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# Teacher Training Module: English Learning Cycle Ten

Integrated Language Skills and 21st Century Skills

Sindh Technical Assistance –  
Development through  
Enhanced Education Programme  
(STA-DEEP)



THE AGA KHAN UNIVERSITY



## Introduction and Rationale of the Training

### **Dear Teachers!**

Welcome to the new phase of the Continuous Professional Development (CPD) Program. In the previous phase, we had focused on pedagogical skills that helped you to develop your skills to make classroom more interactive, participative, and joyful for our students. In the new phase, we will continue practicing those pedagogical skills and also learn about the introduced content knowledge and skills in Mathematics, Science, English, Urdu, and Sindhi. As a result, you will be better prepared to deal classroom situation using modern teaching strategies integrated with subject knowledge.

### **Our vision**

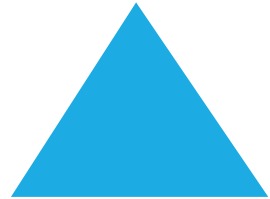
Our common goal is to improve the quality of teaching in schools all over Sindh. We want students to become active and collaborative learners, problem solvers, and critical thinkers who approach tasks with creativity and confidence. They are conceptually clear about the subject content and have the skills to link this content with the world around them. To make this possible, we, as teachers, must be better prepared for the classroom demands in pedagogy and the subject content. Moreover, we aim to professionalize these trainings so that the CPD teacher training courses make an impact and substantially change student performance.

### **Our Teaching Philosophy**

The CPD training sessions, including this training, follow a participatory teaching philosophy that engages participants to apply and practice active and collaborative learning, as well as engage in self and peer reflection to become community of practice. The objective is not only to improve the teaching practices but to help you understand the theory of the subject content and the strategies that help students apply the content in daily life with confidence and mastery.

### **Supporting You**

The training module is designed to support you in your classroom teaching. It will introduce you to the subject content and some approaches for use in the classroom. This will make your teaching more manageable and help you grow as a skillful teacher.

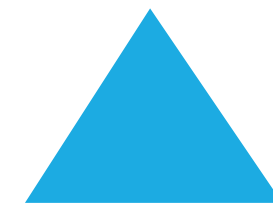


## Acknowledgement

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## Integrated Language Skills and 21st Century Skills

**Learning Objectives:** By the end of the session, the teachers will be able to:



Explore Integrated Language Skills.








Demonstrate Integrated Language Skills.





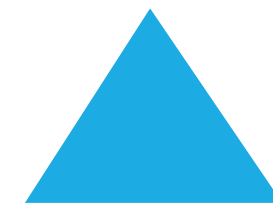
Demonstrate the Use of 4Cs [21st Century Skills].





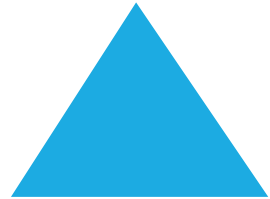
## Session Plan

Time	Objective of the activity	Activities	Materials/resources
 5 mins	<b>Recitation &amp; Recap</b> 	<b>Activity-1</b> <ol style="list-style-type: none"> <li>1. Ask a volunteer to recite a few verses from the Holy Quran.</li> <li>2. Invite few teachers to reflect about the previous session.</li> <li>3. Briefly explain the objectives of the today's session.</li> </ol>	
 20 mins	<b>Icebreaker</b> 	<b>Activity-2</b> <ol style="list-style-type: none"> <li>1. Ask teachers to make a circle.</li> <li>2. Ask the first teacher in the circle to whisper a message and other write on a chit and he/she give it to the facilitator and continue the same process till the last teacher.</li> <li>3. In the end, read each chit to find the communication errors and relate it to the integrated skills.</li> </ol>	Marker, Board, Duster, Chits
 30 mins	<b>Identify Integrated Skills</b>	<b>Activity-3</b> <ol style="list-style-type: none"> <li>1. Ask teachers to read Integrated Language Skills Handout-10.1 individually.</li> <li>2. Then, ask them questions given below.               <ol style="list-style-type: none"> <li>a. What do you know about Integrated Language Skills?</li> </ol> </li> </ol>	Board, Marker, Duster, Handout-10.1

