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The Importance of Integrating Language Skills in Classes

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ABSTRACT: In this article we aim to give ideas and information about the usage of integration in language skills. Some issues related to this theme will be looked through. In general, integration is defined as the process of combining two or more things into one. Within education, integrated lessons take on a similar meaning in that they combine two or more concepts into one lesson.

KEYWORDS: communicative learning, role playing, stimulation, realistic, competence.

I. INTRODUCTION

Integrated units involve many different concepts across all major subject areas. Integrated Skills focuses on the four main English skills - reading, writing, speaking and listening - through a “Communicative Language Teaching” methodology. New grammar patterns are learned in the context of a conversation or a real-life situation. Students will engage in various activities to practice English including listening tasks, role playing, and stimulating discussions. Perhaps teachers and administrators think it is logistically easier to present courses on writing divorced from speaking, or on listening isolated from reading. However, integrating the four language skills can be demanding of the teacher. We need to have a good understanding of discourse, and to be able to use textbooks flexibly. 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.

This can also be time-consuming, requiring a lot of preparation. Another limitation is the problem of designing suitable materials that take account of students’ different skill levels. The four skills tend to develop at a different pace: receptive skills are stronger than productive skills, for example. Reflect on their current approach and evaluate the extent to which the skills are integrated.

This means that teachers have to be skilful in selecting or designing integrated activities for their students. Learn more about the various ways to integrate language skills in the classroom (e.g., content-based, task-based, or a combination). Even if a given course is labeled according to just one skill, remember that it is possible to integrate the other language skills through appropriate tasks.

II. MATERIALS AND DISCUSSION

Teach language learning strategies and emphasize that a given strategy can often enhance performance in multiple skills [3]. The integrated-skill approach, as contrasted with the purely segregated approach, exposes English language learners to authentic language and challenges them to interact naturally in the language. Learners rapidly gain a true picture of the richness and complexity of the English language as employed for communication. Moreover, this approach stresses that English is not just an object of academic interest nor merely a key to passing an examination; instead, English becomes a real means of interaction and sharing among people. This approach allows teachers to track students' progress in multiple skills at the same time. Integrating the language skills also promotes the learning of real content, not just the dissection of language forms. Finally, the integrated-skill approach, whether found in content-based or task-based language instruction or some hybrid form, can be highly motivating to students of all ages and backgrounds. With careful reflection and planning, any teacher can integrate the language skills and strengthen the



tapestry of language teaching and learning. When the tapestry is woven well, learners can use English effectively for communication.

In order to integrate the language skills in ESL/EFL instruction, we 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.
- Even if a given course is labeled according to just one skill, remember that it is possible to integrate the other language skills through appropriate tasks.
- Teach language learning strategies and emphasize that a given strategy can often enhance performance in multiple skills.

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.

III. RESULTS

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.

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

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. 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. Discourse is a whole unit of communicative text, either spoken or written. However, integrating the four language skills can be demanding of the teacher. We need to have a good understanding of discourse, and to be able to use textbooks flexibly.

This can also be time-consuming, requiring a lot of preparation. Another limitation is the problem of designing suitable materials that take account of students' different skill levels. The four skills tend to develop at a different pace: receptive skills are stronger than productive skills, for example. This means that teachers have to be skilful in selecting or designing integrated activities for their students.

IV. CONCLUSION

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 practising the grammar. Integration requires skilful teaching, but it can bring worthwhile results. With careful reflection and planning, any teacher can integrate the language skills and strengthen the tapestry of language teaching and learning. When the tapestry is woven well, learners can use English effectively for communication.

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