



An approach based on integrated skills

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ABSTRACT

This article focuses on the differences between an integrated-skills approach and a segregated-skills approach in L2 acquisition: teaching receptive (listening and reading) and productive (speaking and writing) skills together rather than separately in a foreign language classroom. The opposing two perspectives of each teaching approach advocate will be discussed in this article, as well as the rationale(s) provided by each team to support the effectiveness of their foreign language teaching approach: integrated-skills approach and segregated-skills approach.

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Integrallashgan ko'nikmalarga asoslangan yondashuv

Kalit so'zlar:

integral ko'nikmalar
yondashuvi,
ajratilgan ko'nikmalar
yondashuvi,
retseptiv qobiliyatlar,
grammatik tuzilmalar,
kommunikativ tilni o'rgatish,
lingvistik kompetensiya,
nutq kompetensiyasi,
sotsiolingvistik
kompetensiya.

ANNOTATSIYA

Ushbu maqola L2 ni o'zlashtirishda integratsiyalashgan ko'nikmalar yondashuvi va ajratilgan ko'nikmalar yondashuvi o'rtasidagi farqlarga qaratilgan: xorijiy tilni o'qitish sinflarni alohida guruhlarga ajratish orqali emas, balki retseptiv (tinglash va o'qish orqali) va samarali (gapirish va yozish orqali) ko'nikmalarini birgalikda o'rgatishga asoslanadi. Ushbu maqolada har bir o'qitish yondashuvi himoyachisining qarama-qarshi ikki nuqtayi nazari, shuningdek, har bir jamoa tomonidan chet tilini o'qitishning samaradorligini qo'llab-quvvatlash uchun taqdim etilgan mantiqiy asos(lar) ko'rib chiqiladi. Shuningdek, integratsiyalashgan ko'nikmalar yondashuvi va ajratilgan ko'nikmalar yondashuvi shular jumlasidandur.

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Подход, основанный на интегрированных навыках

АННОТАЦИЯ

Ключевые слова:

интегрированный подход,
подход сегрегированных
навыков,
рецептивные навыки,
грамматические
структуры,
коммуникативное
обучение языку,
лингвистическая
компетентность,
дискурсивная
компетентность,
социолингвистическая
компетентность.

В этой статье основное внимание уделяется различиям между подходом интегрированных навыков и подходом сегрегированных навыков в овладении L2: обучение рецептивным (аудированию и чтению) и продуктивным (говорение и письмо) навыкам вместе, а не по отдельности в классе иностранного языка. Также в ней будут обсуждаться две противоположные точки зрения каждого сторонника подхода к обучению, а также обоснования, предоставленные каждой командой для поддержки эффективности их подхода к обучению иностранному языку: подход с интегрированными навыками и подход с отдельными навыками.

INTRODUCTION

The traditional approach to teaching a second or foreign language, also known as the “segregated-skills approach”, involves teaching listening and reading (receptive skills) separately from writing and speaking (productive skills) in a language learning setting. When using a traditional or segregated-skills approach in language learning, L2 instructors emphasize skill orientation and rote memorization, focusing on specific skills instruction such as reading and writing, and providing class activities that focus on word-decoding, phonetic identification, and grammar drills. As a result, implementing a segregated-skills approach in language learning classrooms helps to isolate the four language components: listening, reading, writing, and speaking from their use in communicative and authentic contexts [1.1].

Furthermore, the “segregated-skills approach” reduces students’ motivation and interest in learning [languages]” [2.1] criticizes [1.2] this teaching method, claiming that students are motivated to learn a large number of individual words, idioms, and grammatical structures rather than using the language for real communicative purposes. “It is impossible to teach reading without extensive use of writing, speaking, and listening”, according to Chen, and “students can benefit from practicing all of the language skills in integrated, meaningful, and communicative ways” [1.3].

MATERIALS AND PROCEDURES

Theory of Communicative Language Instruction (CLT)

The goals of language teaching, the mechanism by which learners learn a language, the characteristics of classroom activities that best facilitate language learning, and the roles of both teachers and learners in the language learning setting are all determined by communicative language teaching (CLT) [3.1]. The primary function of language use, according to CLT, is communication, which “lies in the moves and strategies of the participants” [4.1].

CLT’s main goal is to help students develop communicative competence and apply it to real-life situations that require communication. According to the CLT theory, communicative competence is defined as the ability to interpret and enact appropriate social behavior that necessitates the learners’ active participation in the target language production. linguistic competence, sociolinguistic competence, discourse competence, and strategic competence are all sub-competences of communicative competence, according to Principles of Communicative Language Teaching and Task-Based Instruction [4.2].

1. Linguistic competence [3.2] refers to a learner’s understanding of how to use language for a variety of purposes and functions. Linguistic competence can also be defined as “understanding how to use a language’s grammar, syntax, and vocabulary” [5.1].

2. Sociolinguistic competence: the learner’s understanding of how to vary language use depending on the context and participants. To put it another way, when to use formal and informal registers, as well as what language to use for written vs. spoken communication [3.3].

According to Tolstykh and Khomutova, sociolinguistic competence deals with the specific words and phrases that fit a specific setting and topic, as well as the extent to which the learner can express a specific attitude (courtesy, authority, friendliness, and respect) when he needs to [5.2].

3. Discourse competence: the learner’s understanding of how to create and distinguish various types of text, such as narratives, reports, interviews, and conversations [3.4]. Discourse competence, according to Tolstykh and Khomutova, refers to the learner’s ability to interpret the larger context and how to teach longer stretches of language so that the parts form a coherent whole.

