



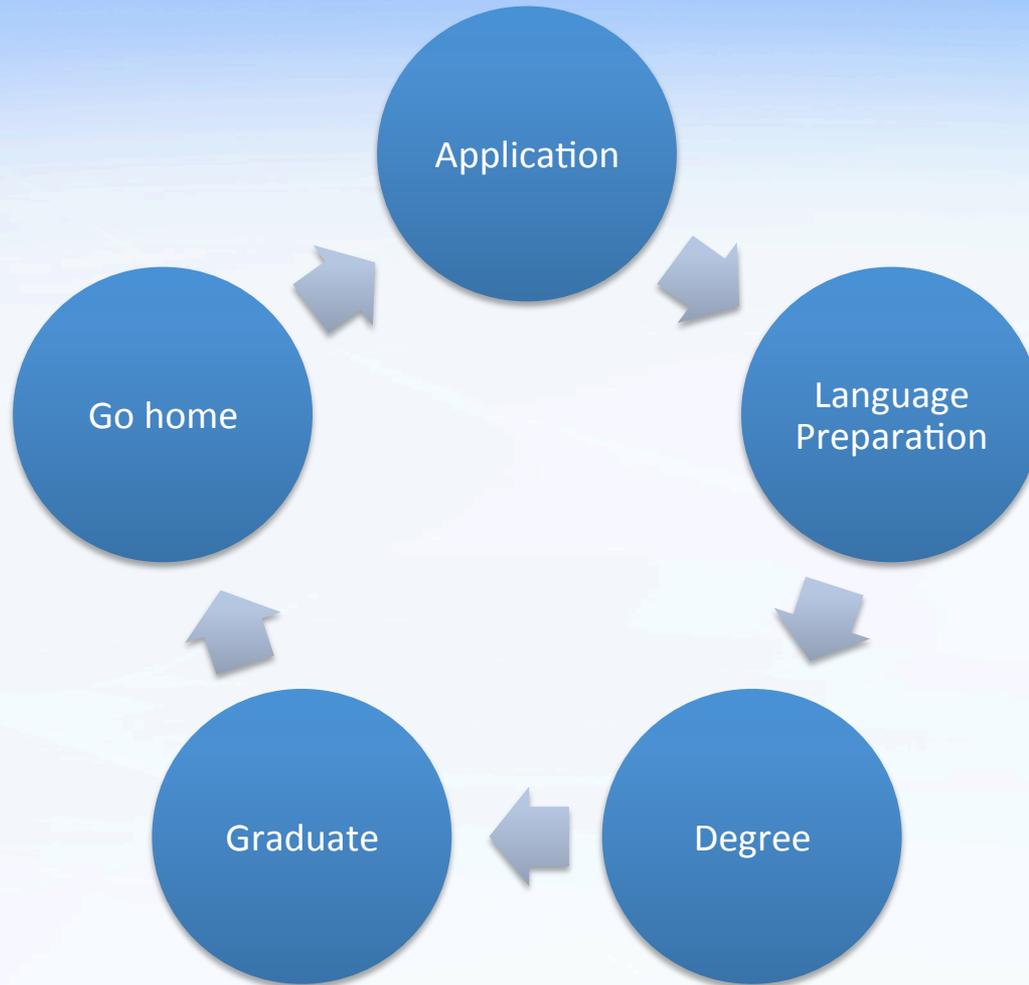
An integrated skills approach to supporting English Language development

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Overview

- What is an integrated skills approach
- Why an integrated skills approach to ELL?
- Strengths
- Challenges
- Implementing an integrated skills approach to ELL

International student life cycle?



International student life cycle?

Includes:

- English language preparation /development
- Undertaking and completing degree
- Development of employability skills (graduate attributes)
- Post Study Work Rights visa – working after graduation
- Returning home
- Working in Global market place.....

International student life cycle: The ELP reality



ELP developmental continuum

O'Loughlin and Arkoudis (2010), cited in Arkoudis, Baik and Richardson, (2012, p. 13)

The Integrated Skills approach

- **Segregated skills approach:** language – based approach: language itself is focus of instruction
- **Integrated skills approach:** communicative approach to language development – based on authentic communication.
- inc. content based and task based instruction

Strengths of Integrated Skills approach

- Based on communicative methodology ie It is what we do
- Develops communicative competence:
Linguistic, sociolinguistic, discourse and strategic
(model of Canale and Swain, the model of Bachman and Palmer and the description of components of communicative language competence in the CEF)

Strengths of Integrated Skills approach

- Impacts nature of discourse produced (Cummings et al 2006)
- Assessment in university and participation in university life requires integration of skills

