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**SAMARQAND VILOYATI XALQ TA'LIMI XODIMLARINI  
QAYTA TAYYORLASH VA ULARNING MALAKASINI  
OSHIRISH HUDUDIY MARKAZI**

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**INTEGRATION OF FOUR SKILLS AT THE LESSONS**

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Mazkur uslubiy ko`rsatma umuta`lim maktablari, akademik litsey va kasb-hunar kolleji o`qituvchilariga va malaka oshirish kursi tinglovchilariga mo`ljallangan bo`lib, til o`rganish ko`nikmalarini oshirish maqsadida usullardan foydalanilgan.

Samarqand viloyati xalq ta`limi xodimlarini qayta tayyorlash va ularning malakasini oshirish hududiy markazi ilmiy-uslubiy kengashining 2021 yil ... aprelda bo`lib o`tgan yig`ilishida muhokama etilgan va -sonli qarori bilan nashrga tavsiya etilgan.

## **Introduction**

The goal of this investigation is to identify the integration of the four skills of the English language – reading and listening comprehension, written and oral expression – in lessons of second year High School Students observing the way in which they are taught to determine if the application of the Integrated-skill . To reach this, the observation of lessons will be recorded on checklists and the application of a standardized test will be applied in order to establish the relationship between the two variables.

Throughout history, there have been many approaches for the teaching of English. All of them have been used during a period of time and then have been “replaced” by new approaches that proposed new ways for helping foreign students to reach a better proficiency of English as second or foreign language. For a few years there have been many opinions reinforcing the idea of language as a whole and proposing that the integration of the four skills is the key for creating a classroom environment as authentic as possible in order to teach English in a way close to a real communicative situation. They propose that the English language should be taught in a way that mixes reading and listening comprehension with oral and written expression. The language teacher should give the proper emphasis to the specific ability that is being studied, but combining it with the others in order to create a communicative classroom environment that engages students to improve their language abilities. It is in consideration to this that the aim of this investigation is to identify the integration of the four skills of the English language in a non native speaking classroom, and the way in which these skills are developed for students of English as a foreign language of second grade High School , regarding the Integrated-skill Approach.

The problem of this investigation is the absence of integration of the four skills of the English language, concerning the methodologies used to teach them which affect the students" performance during lessons and in the results of a TOEIC Bridge Test sample. Therefore, the question which leads the problem is: Does the integration of the four skills of the English language affect the learners" performance during lessons? This problem considers two different variables: the integration of the four skills in an English language lesson for students of second year High School concerning the methodologies used to

teach every skill separately or in conjunction and the other variable is the student performance during English lessons. The Integration of the four skills of the English language belongs to the area of the Didactics Speciality or, in other words, the methodologies used to apply the skills whether receptive or productive in which a foreign language is taught. Hence, the students' performance during instruction is an academic result of the learning process

## THE PROBLEM AND ITS IMPORTANCE

The problem is that the Integrated-skill Approach is not applied which does not lead to authentic communication and the importance of integrating the four skills of the English language lies on the fact that, "In meaningful communication, people employ incremental language skill, not in isolation, but in tandem." In other words, since the communicative language is considered as a whole, then the teaching of it should be integral as well, because that would facilitate the students' natural language interaction. Applying this approach brings advantages to the students, as being exposed to authentic language which challenge learners to interact naturally in the language, realize that English is not just an object of academic interest but also an opportunity for them to interact in an almost real communicative situation. It also brings advantages for teachers who are able to track students' progress in multiple skills at the same time.

## HOW TO DEVELOP READING SKILLS

To develop reading skills, teachers play a crucial role. They should help students to focus their reading, in that way they read for meaning instead of getting involved on individual words or unimportant details and losing the main meaning of a text. Also, teachers need to help them to read in diverse ways and use sub-skills that will help them to improve and understand what are they reading efficiently. T

o understand reading texts students need to do some activities or use some strategies, called Reading Skills. First, students need to be able to scan the text, which means reading quickly while looking for specific information. On the other hand, students also need to be able to skim, which is used to quickly identify the general idea of a text, readers are focused briefly on a few words per line, headings or the first and last sentence in a paragraph

Among these problems, she highlights Language, which may be difficult for students to understand, depending on the kind of text they are working. Another problem is the one concerning the Content of a text, which means that the text could be too difficult as long as the content is too far removed from the knowledge and experience of the learners.

