

Integrating skills in the learning process

In the process of classroom planning, every teacher needs to come up with ideas of activities that help integrate all the skills involved in learning a language.

For many years and until recently, classroom work evolved mainly around written comprehension and production activities. The evaluation tasks produced by the Ministério da Educação and GAVE also lacked the introduction of activities connected with the other skills, namely the oral interaction skills.

In that sense, we can say that the appearance of the Common Assessment Framework for the Foreign Languages from within the EU set the standards for the path that language teaching was to follow in every member state.

It is no wonder that, in the past few years, Portuguese language teachers have seen how the interaction skills are becoming more important and more visible in the curricula reference documents, especially oral interaction. From 2007 on, for example, the law states that 30% of the students' final mark should be based on oral assessment. Also, the authorities have designed standard instruments to assess oral production and interaction, and have promoted teacher training for language teachers on the use and management of those instruments.

Therefore, classroom activities must include oral production and interaction skills to support a balanced and integrated learning of the language. If we think about it, around 90% or more of all communication is done orally. We can say that the first and most important oral interaction moments are the ones between ourselves, the teachers, and our students. The more the target language is used in every situation from very early on, the better our students' ability to use the language in spoken communication environments will be.

Having set the foundations for what I am about to propose, I will present you a practical and simple idea you can use to integrate comprehension, production and interaction skills in the classroom. It can be used to address the topic of **Work**, either in year 9 or 11. I call it the "Dream Job Application" and it won't take more than 4 45min segments. The lesson plan template will show you all the steps and procedures.

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References:

Nunan, D. (1989). *Designing Tasks for the Communicative Classroom*. Cambridge: Cambridge University Press.

Thornbury, S. (2005). *How to Teach Speaking*. London: Longman Pearson Education.

Escola: _____ Ano: _____ Turma: ____ Data: _____ Lição n.º: ____ Tempo: 4 x 45 min

Tema: Finding a Job

Unidade: Work

Conteúdos: Language: conditional type 2; Lexis: specific vocabulary

Competências específicas: written comprehension and production; written interaction; oral interaction

Pressupostos: previous review of the conditional type 2; previous knowledge and analysis of the types of texts to be developed by the students: a job add and a letter of application.

Experiências de aprendizagem	Recursos	Recursos complementares
<ol style="list-style-type: none"> 1. The class is divided into pairs of students. The teacher hands out to each student a copy of the worksheet “Dream Job Application” and explains the procedure: each student in the pair should write a job add of his/her choice and then students exchange worksheets for the second activity, which is to answer the job add his/her partner wrote. 2. Teacher elicits with students the characteristics of the texts: job adds and letter of application. 3. The teacher collects the worksheets and corrects the texts written by the students. 4. Students receive the worksheets back and are informed of the next step: each one will have to choose a role (employer or prospect employee) and interact in a job interview based on their written work. 5. Students are given a few minutes to prepare. 6. Students act out the interview (maximum time 5 min). 7. Teacher and students assess the work done. 8. Students are informed of their assessment on the task. 	<ul style="list-style-type: none"> - Job adds and letters of application - Teacher’s worksheet 	<ul style="list-style-type: none"> - Video or audio recorder (if desired) - Assessment sheets

Avaliação	TPC
<ul style="list-style-type: none"> - assessment of oral interaction - assessment of written production - self-assessment 	

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Pair Work – Jobs and Careers

Dream Job Application

<p>You are the personnel manager of a company advertising a vacancy for the job of _____ . Use the space below to write that ad.</p>	<p>You are a young person very much interested in applying for the post of _____ , as advertised. Use the space below to write your letter of application.</p>
<p>Name _____</p>	<p>Name _____</p>