



MATERIALS & METHODS IN ELT

Chapter 10: Integrated Skills

By: Muhammad Baqer Amindin

Course Outline

**Definition of the
approach**

**Situations Requiring
Skills Integration**

**Integrated Skills in
the Classroom**

General Materials

EAP Materials

**Task-based
Materials**

**Oral
Presentations**

**Role
play/Simulation**

Definition:

- The teaching of the language skills of reading, writing, listening and speaking in **conjunction** with each other as when a lesson involves activities that relate listening and speaking to reading and writing.
- This definition is widely accepted and used, especially in relation to various varieties of communicative language teaching.



different contexts

- Content and Language Integrated Learning (CLIL)
- Computer-Assisted Language Learning (CALL)



Daily life & Conjunction

By giving learners tasks that expose them to these skills in conjunction, it is possible that they will gain a **deeper understanding** of how communication works in the foreign language as well as becoming more motivated when they see the value of performing meaningful tasks and activities in the classroom.



The Advantages

Oxford (2001: 5) describes:

- Exposes English language learners to authentic language and challenges them to interact
- Gain a true picture of the richness and complexity of the English language
- Stresses that English is not just an object of academic interest nor merely a key to passing an examination
- English becomes a real means of interaction
- Allows teachers to track students' progress
- promotes the learning of real content

Situations Requiring Skills Integration



A movie or a concert

A composition or an essay

A real-life situation

A Movie or a Concert

- We ask a friend if they would like to go.
- We search the Internet if we have easy access to it.
- We phone the box office to reserve tickets.
- We drive to the cinema/concert hall with the friend.
- We ask the clerk for the tickets.
- We watch the film/concert.
- We discuss the film/performance with the friend on the way home.



A close-up, monochromatic photograph of a person's hand holding a pen and writing in a notebook. The background is blurred, showing another person's hands. The overall tone is educational and focused.

A composition or an essay

- We discuss it with other learners/the teacher.
- We compose a draft.
- We rewrite it until we have a final version.
- We read the teacher's feedback.
- We speak to other learners/the teacher about the feedback.