A third problem is Speed, which means that the reading could be slow because the reader does not have a large “vocabulary” so it is difficult for him/her to understand the text. Another problem to consider is Attention which appears when the reader pays the same amount of attention to all parts of the text. A fifth problem mentioned by Ur is Incomprehensible Vocabulary. In this case the reader cannot tolerate incomprehensible vocabulary items: stops to look every one up in a dictionary, and/or feels discouraged from trying to comprehend the text as a whole. Prediction is the sixth aspect and its inefficiency lies on the fact that the reader does not think ahead but deals with the text as it comes. Background information is also important. The reader does not have or use background information. Motivation is the seventh problem which affects reader’s particular interest in reading. Another problem is the one related to purpose, in which the student does not have a clear idea of what he is supposed to achieve through reading. The last, but not the least, problem that Ur mentions is the one concerning Strategies, in which the reader could use the same strategy for all texts not considering the difference on the type of texts he might read.

Another recommendation is to give interesting tasks before asking learners to read, so that they have a clear purpose and motivating challenge, or using texts that are interesting enough to provide their own motivation. Making sure that the tasks encourage selective, intelligent reading for the main meaning, and do not just test understanding of trivial details is also important. Teachers should also allow, and even encourage, students to manage without understanding every word: by the use of scanning tasks, for example, that require them to focus on limited items of information. Finally, providing as wide a variety of texts and tasks as possible in order to give learners practice in different kinds of reading is another important piece of advice so that teachers can avoid learner’s problem when they are working on reading activities.

### WHAT DOES LISTENING INVOLVE?

The act of listening means “to pay attention to smb/smith that you can hear” This implies the idea of understanding the message you hear so that you can respond to it and interact with the person you hear. It is “perhaps the most challenging of the skills to master in a

second language” because “(...) spoken language (...) is different from written text. (...) In English, speakers may miss a subject or verb, or may break off their sentence in the middle, (...) or hesitate to think about what he is going to say next, (...) or include words, phrases, or ideas that are not strictly necessary.” It is important to work on the development of listening comprehension, since “students should learn to function successfully in real-life listening situations.” Harmer (2007) mentions two different kinds of listening. On one hand, Extensive Listening “refers to listening which the students often do (...) for pleasure or some other reason. The audio material they consume in this way – often on CDs in their cars, on MP3 players, DVDs, videos or on the internet–should consist of texts that they can enjoy listening to because they more or less understand them without the intervention of a teacher or course materials to help them.” This kind of listening is very important from the motivational point of view, because it “increases dramatically when students make their own choices about what they are going to listen to”

On the other hand, Intensive Listening is the one in which “students listen specifically in order to study the way in which English is spoken. It usually takes place in classrooms or language laboratories, and typically occurs when teachers are present to guide students through any listening difficulties, and point them to areas of interest.”

### HOW TO DEVELOP LISTENING SKILLS

In order to develop listening skills, different kinds of activities and strategies: One of them is „Listening with a purpose“, which is important because learners “can (...) adapt the way they listen to their aims” paying more attention to the information they need to extract from the listening text. Another aspect is „Listening for gist“. When the teacher uses this strategy, he/she sets “a question or task which” is given to the “learners before they listen so that they know what information they are listening for.” The third aspect mentioned by Hadfield is „Listening for specific details“ which means that to “listen with a clear purpose in mind means that learners develop the ability to filter out everything they do not need to know.”

## HOW TO DEVELOP WRITING SKILLS

Many authors agree that there are some issues that help in the development of writing. One of those issues is Genre, which according to represents the norms of different kinds of writing. It helps to recognize an advertisement, poetry format and formal letter. A good way to teach genre is when teachers show models of what they want learners to write and then, using these techniques, students try to do their own work. In relation to this, Hadfield (2008) says that if teachers are teaching how to write a particular type of text, they can give students activities to practice accuracy, give guidance in what to say or how to say it or allow students to write freely. Another aspect of writing is Cooperative Work. Although many students write on their own, it is much better to use the cooperative writing in classes, because group writing allows giving more detailed and constructive feedback. To write in groups, whether as part of a long or short process, is very motivating for students to develop this skill. Continuing with the description of how to develop writing skill, mentions the Creative writing as the approach that suggests the imagination as the base in writing poetry, stories and plays. According to Ur “most people feel pride in their work and want it to be read”. But this situation is most common when people talk about creative writing instead of any other written products. Writing is a journey of self-discovery and self-discovery promotes effective learning. Students feel more motivated when teacher gives imaginative writing tasks, because they feel engaged and try to do their best in producing a variety of correct and appropriate language than they might for more routine assignments. As writing is an important ability, it is necessary to build a writing habit in students. Doing this, students will recognize writing as a normal part of classroom practice and they come to writing assignments with much enthusiasm. To achieve the writing habit it is necessary to give the students interesting and enjoyable tasks to do. Another way of helping students to organize and express their ideas Writing Process that consists of dividing the writing activity in many stages, each of which practices an important sub-skill in this process. Brainstorming is also a good technique to do for writing.



Writing activities chosen should be interesting and motivating, because learners will obviously be more motivated and have more ideas if the task engages their interest. Also, the selection should be appropriate to the learners' level. For instance, beginners and elementary learners will be able to write short texts while advanced learners can add a range of writing activities. To be appropriate for the kind of learners being taught is another characteristic for selecting tasks. Some groups of learners may need or prefer different kinds of writing that are more related to what they already know.

### LEARNER'S PROBLEMS

One of the problems that learners face when dealing with writing tasks is Feedback, which concerns different aspects. For example, when a student submits a piece of original writing, the most important thing to think about is its content, this means to check if the ideas were significant and interesting. Then there is the organization and presentation: if the ideas were arranged in a way that was easy and pleasing to read. Finally, there is the question of language forms: taking into account if the grammar, vocabulary, spelling and punctuation were of an acceptable standard of accuracy. Another problem can be the number of corrections that students receive as feedback because if a page is full of corrections, students can get unmotivated. The fact that teachers receive written work, normally correct and comment on it and give it back to students takes students to ask themselves whether to insist on rewriting the compositions, incorporating teachers' suggestions for improvements or not.

### SOLUTIONS FOR LEARNER'S PROBLEMS

Teachers should correct language mistakes. To note corrections within the body of the text, and devote comments at the end to matters of content and organization, followed by the evaluation is a good way to correct mistakes. Also, teachers may correct mistakes and make suggestions as to content and organization. She also says that correcting mistakes is part of the language instruction, but too much of it can be discouraging and demoralizing for students. Also, overemphasis on language mistakes can distract both learners' and teachers' attention from the equally important aspects and organization. Teachers should correct only mistakes that could affect

meaning. Rewriting is very important, because it reinforces learning and is an integral part of the writing process as a whole. However, if teachers demand rewriting on the part of the students, they have a right to demand from teachers that they reread – and value – what they have done. It is better to see the first version as provisional, and to regard the rewritten, final version as “the” assignment, that one that is submitted for formal assessment. This motivates learners to rewrite. Peer-correction can be a time-saving and useful technique. Students can work together on their first drafts, giving each other feedback on content, language and organization; they then rewrite and give in the final version to the teacher. All of these techniques can help students – and teachers – to avoid problems when working on writing tasks

## TWO FORMS OF INTEGRATED-SKILL INSTRUCTION

Both of these benefit from a diverse range of materials, textbooks, and technologies for the ESL or EFL classroom.

**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.

At least three general models of content-based language instruction exist: The theme-based model integrates the language skills into the study of a theme (urban violence, cross-cultural differences in marriage practices, natural wonders of the world, or a broad topic such as change). The theme must be very interesting to students and must allow a wide variety of language skills to be practiced, always in the service of communicating about the theme. In the adjunct model, language and content courses are taught separately but are carefully coordinated. In the sheltered model, the subject matter is taught in simplified English tailored to students' English proficiency level.

**Task-Based Instruction.** Students 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.

The task-based model is beginning to influence the measurement of learning strategies, not just the teaching of ESL and EFL. In task-based instruction, basic pair work and group work are often used to increase student interaction and collaboration. For instance, students work together to write and edit a class newspaper, develop a television commercial, enact scenes from a play, or take part in other joint tasks.

### INTEGRATING THE LANGUAGE SKILLS

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 (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.

#### Progressive Functional Skill Integration

The four micro skills (listening, speaking, reading, writing) are all part of normal language proficiency and use. They can also work together in language acquisition, and the phrase integrated skills is commonly used to describe curricula that develop the skills in parallel fashion.

FOCAL SKILLS integrates the skills in a particularly effective way: by exploiting certain skills as tools for developing others. Progressive Functional Skill Integration refers to the logical, systematic integration of the skills in accordance with their potential uses in the classroom.

These considerations lead to the following principles:

- \* Students should have good listening comprehension before working on reading, writing, and academic skills.

\*Students should have good reading comprehension before working on writing and academic skills.

\*Students should have good writing ability before working on academic skills.

\*Speaking should be encouraged throughout the process of acquiring English, especially after good listening comprehension has been attained.

The disciplined order of development set forth in these principles intensifies the efficiency of language acquisition, since students are always working on their weak skills from a position of strength.

We have developed some terminology to facilitate discussion of skills in this framework:

\*A focal skill is a language skill that a student is currently working on. Our system of modules is set up in such a way that each student works on only one focal skill at a time.

\*Supporting skills are language skills that can be used to support work on a focal skill. As outlined above, listening can be used to support work that is focused on all other skills; reading supports work focused on writing; and so on. A skill that has developed to the supporting level can normally continue to develop through regular use, and no longer requires focused attention.

\*An emergent skill develops to some extent as a consequence of work focused on some other skill. For example, speaking and reading both improve somewhat as a result of progress in listening; and writing improves as reading improves.

Integrating the main four language skills means combining reading, writing listening and speaking in foreign language teaching in the classroom.

In some cases, teachers separate language skills and highlight just one skill at a time. That was often for instructional purposes but even if it were possible to develop one or two skills effectively in the absence of the other language skills at the beginning stages, this does not ensure the real communication using the language in which not only all the language skills but also communicative skills are employed simultaneously.

In a normal situation, people use all language skills to communicate so experts in foreign language teaching have been

moving in recent years toward integrating the four main language skills in EFL classes.

All new courses which are being created nowadays seem to integrate these language skills with communicative skills to improve learners' communicative competence using accurate and fluent language.

### **Reasons for Integrating the Four Main Language Skills:**

- By integrating the four skills, the students experiment and take risks with learning the foreign language which makes learning more lovely and productive.

- By integrating the four skills, we are providing a certain input that becomes a basis for further intake, which in turn will become a new output.

- Production and reception are two sides for the same coin.

- Interaction means sending and receiving messages.

- Written and spoken languages have a relationship with each other.

- This Integration will reflect the interrelationship among language, culture, and society.

### **Here Are More Reasons**

- By inviting all four skills into an activity, we focus on what learners can do with a language.

- Of course, one skill will reinforce another.

- The integration of all the four skills can contribute toward a more real-life environment for both teachers and learners, the thing which may make learning more meaningful and motivating.

- The integration will ensure that students will learn to use English both fluently and accurately.

- Teaching integrative support the connections between language and the way we feel, think and act.

### **How to Integrate the Four Main Language Skills in Your Teaching:**

- Aim ultimately to preserve accuracy while still making use of authentic communicative activities for the students.

- Use the "PPP" (Present, Practice, Produce) approach. This is basically a structural approach that incorporates a final 'free production' stage where learners have the chance to use the structure

they have practiced in a communicative activity where they primarily focused on meaning.

- Use the communicative activities in which students produce certain structures according to certain real-life situations. While they do so, provide feedback to encourage students to use grammar accurately.

- When presenting and practicing new linguistic items, provide communicative activities to reinforce students moving from “controlled practice’ to “free production”

- Always present new language to students in rich contexts. Always provide them with situations in which they can practice the language, through role-playing, acting out scenes, or by asking and answering questions.

### **Final Word:**

It is important to understand that the main purpose of integrating the four language skills is developing real-life communication, which means that it is very important to provide students with authentic materials and create real-life situations to increase opportunities for real communication and continuous practice in order to gain both fluency and accuracy in using the language.

