

<sup>1</sup>Shamshieva A.R.<sup>a</sup>, <sup>1</sup>Altynbalta A.A.

<sup>1</sup>Taraz Regional University, Taraz, Kazakhstan

## INTEGRATED SKILLS APPROACH

Shamshieva A.R., Altynbalta A.A.

**Abstract.** Most English teachers in Kazakhstan have been familiar with the notion of oral communication skills, receptive skills (reading and listening) and productive skills (speaking and writing). Yet, most of them have not realized that integrating oral communication, receptive and productive skills into an English lesson is important for their learners to achieve lesson aims. This paper, therefore, would like to address how to implement teaching stages covering those skills for the integration purpose. For practical reasons, the writer will apply the stages in a reading lesson. The teaching stages include eliciting ideas, highlighting lexis and their meanings, predicting text, ordering jumbled paragraphs, listening, reading comprehension, and acting out the story/speaking. By applying those stages, the writer expects the audience to realize that integrating oral communication, receptive and productive skills into an English lesson is feasible and valuable to measure whether or not the learners have achieved the lesson aims.

**Keywords:** Oral Communication skills, Receptive Skills, Productive Skills, Integrated English Lesson

## ИНТЕГРИРОВАННЫЙ ПОДХОД К НАВЫКАМ

Шамшиева Амина Рафаэлевна, Алтынбалта Айгерим Алтынбалтаевна

**Аннотация.** Большинство учителей английского языка в Казахстане знакомы с понятиями навыков устной речи, рецептивных навыков (чтение и аудирование) и продуктивных навыков (говорение и письмо). Тем не менее, большинство из них не осознали, что интеграция устного общения, рецептивных и продуктивных навыков в урок английского языка важна для их учащихся для достижения целей урока. Поэтому в этой статье хотелось бы рассмотреть, как реализовать этапы обучения, охватывающие эти навыки для целей интеграции. Из практических соображений писатель будет применять этапы на уроке чтения. Этапы обучения включают в себя выявление идей, выделение лексики и ее значений, предсказание текста, упорядочивание перемешанных абзацев, прослушивание, понимание прочитанного и разыгрывание истории/проговаривание. Применяя эти этапы, автор ожидает, что аудитория поймет, что интеграция устного общения, рецептивных и продуктивных навыков в урок английского языка осуществима и ценна для измерения того, достигли ли учащиеся целей урока.

**Ключевые слова:** навыки устной речи, рецептивные навыки, продуктивные навыки, интегрированный урок английского языка.

## ДАҒДЫЛАРҒА КІРІКТІРІЛГЕН ТӘСІЛДЕР

Шамшиева Амина Рафаэлевна, Алтынбалта Айгерим Алтынбалтаевна

**Аңдатпа.** Қазақстандағы ағылшын тілі мұғалімдерінің көпшілігі сөйлеу дағдылары, рецептивті дағдылар (оқу және тыңдау) және өнімді дағдылар (айту және жазу) ұғымдарымен

таныс. Дегенмен, олардың көпшілігі ағылшын тілі сабағына ауызша коммуникация, қабылдау және өнімділік дағдыларын біріктіру олардың студенттері үшін сабақ мақсатына жету үшін маңызды екенін түсінбеді. