

Integrating Skills into the Planning of English Language Lessons

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What is integration?

Engaging learners as they:

- Listen
- Speak
- Read
- and Write
 - about something (content)

Actively using all language skills to learn about something increases language retention and makes lessons interesting and motivating.

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Why should we integrate skills in lessons?



When students actively use all language skills to learn about something it increases language retention and makes lessons interesting and motivating.

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Planning an Integrated Lesson

- Planning
 - Read the teacher's book
 - Look at the student's book
- **Know, Want to know, Learn (KWL) for teachers**
 - Think about what your students **know** and are good at
 - Think about what your students **want or need to know**.
 - Think about what you want your students to **learn** during the lesson



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Selecting activities for lessons.

- The Textbook
 - What are the crucial skills or content that students must learn in this lesson.
 - Select activities that support what **your** students need to learn.
 - Think about your slow learners.
 - Think about your good language learners.
- Supplemental Materials
 - Select an activity that reinforces or expands on crucial skills or content in the textbook.
 - Common phrases for communication
 - Letter/sound correspondence
 - Spelling patterns/word families
 - Vocabulary -
 - focus on meaning
 - high frequency words
 - Usage
 - Common Structures (grammar)

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Review - Reinforcement


- Review past learning at the beginning of a lesson. Focus on oral communication.
 - Helps students begin thinking in English
 - Reinforces and reviews what was learned previously
 - Provides additional practice in a different manner
 - Active focused activity helps students prepare for the new lesson

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Active Warm – up



1. For most learners, it is more motivating to be active than passive
2. A task that you have done yourself or as part of a group is more highly valued
3. Students are more likely to access their own prior knowledge, which is a key to learning
4. Students receive more frequent and more immediate feedback
5. Students mentally self-correct as they participate in oral activities.

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The Message

- Benefits of using it daily.
 - Predictable: students enter the room and see it on the board, they begin to figure it out immediately.
 - Opportunity for English Warm-up
 - Engage Learners with Print to Build Strategies to Gain Meaning

Examples:
 How are ___? I'm fine.
 And you? I'm ___ too.

 What ___ do you get up?
 That ___ very early.

 I can ___ soccer every ___.
 ___ I ___ to score.

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Singing and Chanting

- ❖ Encourages natural spoken English
 - ❖ Rhythmic, authentic, focus on stress and intonation, syllable practice
 - ❖ Common expressions
 - ❖ Chanting has natural rhythm / you don't need to know the song
- ❖ Associate actions and visuals
 - ❖ Make it meaningful
- ❖ Extend to reading and writing

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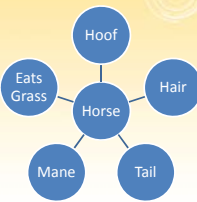
Vocabulary and Word Study

- ❖ Introduce new words in the context of a sentence or story.
- ❖ Use pictures or illustrations to help students connect the word heard or read with the image.
- ❖ Visit the word many times through "word wall," flash cards, personal dictionary and during games and class activities.

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Vocabulary and Word Study


- ❖ Make connections of new vocabulary with known words, patterns or expressions:
 - ❖ Characteristics
 - ❖ Spelling: fare – fair, bare – bear
 - ❖ Pronunciation: /sh/ /s/
 - ❖ Cognates:
 - ❖ Prefixes, Suffixes, Root Words
 - ❖ Parts of speech: adjectives, nouns, verbs
 - ❖ Word Family: -ice, -ane, -air, -ear
 - ❖ Sayings or expressions: Once upon a time...
 - ❖ Songs: 3 Blind Mice, see how they run ...



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Assessment

- Assessment - collection instruments
 - Skills Chart – observation tick sheet
 - Reporting
 - Illustrating
 - Cloze exercise
 - Comprehension questions
 - Quiz
 - Demonstration



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