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Integrated Approach to Language Learning

### **Why to integrate the language skills**

a. 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.

b. 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.

c. 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.

d. 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*

**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. Discourse is a whole unit of communicative text, either spoken or written.

However, integrating the four language skills can be demanding of the teacher.

a. We need to have a good understanding of discourse, and to be able to use textbooks flexibly.

b. This can also be time-consuming, requiring a lot of preparation.

c. 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 skillful in selecting or designing integrated activities for their students.



## Conclusion

The main objective of this investigation was to identify the integration of the four skills of the English language and notice if it affects positively the students' performance during a lesson, in this case, of Second Year High School. According to what was inquired, it can be said that the Integration of the four skills of the English language in fact influences on the students' performance. Nevertheless, it is not only a matter of integrate the four skills of the English language, but how to integrate them in a lesson, in order to make the students to be involved in a real communicative situation. Moreover, there are other relevant aspects within a class that can make the lesson more or less effective in terms of language learning, which depends primarily on the teacher, as in what they do to motivate students to be interested in the second language, the classroom environment that is basically how the teacher manages the classroom, the use of the voice (volume, intonation, etc.), the use of L1 and how much teacher uses English language in an English lesson, among others. These variables were taken into account when observing two different classes in their lessons in different schools but at the same level. On one hand, there was a class in which the four skills of the English language were integrated during the four lessons observed. Another observed behavior was the habit of relating topics with students' experiences and asking them about their opinions and feelings concerning the topics studied. The way in which the new contents were exposed and the materials provided were both dynamic and engaging. All of this was reflected on the results of the students who took the TOEIC Bridge Tests sample applied in order to measure their level of proficiency. Most of them approved the listening comprehension part and the whole group approved the reading comprehension part. Clearly, the methods and techniques were successful to reach the goal of getting students to learn English. On the other hand, there was a class in which the four skills of the English language were not integrated. The contents were not related with students' own experiences or they were not asked to express their opinions concerning the contents studied. Besides, the materials provided did not engage students to practice their language skills on their own – the textbook was used most of the time. All of this was reflected on the results of the TOEIC Bridge Test sample students took

in order to measure their level of proficiency. In this case, the integration of skills was not present – which did not help to increase the proficiency of students. The techniques used for the different skills – in the case of Receptive Skills – were similar: listening to recordings, reading comprehension exercises, etc. However, the results of these techniques were different for the two classes. This could be explained because the way in which these techniques were used was different. Even though both groups used recordings for listening comprehension exercises, this technique seemed to be more successful in one school because English was used during the whole lesson, so that, students were used to listen to English. While in a group the topics of the reading comprehension exercises were not related with students' context and were presented as isolated and distant texts, the other sample the contents were presented in a way that made students feel engaged in working and developing exercises. Classroom management in general was different and more motivating than the techniques used in the other class, affecting the Teaching-Learning Process. The contrast with Productive skills is practically the same. Asking opinions, relating topics, encouraging students to use English as much as possible in order to communicate what they think is basic for reaching English proficiency. This was more clearly observed in one sample. Students were asked to provide examples of their own and express opinions, they also used English for asking questions or clarification. In opposition to this, was the other class observed. Since English was not used during the whole class, students did not use it for asking questions or for clarification either. Even though they were asked to provide examples of their own, the proficiency observed was poor because they were not exposed to constant English speaking lesson. All of the aspects observed during the lessons in both samples were crucial in the final analysis of the investigation. Therefore, considering the results of the observation and the scores obtained from the TOEIC Bridge Test sample, it can be properly affirmed that the integration of the four skills of the English language influences the students' performance concerning English as a foreign language.

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

b. 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.

c. 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 skillful teaching, but it can bring worthwhile results.

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**Z.T.RUSTAMOVA**

**INTEGRATION OF FOUR SKILLS AT THE LESSON**

Umumta`lim maktablari ingliz tili o`qituvchilari hamda malaka oshirish kursi tinglovchilari uchun uslubiy ko`rsatma.

Terishga ruxsat berildi:\_\_\_\_\_

Bosishga ruxsat berildi:\_\_\_\_\_

Offset qog`ozi. Qog`oz bichimi 60/30

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Adadi:20 nusxa

Buyurtma №

