p> <p>In their Wiki teams <b>today</b>, each member should decide which topic they would like to learn more about—TPR, Desuggestopedia, or The Silent Way. Each member should take a different topic. Directions for preparing for the panel are included in the Moodle assignment.</p>
<p><b>Teams Plan WIKI Notes</b></p>	<p><i>Wiki teams meet to begin synthesizing their reflection responses and planning their WIKI entry</i></p> <p>The Wiki should include:</p> <ol style="list-style-type: none"> <li>a. Notes from class discussion about the five steps for integrating skills into task design</li> <li>b. Notes from class discussion about designing a classroom so that it supports an integrated-skills approach to task-based learning</li> <li>c. Reflections</li> <li>d. A statement that explains which topic each member is working on during the week</li> </ol>

## WEEK 11 HANDOUT: Newspaper Task – page 1

Design a task for students using the integrated skills approach.

- Your task must use part of a newspaper as the given.
- You may develop your task based on one of these ideas, or you may think of your own. During the course of a task, students might:
  - Compare and analyze two editorials on the same topic.
  - Write a letter to the editor about an issue or topic of interest.
  - Rewrite a report about an event from a different point of view.
  - Write a summary for a long article.
  - Write headlines for stories.
  - Analyze advertisements for propaganda techniques and/or effectiveness.
  - Plan a well balanced meal with grocery ads and calculate the price of the meal.
  - Make a chart or diagram for a story.
  - Develop a glossary of words unknown to them.
  - Sort articles into different categories.
  - Identify the geographic areas mentioned in a story and plot them on a map.
  - Put a comic strip into story form.
- Give your task a name.
- Indicate the grade for which the task could be used.
- Describe how the teacher would have to prepare for the task.
- Identify the three components of the task:
  - Givens
  - Learner procedures
  - Outcomes
- Manipulate your task components so that at least three of the four language skills are integrated into the task.
- Identify the language skills used for each component.
- Cut out the givens from your newspaper and staple them to your task.

## WEEK 11 HANDOUT: Newspaper Task – page 2

Group Members' Names \_\_\_\_\_

Name of Task \_\_\_\_\_

Grade for Whom the Task Is Intended \_\_\_\_\_

	Component Description	Which language skills are used?
<b>Given(s):</b>		
<b>Learner Procedure:</b>		
<b>Outcome(s):</b>		