4. Strategic competence: the learner’s ability to maintain communication despite limited language knowledge using a variety of communication strategies [3.5]. Strategic competence, according to Tolstykh and Khomutova, is concerned with the learner’s ability to recognize and repair communication breakdowns, work around gaps in his language knowledge, and learn more about the language and context [5.3]. The Communicative Language Teaching theory emphasizes engaging the learner in contextualized, meaningful, and communicative-oriented learning tasks in order to promote the development of real-life language skills.

CLT is made up of eight methodologies or principles that embrace a diverse teaching approach:

1. Using tasks as a principle of organization
2. Promoting learning through doing
3. Enriching input
4. Serving meaningful, comprehensible, and elaborated input
5. Encouraging collaborative and cooperative learning
6. Concentrating on the form
7. Providing clear error feedback
8. Recognizing and respecting learning’s affective factors [6.1].

Richards lays out ten core assumptions that shed more light on the importance of using CLT as a strategy and approach for L2 instruction, as well as a framework for curriculum development in the L2 acquisition spectrum:

1. Learners’ ability to learn a second language is aided by interaction and meaningful communication.
2. Tasks and exercises in the classroom that are effective allow students to negotiate meaning, expand their language resources, observe how language is used, and participate in meaningful interpersonal exchanges.
3. Students process content that is relevant, purposeful, interesting, and engaging, resulting in meaningful communication.
4. Communication is a multifaceted process that frequently necessitates the use of a variety of language skills or modalities.
5. Language learning is aided by activities involving both inductive and discovery learning of underlying rules of language use and organization, as well as language analysis and reflection.

6. Language learning is a gradual process that involves trial and error as well as creative language use.

7. Learners take their own paths to language acquisition, progress at different rates, and have different language learning needs and motivations.

8. Effective learning and communication strategies are required for successful language learning.

9. The teacher's role in the language classroom is that of a facilitator, who creates an environment conducive to language learning and gives students opportunities to use and practice the language as well as reflect on it.

10. The classroom is a community where students collaborate and share their knowledge.

Linguistic and communicative competence are two different things.

Foreign language teachers have a set of responsibilities in facilitating L2 acquisition: to develop linguistic competence in learners, as defined by Chomsky, who distinguished between people's language knowledge, defined as 'competence,' and that knowledge put to use in real situations, defined as 'performance' [7.1]. Language teachers should also help students develop their communicative competence, which is defined as "the ability to use language in a social context" and "the ability to adhere to sociolinguistic norms of appropriateness" [2.2]. Learners can also use communicative competence to "develop the ability to produce and understand grammatical utterances, to distinguish between grammatical and ungrammatical sequences, and to know when to choose the one that is appropriate to the context, both linguistic and situation [7.2]".

DISCUSSION AND RESEARCH

The segregated-skills approach advocates argue that mastering discrete language skills like reading and speaking is the key to successful learning. Language learning is usually separated from content learning in this approach. According to Brown, segregated-skills courses "have language itself as the focus of instruction to the extent that excessive emphasis on rules and paradigms teaches students a great deal about language at the expense of teaching language itself". The philosophy of the 'integrated-skills approach' (ISA) is based on the idea that "oral and written languages are not kept separate and isolated from one another" in everyday life [2.3].

Oral and written languages are integrated in most communication events, according to Peregoy and Boyle, and they frequently occur together. In the same way that communicative language teaching (CLT) and whole language do, the integrated-skills approach emphasizes meaningful and authentic language use and links oral and written language development [2.4]. According to educators, the principles of CLT emphasize the importance of communicating in a language in order to learn it. "Language (oral and written) functions to serve authentic purposes by facilitating meaningful communication", whole language advocates say.

Educators argue that in the language learning process, listening, speaking, reading, and writing should all be treated equally.

– as integrated, interdependent, and inseparable language elements, and that "no language process" should be separated from the entire teaching task. When a student reads, writes, speaks, or listens, the language encounter feeds into a common "data pool", from which the student can draw in subsequent encounters with language [2.5].

Rather than assuming that speaking, listening, reading, and writing should be kept separate, Su argues that these four skills “stress that all expressions of language support literacy growth and development”, and that “reading and writing, as well as speaking and listening, should be integral parts of all language activities because all these processes interact with one another”. “Teachers should provide opportunities and resources for students to engage in authentic speech and literacy activities”, Su advises L2 instructors [2.6].

Learners are exposed to authentic language and engaged in meaningful and engaging activities in ISA, which emphasizes the use of content-based and task-oriented instruction. The four macroskills of listening, reading, writing, and speaking are all addressed by ISA as one integral part of typical language proficiency and use [8.1].

Successful integrative approaches, according to Akram and Malik, are an unavoidable support that will help language teachers make lessons more dynamic by involving students in a variety of activities and interactions. A lively and effective communicative class should include the integration of the four language skills, and the teacher should create a positive environment, plan appropriate activities, encourage students, and deal with problems sensitively.

CONCLUSION

When receptive (listening and reading) and productive (writing and speaking) skills are practiced separately in L2 acquisition, an artificial distinction between in-classroom language use and out-of-classroom communicative practice is created.

While the segregated-skills approach emphasizes instruction that places an excessive emphasis on rules and paradigms and teaches students a lot about language at the expense of teaching language, the integrated-skills approach argues that language skills such as listening, reading, writing, and speaking should not be taught separately or isolated from one another in a foreign language learning setting.

Scholars argue that, regardless of how artificial or simulated the teaching/learning environment is, it is critical to bring classroom contexts and situations closer to real-life situations. The basic goal of L2 language teaching and learning is to develop learners' communicative competence: linguistic competence, sociolinguistic competence, discourse competence, and strategic competence as part of a whole language approach, which treats all language skills – listening, reading, writing, and speaking – as interrelated. Practitioners argue that the key to effective language learning is to integrate all language skills as they occur in actual language use whenever possible.

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