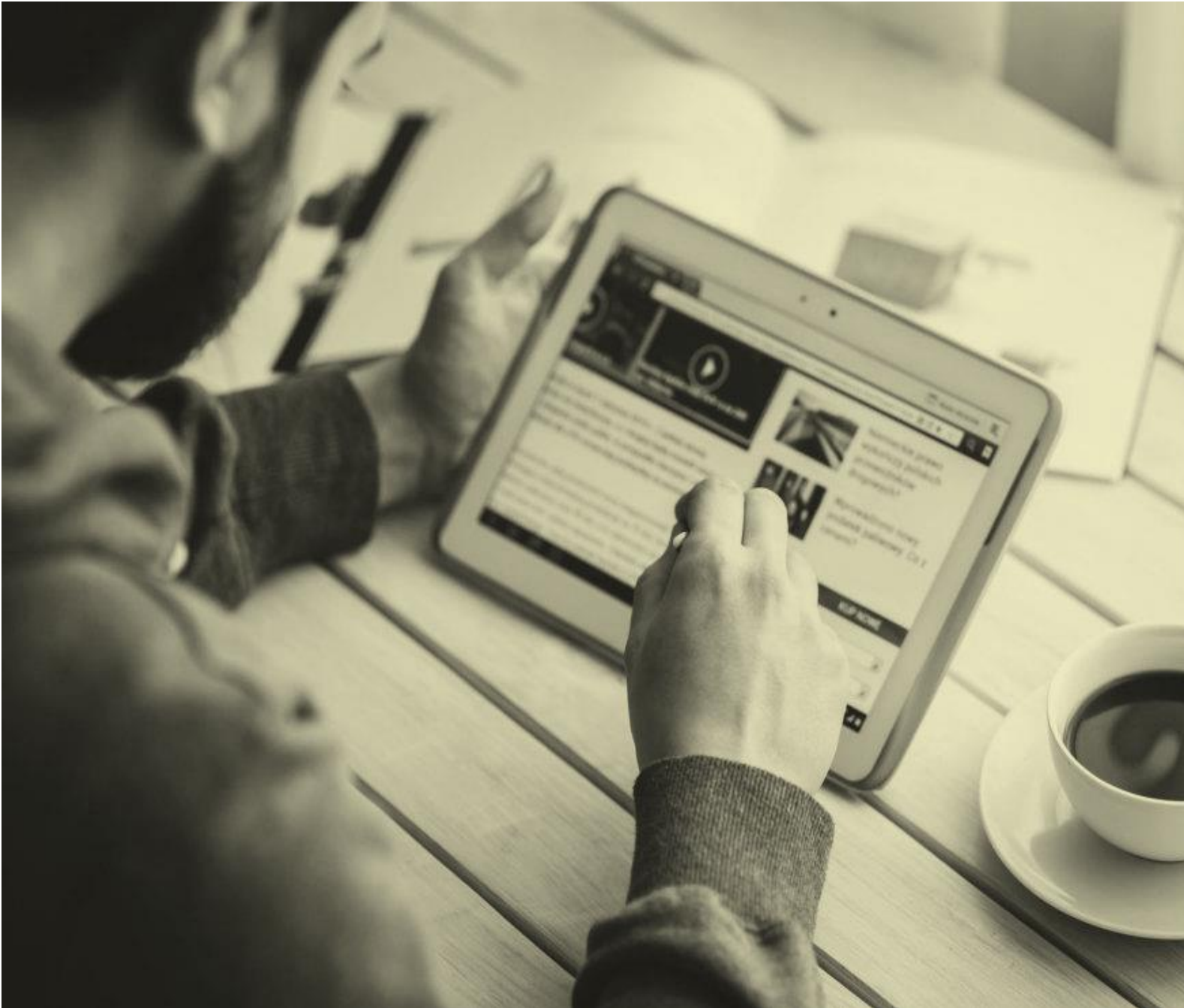
Natural Integration & Unpredictable

- In our daily lives, situations involve natural integration of language skills.
- They are not completely predictable.
- At each stage, there is a reason for using that particular skill.

The Notion of Appropriacy

- How the four skills can be used effectively in appropriate contexts.
- Overall competence in the foreign language is going to involve more than performing in the four skills separately.





A real-life situation

- See an advertisement in a newspaper or in a magazine
- Talk to a friend
- Discussion
- Search the internet
- Phone the company
- Write an email or a letter

Note: no event in the scenario is predictable!

Seven-stage activity by Harmer (2007b)

1. Read an ad for a public relations job with a major airline
2. Write an application
3. Divides into small groups and distributes letters
4. Reads letters and scores each one from 0 to 5
5. Scores are added up, the winner chosen
6. Writes a letter to the winner
7. The letters are read out & feedback

Water Conservation

1. Think of an idea to conserve water.
2. Read the passage on water conservation
3. Share your decisions
4. Read more about water conservation
5. Write a one-page leaflet
6. Invent a device
7. Write a letter to an international company
8. Prepare a presentation





Integrated Skills in the Classroom

Tomlinson's six basic principles:

1. A rich, meaningful and comprehensible input of language
2. engaged both affectively and cognitively
3. more positive affect more communicative competence
4. mental resources when acquiring and using L1
5. salient features of the input
6. Learners try to achieve communicative purposes



General Materials

**Masuhara and Tomlinson
(2008):**

- They note, a lack of extensive texts even at upper-intermediate level
- Too many activities to go through due to a snappy succession of short texts

Tomlinson (2003b)

- Readiness activities
- Activities 1–4 are intended to help to manage the amount of input and speed of processing
- Activity 5 uses a task-based approach
- Activity 6 is development activity of designing a device
- Activity 7 is writing a letter, describing the invented device
- Activity 8 is an oral presentation





The latest Intermediate GE Books

- English Unlimited (Rea et al., 2011)
- Just Right 2nd edition (Harmer, 2012)
- Outcomes (Dellar and Walkley, 2010)
- Speakout (Clare and Wilson, 2011)



EAP materials

Listening/Reading

- Understanding academic texts
- Taking notes
- Identifying relevant information
- Interpreting information
- Recognizing point of view and bias



EAP materials

Speaking

- Negotiating
- Paraphrasing and using evidence
- Participating in formal and informal discussion
- Arguing a point
- Expressing ideas.



EAP materials

Writing

- Structuring academic essays and presentations
- Using academic style (writing and speaking)
- Arguing a point
- Expressing ideas.



Task-based materials

- Provide an excellent platform for meaning-focused language learning opportunities
- Van den Branden (2006: 4) defines a task as ‘an activity in which a person engages in order to attain an objective, and which necessitates the use of language’.