		<p>b. Do you apply Integrated Language Skills in your class?</p> <p>c. How far Integrated Language Skills is effective in improving the Communication skills?</p> <p>3. Sum-up the activity by providing feedback on the whole class discussion.</p>	
 <b>50 mins</b>	<p><b>Demonstrate and Analyse the Integrated Language Skills</b></p>	<p><b>Activity-4</b></p> <ol style="list-style-type: none"> <li>1. Ask teachers to read pages-57 to 59 grade-7 textbooks.</li> <li>2. Guide them that the referred pages are related to integrated language skills: speaking, listening, writing and reading.</li> <li>3. Ask them to execute the activity through Role-Play given on the mentioned pages.</li> <li>4. Sum-up the activity by informing them about the importance of Integrated Language Skills in real life communication.</li> </ol>	<p>Grade-7 Textbook, Pen, Papers, etc.</p>
 <b>30 mins</b>	<p><b>Demonstrate 4 C's</b></p>	<p><b>Activity-5</b></p> <ol style="list-style-type: none"> <li>1. Divide teachers into pairs.</li> <li>2. Ask them to draw a picture that gives a message.</li> <li>3. After drawing, ask them to display their drawings.</li> <li>4. Ask them for a gallery walk and guess the message.</li> <li>5. Then, ask them the question "which skills are used in this activity?"</li> <li>6. Finally, connect this activity to 4Cs.</li> </ol>	<p>Board, Marker, Duster, Charts</p>



		"The drawing is about <i>Critical Thinking, Creativity, Collaboration and Communication!</i> "	
 <b>40 mins</b>	<b>Discuss and Integrate 4Cs through Textbook</b>	<b>Activity-6</b> 1. Divide teachers into pairs. 2. Ask them to read and discuss Handout-10.2. 3. Ask them to read the story 'Friends and Trouble' Pages 3-5, Grade-8. 4. Then, ask them to analyse and explore Exercise-6, Page-9 of Grade-8 in the light of 4Cs and share them with class. 5. Sum-up the activity by motivating them to use such activities in their class.	Handout-10.2, Textbook, Grade-1-8, Board, Marker, Duster
 <b>05 mins</b>	<b>Feedback/Closure</b>	<b>Activity-6</b> Conclude the session by asking: a. What was the key learning from today's sessions? b. Where have you applied 4Cs in your real-life situation? c. How will you implement today's learning in your class?	Marker, Board, Duster



## Handout-10.1

### Integrated Approach to Language Learning

Integrated skills are the teaching approach that incorporates the four language skills (listening, speaking, reading, and writing) to develop students' communicative competence and their ability to use English to gain access to social, vocational, educational, or professional opportunities. This approach was based on the philosophical view that using a single language skill is very rare in everyday life because daily communication requires people to use the four language skills together.

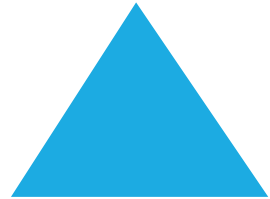
When we communicate, we often use more than a single language skill. On the telephone, for instance, we listen and speak-maybe we also write down a message and read over what we have written.

Integrated approach helps to build new knowledge and skills on to what students already know and can do. So, if students are able to read a short story, this skill will help them to write their own story.

Also, integrating the skills allows you to build in more variety into the lesson because the range of activities will be wider. Instead of just having listening, the students can have speaking, reading and writing practice. This can raise their motivation to learn English. Above all, integrating the skills means that you are working at the level of realistic communication, which provides all-round development of communicative competence in English.

How to integrate the four skills

1) The easiest form of integration is within the same medium (either oral or written), from receptive to productive skills.





	Receptive Skill	Productive Skill
Oral Medium	Listening	Speaking
Written Medium	Reading	Writing

2) The second kind is complex integration. This involves constructing a series of activities that use a variety of skills. However, it's important to make sure that one activity is closely linked thematically to the next one.

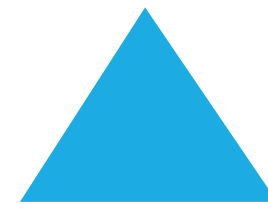
### **The Implications of Integrating the Four Skills for Teaching:**

Integration of the four skills is concerned with realistic communication. This means that we are teaching at the discourse level, not just at the level of sentences or individual words and phrases.

Integrating the four language skills enhances the focus on realistic communication, which is essential in developing students' competence in English.

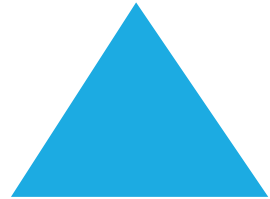
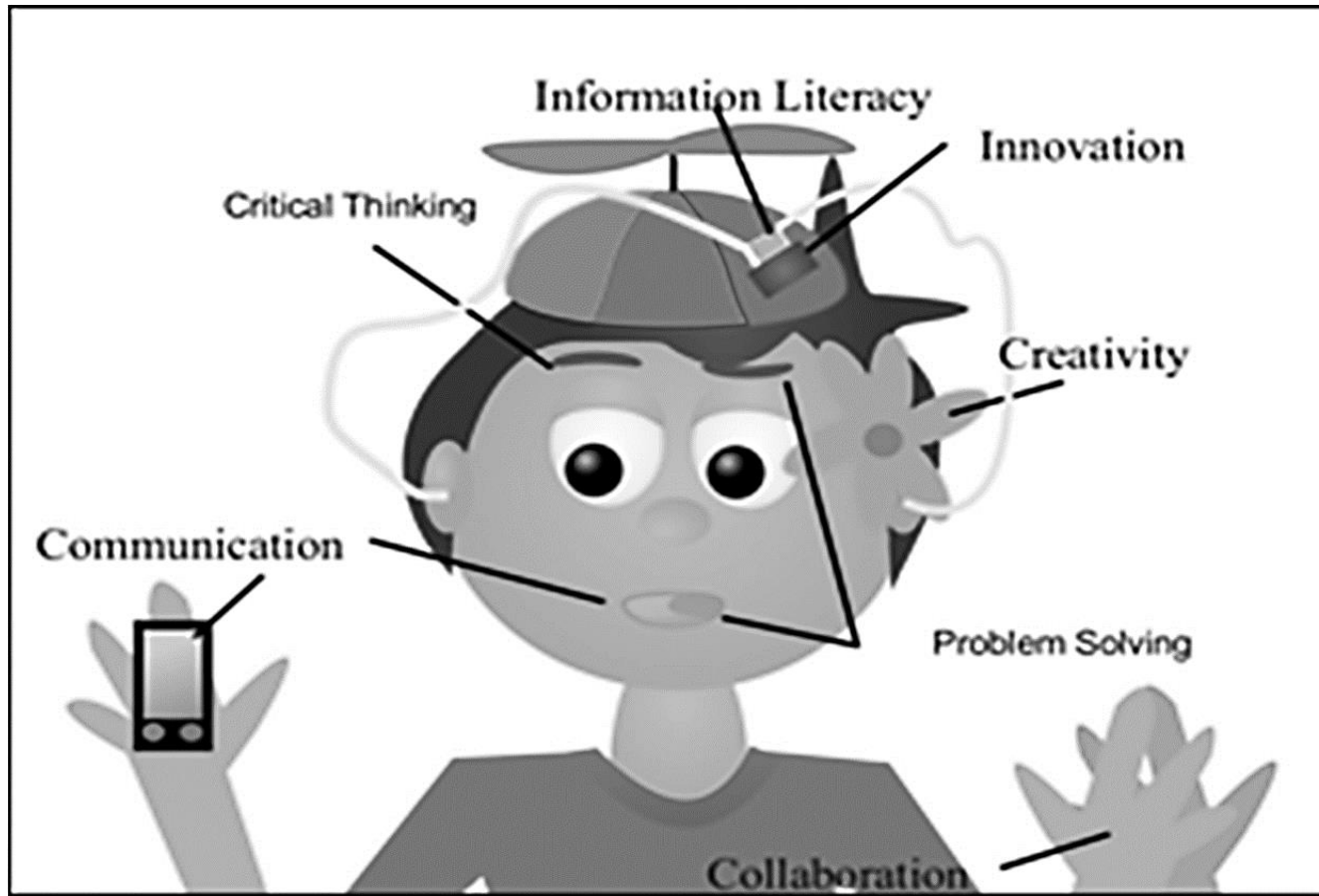
Two ways of integrating skills: simple integration, whereby a receptive language skill serves as a model for a productive language skill, and complex integration, which is a combination of activities involving different skills, linked thematically.

