

INTEGRATING THE LANGUAGE SKILLS

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Two forms of integrated-skills instruction are content-based language instruction and task-based instruction. The first one these emphasize learning content through language, while the second stresses doing tasks that require communicative language use. Both of these benefit from a diverse range of materials, textbooks and technologies for the ESL or EFL classroom.

“Content-Based Instruction”. In content-based instruction, students practice all the language skills in a highly integrated, communicative fashion while learning content such as science, mathematics and social studies. Content-based language instruction is valuable at all levels of proficiency, but the nature of the content might differ by proficiency level. For beginners the content often involves basic social and interpersonal communication skills, but past the beginning level, the content can become increasingly academic and complex.

“Task-based Instruction”. In task-based instruction, learners participate in communicative tasks in English. Tasks are defined as activities that can stand alone as fundamental units and that require comprehending, producing, manipulating or interacting in authentic language while attention is principally paid to meaning rather than form.

In order to integrate the language skills in ESL/ EFL instruction, teachers should consider taking these steps:

- ❖ Learn more about the various ways to integrate language skills in the classroom. (e.g, content-based, task-based, or a combination)
- ❖ Reflect on their current approach and evaluate the extent to which the skills are integrated.
- ❖ Choose instructional materials textbooks and technologies that promote the integration of listening reading, speaking and writing as well as the associated skills of syntax, vocabulary and so on.
- ❖ Teach language learning strategies and emphasize that a given strategy can often enhance performance in multiple skills.

INTEGRATE SKILLS IN YOUR LESSON PLANNING

As there is a main aim of each lesson you teach it is necessary to provide at least one sub aim. This can either be a skill, system, or pronunciation aim. Also, remember that certain aims fit very well together. For ex, let’s take a speaking lesson and we will add a pronunciation sub aim.

A great way to integrate the pronunciation aim is in the free production stage, whilst the learners are speaking, introduce a feature of connected speech or intonation practice e. g rising / falling intonation.

AN INTEGRATED APPROACH TO LANGUAGE LEARNING

This is when we ask the students to use a combination of these skills within a single activity to create a situation which is much more similar to one they might come across in the real world.

If you take, for example, a simple telephone conversation, we listen to what the other person is saying and then reply. We may also need to make a note of something they've said, read it back to make sure it makes sense and then explain it to someone else.

Integrating skills can help learners transfer skills, e.g. if students have to read a blog post before writing their own they'll become familiar with the structure and content which will help them write it. It also allows you to vary your activities in class, creating a more engaging and motivating experience for students.

HOW TO INTEGRATE THE FOUR SKILLS

The four skills can be referred to as

Receptive skills (listening and reading) or productive skills (speaking and writing)

Perhaps the easiest way to start integrating skills in your class, is by combining the receptive and productive skills which are used across the same medium.

Try a simple yet fun activity like telephone. Put students into groups (or if you have a small class, do it as a whole class activity) and tell them to sit in a circle.

Nominate a student to think of a sentence.

Have them whisper their sentence to the next person in the circle, who must listen and repeat what they heard to the person next to them. This continues until they reach the final person in the group. The last person then has to say out loud what they thought they heard. Finally ask the first person what their original sentence was and write both on the board and compare them. Deal with any issues which come up.

Today English is the language of the world. It is only in the course of the last hundred years that English has become a world language. In Shakespeare's time it was a "provincial" language of secondary importance with only 6 million native speakers. Nowadays over 300 million people speak it as a mother tongue.

The English language is the first language of about 350 million people.

- 1) English is easier to learn than any other language
- 2) It easily borrows local words and phrases from the very countries into which it expands.
- 3) English has become the standard language for all kinds of international communication

In this designing research paper, an attent has been made to focus on the importance of language skills such as listening, speaking, reading and writing and emphasize the importance of skills in personal and professional growth. The assessment of speaking skills and the role of harners place has been explained dearly.