Task-based Materials

- The students have to read, listen, speak and write with clear task objectives, target audience and outcomes in mind.



Show an example of the pen case to the pupils and make clear that they can use it to put in their pens and pencils. When they have made their own pen case, they can put it on their desk.

Give each pupil a page with the visual instructions (see below) and carry out the instructions one by one together with the pupils. Meanwhile provide language input by describing what you are doing:

Draw the plan of the pen case on a sheet of paper.

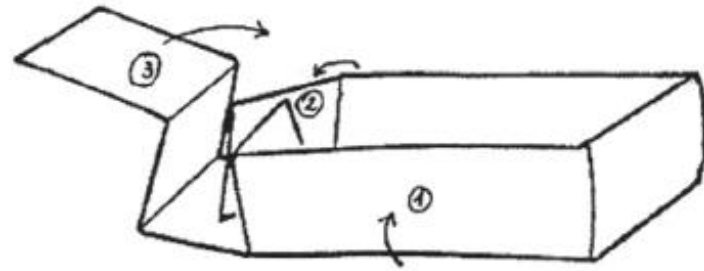
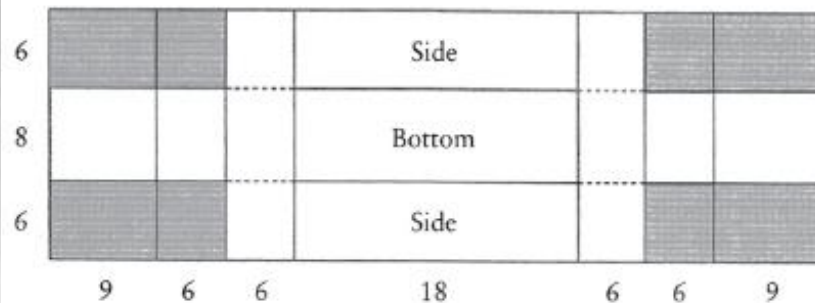
Cut off the grey parts.

Cut the parts indicated by a dotted line.

Fold the sides upwards, fold the cut pieces and the back and front inwards as indicated on the instructions.

Cut out a double bottom and put it in the box.

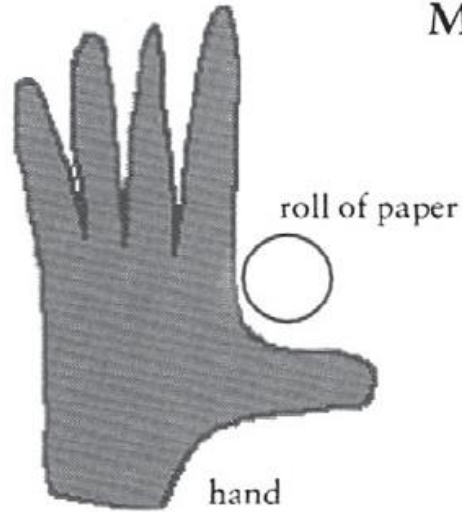
Let the pupils further decorate their own box.



A Few Examples of Kinds of Materials

A Few Examples of Kinds of Materials

Can you see through your hand?



Maybe this experiment will help you ...

Take a thin magazine and roll it up into a cylinder with a diameter of about 2.5 centimetres. Raise your left hand about 10 centimetres from your face. At the same time, hold the roll of paper in your right hand, and put it between your index finger and the thumb of your left hand, as shown in the picture.

Next, briefly look through the roll with your right eye and look at your left hand with your left eye. Close both your eyes and then open them again. What do you see when you look at your left hand?



Oral Presentations

- Students are given time to prepare a short talk in front of the class.
- This activity can interrelate the reading, writing, speaking and listening skills in a motivating way.

A black and white photograph of a teacher standing in a library, smiling and holding a globe. She is surrounded by several young students sitting on the floor, looking at the globe. The background shows bookshelves filled with books and a wire rack with papers.

Role play/Simulation

- One of the most effective ways of integrating language skills
- ‘Role play’ and ‘simulation’ activities offer a flexible principled way of tailoring integrated skills to learner needs.

Simulation Work

- requires the learners to take part in communication
- is often seen as being central to English for Specific Purposes (ESP)
- For example a business person taking part in a negotiation strategies meeting



THANK YOU!