

## Stages and analysis of language integrated skills. Modes of integrating all four skills

Yo`ldosheva Mohlaroy<sup>1</sup>, Mirzayeva Mahbuba Mamajonovna<sup>2</sup>,

<sup>1</sup> Fergana State University, English language and literature faculty, third year student

<sup>2</sup> The teacher associate professor of the Department of English Language Teaching Methodology

### *Abstract*

Integrating all four language skills (listening, speaking, reading, and writing) is crucial for a comprehensive language learning experience. It allows learners to develop a well-rounded proficiency in the language. Here are the stages and analysis of language integrated skills

**Keyword:** During this stage, assess learners' familiarity with the topic, their vocabulary knowledge, and their ability to make predictions based on the given information.

### INTRODUCTION

1. *Pre-Listening/Pre-Reading:* This stage aims to activate the learners' prior knowledge and prepare them for the upcoming activity. It includes brainstorming, pre-teaching vocabulary, or discussing the topic. Before diving into a text or audio, learners can start by activating their prior knowledge on the topic. This can be done through brainstorming, discussing related vocabulary, or predicting what they might encounter in the text or audio. This stage prepares learners for what they are about to read or listen to engaging with a text or audio, teachers can activate learners' prior knowledge and build interest by discussing the topic, brainstorming related vocabulary, or presenting a short video clip. This stage prepares learners to comprehend and engage with the material effectively. In this stage, learners are introduced to the topic or theme of the listening or reading activity. This can involve pre-teaching vocabulary, discussing related ideas, or activating prior knowledge. This stage helps learners to prepare for the incoming information and sets the context for understanding.

**Analysis:** During this stage, assess learners' familiarity with the topic, their vocabulary knowledge, and their ability to make predictions based on the given information.

2. *Listening/Reading:* Learners engage in listening to or reading authentic or adapted texts related to the topic. They focus on comprehension, understanding main ideas, supporting details, and specific information. In the second stage, understanding what was listened to or read is crucial. The learner may need to understand the main ideas, supporting details, and inferences. Various activities can be useful like question and answers, summarizing, or discussions. The second stage involves engaging with the text or audio. Learners read a written text or listen to an audio clip carefully, focusing on comprehension, vocabulary, and grammar. They can engage in activities like skimming, scanning, predicting, or looking for specific information. This stage helps learners improve their reading and listening skills. Learners read or listen to the main text or audio piece. In this stage, they focus on understanding the message, identifying key ideas, and extracting important details. Teachers can design comprehension activities, such as answering questions, summarizing, or filling in the blanks, to assess learners' understanding. During this stage, learners engage with the audio or text material, focusing on comprehension and understanding. They may listen to a conversation, lecture, or news report, or read a passage or article. This stage is crucial for

developing listening and reading skills, as well as for gathering information and identifying key points.

**Analysis:** Evaluate learners' comprehension skills by assessing their ability to identify main ideas, follow the sequence of events, infer meaning from context, and answer comprehension questions accurately.

**3. Speaking/Writing:** Learners engage in activities that allow them to express their understanding of the listened or read material. This stage focuses on speaking fluently, accurately, and coherently, or writing effectively to convey their thoughts and opinions. Once comprehension of the language has been developed, the learner should start producing it through speech or writing. In this phase, the learner becomes capable of responding to audio or text input in a meaningful way, expressing their thoughts, ideas or feelings. Once learners have understood the text or audio, they can move on to the production stage, where they actively engage in speaking or writing tasks. Speaking tasks can include discussions or presentations related to the topic, while writing tasks can involve summarizing, synthesizing, or responding to the text. These tasks aim to improve learners' speaking and writing skills. After the listening or reading activity, learners are given opportunities to express their understanding through speaking or writing. This can involve discussing the content, sharing opinions, summarizing the information, or responding to questions. This stage helps learners to practice their speaking and writing skills, as well as to process and internalize the information they have received.

**Analysis:** Assess learners' speaking and writing skills by evaluating their ability to articulate their ideas clearly, use appropriate vocabulary and grammar, maintain coherence, and provide supporting arguments or evidence. Integrating all four language skills allows learners to develop a holistic and interconnected understanding of language. It enables them to engage with language in a more natural and authentic way, mirroring real-life communication situations. By combining listening, speaking, reading, and writing, learners can improve their overall language proficiency, as well as their ability to comprehend, interpret, and communicate effectively.

**4. Follow-up Activities:** These activities help reinforce the learned language and content. They could include discussions, debates, role-plays, interviews, or creative writing tasks to combine these skills in real-world interaction. For example, a discussion (listening and speaking) or correspondences like emails (reading and writing). After the production stage, learners should review and analyze their work. This can involve self-correction, peer review, or feedback from the teacher. Learners can evaluate their language use, identify areas for improvement, and learn from their mistakes. Reflecting on their language use strengthens their language skills and increases their awareness of the language learning process. To reinforce and extend the integrated skills, teachers can design follow-up activities that require learners to apply the learned language in different contexts. This can include role-plays, debates, discussions, or collaborative tasks. These activities encourage learners to further develop their language skills and consolidate what they have learned.

**Analysis:** Observe learners' participation in group discussions, their ability to explain their viewpoints, ask relevant questions, or provide well-structured arguments. Language proficiency: Integrated skills provide opportunities for learners to use and develop their language proficiency in multiple areas. They can improve their reading, listening, writing, and speaking abilities simultaneously, leading to a more holistic language development.

Integrated skills reflect real-life communication situations where individuals often have to comprehend and produce language in various forms. By integrating the skills, learners get exposure to authentic language use and can better prepare themselves for real-world communication. allow

learners to understand language within different contexts. This helps them develop a deeper understanding of how language is used and the cultural nuances associated with it.

Overall, integrating the four language skills provides learners with a comprehensive learning experience, enabling them to use language more effectively and confidently in various communicative situations. Regular assessments should be conducted to monitor learners' progress across all integrated skills. Analyze learners' overall language proficiency, identify their strengths, weaknesses, and areas requiring improvement. Remember, the integration of language skills is a dynamic process and typically involves practice, repetition, and the strategic application of the skills learned to different contexts. Language Immersion experiences creating immersive experiences such as language camps or field trips where students are encouraged to actively listen, speak, read, and write in the target language within a specific context, such as a historical site or a cultural event. By employing these stages and methods for integrating all four language skills, educators can create a dynamic and comprehensive learning environment that supports students in mastering the intricacies of language across listening, speaking, reading, and writing domains.

#### **List of used literatures:**

1. "Integrating Language Skills: Teaching Listening, Speaking, Reading, and Writing" by Lida R. Baker
2. "Teaching Language Skills: Strategies for Developing Listening, Speaking, Reading and Writing" by Jack C. Richards and Anne Burns
3. "Language Teaching: Integrational Linguistic Approaches" by Roy Harris and Talbot J. Taylor
4. "Integrated Skills in the ESL/EFL Classroom" by Nancy Sherman and Jeanne McCarten
5. "Language Teaching Methodology for Teachers of English as a Second Language" by David Nunan
6. "Language Integrated Learning: A Field Guide for Teachers and Trainers" by John Walters
7. "Language Teaching Methodologies in Second Language Acquisition" by Maria Fernández-Toro and Nicola McLelland