Integrated language learning can be more motivating, because the students are using the language for a real purpose, instead of, say, just practicing the grammar. Integration requires skilful teaching, but it can bring worthwhile results.



Handout-10.2

4Cs: Critical Thinking, Communication, Creativity, Collaboration



**Why the 4Cs?**

A focus on collaboration, communication, creativity and critical thinking is essential to prepare students for increasingly loneliness, poor decisions, and work immediate [class/school/college] and out of school in the 21st century.

**Collaboration** occurs when two or more people work together to accomplish a shared, common goal

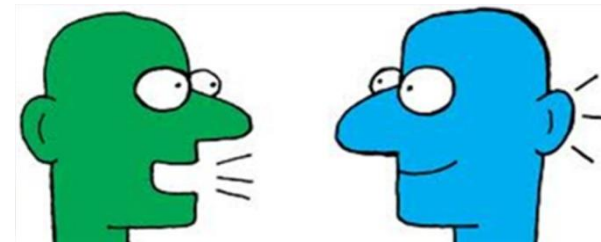


What does that mean for students?

To build good Collaboration Skills, students must learn to:

- Work effectively with different background fellows and diverse cultures.
- Be flexible and willing to compromise with the fellows from school and others to achieve academic and common goal.
- Demonstrate responsibility as a member working towards a shared goal.

**Communication** is expressing thoughts clearly, crisply articulating opinions, communicating coherent instructions, motivating others through powerful speech.



**What does that mean for students?**

To build effective Communication Skills students must learn to:

- Communicate using digital media and environments to support personal and group learning.
- Share information efficiently and effectively using appropriate digital media and environments.
- Communicate thoughts and ideas clearly and effectively to different audiences using various media and formats.

**Creativity** is the ability to produce new, diverse and unique ideas. Thinking creatively means looking at things from a different perspective and not be restricted by rules, customs, or norms.

**What does that mean for students?**

To build effective Creatively Skills students must learn to:

- Use a wide range of idea creation techniques (such as brainstorming)
- Create new and worthwhile ideas
- Elaborate, refine, analyse and evaluate their own ideas in order to improve and maximize creative efforts
- Act on creative ideas

**Critical thinking** involves logical thinking and reasoning including skills such as comparison, classification, sequencing, cause/effect, patterning, webbing, analogies, deductive and inductive reasoning, forecasting, planning, hypothesizing, and critiquing.



### **What does that mean for students?**

Today's students need to develop Critical Thinking skills by learning to:

- Use different kinds of reasoning, such as deductive and inductive, to understand a situation.
- Gather relevant information.
- Ask important questions that clarify points of view and help solve problems.
- Make decisions by selecting appropriate criteria and identifying alternatives to make reliable choices.