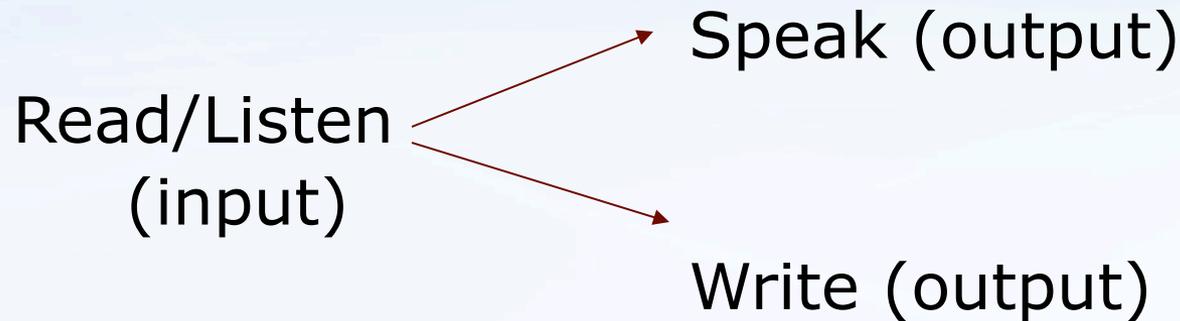
Integrated skills approach to assessment: Research base for TOEFL iBT Test

TOEFL iBT research resulted in an integrated model of assessment

- [MS-21](#): *The Reading, Writing, Speaking, and Listening Tasks Important for Academic Success at the Undergraduate and Graduate Levels.*
- [MS-25](#): *Representing Language Use in the University: Analysis of the TOEFL 2000 Spoken and Written Academic Language Corpus.*

Assessment of Integrated Skills

Integrated skills testing



TOEFL iBT[™] Test measures students' ability to integrate (combine) their skills ... just as they would in real-life academic situations.

Summarizing

-Synthesizing

-Analyzing

-Answering questions in class

Integrated skills assessment

Task 1: integrated writing

- Test taker sees a 230-300 word reading for 3 minutes
- Then test taker hears a 2-minute lecture about the same topic from a different perspective or with additional information
- Test taker sees the reading again and also a prompt
- Test taker has 20 minutes to respond the prompt

In many organizations, perhaps the best way to approach certain new projects is to assemble a group of people into a team. Having a team of people attack a project offers several advantages. First of all, a group of people has a wider range of knowledge, expertise, and skills than any single individual is likely to possess. Also, because of the numbers of people involved and the greater resources they possess, a group can work more quickly in response to the task assigned to it and can come up with highly creative solutions to problems and issues. Sometimes these creative solutions come about because a group is more likely to make risky decisions that an individual might not undertake. This is because the group spreads responsibility for a decision to all the members and thus no single individual can be held accountable if the decision turns out to be wrong.

Taking part in a group process can be very rewarding for members of the team. Team members who have a voice in making a decision will no doubt feel better about carrying out the work that is entailed by that decision than they might doing work that is imposed on them by others. Also, the individual team member has a much better chance to "shine," to get his or her contributions and ideas not only recognized but recognized as highly significant, because a team's overall results can be more far-reaching and have greater impact than what might have otherwise been possible for the person to accomplish or contribute working alone.



Directions: You have 20 minutes to plan and write your response. Your response will be judged on the basis of the quality of your writing and on how well your response presents the points in the lecture and their relationship to the reading passage. Typically, an effective response will be 150 to 225 words.

Question: Summarize the points made in the lecture you just heard, explaining how they cast doubt on points made in the reading.

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Application to ELT classroom

- What skills are being assessed?
- Relationship to skills required to be successful at University
- Implications for ELT teacher –how to involve students in the process of ongoing language development

Sample classroom activity

Teaching situation: Writing class EAP level students
EAP writing class

Goal: to help students understand expected quality

Activity:

- Study benchmarks
- Rank order essays
- Score essays using scoring guidelines

Sample classroom activity

Teaching situation: Speaking class, intermediate level students

Goal: to help students become familiar with the speaking criteria (rubrics) for this class.

Activity:

1. List characteristics of a good speaker
2. Listen to speaking samples: other characteristics
3. Match list and rubrics
4. Adjust language of rubric to make it accessible to students

Benefits

When students study samples of work they understand..

- How learning develops over time
- Different ways to represent learning
- The aspects of quality the teacher expects to find as evidence that learning has occurred

Sample classroom activity

Activity: Teach students to self- assess and set goals

Tools:

Student friendly rubric as common point of reference

Samples: what quality looks like

Process:

Teacher models the type of thinking that students eventually do by themselves

Sample classroom activity

Activity: Tools:

- Design lessons to focus on one aspect of quality at a time
- Teach students focussed revision
- Engage students in self-reflection and let them keep track of and share their learning

Example

Example: *organisation*

- teacher helps students focus on learning what well organised essays look like and how they can be developed
- Students write own essays and feedback focusses on organisation

Using checklists

- Can be generic or task specific
- Can help teachers/students focus on one/several aspects of quality at a time
- Can help teachers/students with focussed revision
- Can incorporate language of rubrics/scoring guidelines
- Can be used for different skills

Challenges

- **Pre course:** developing skills at appropriate level
- **In course:** ongoing development of skills through degree: how?
- **Exit:** preparing for exit proficiency tests

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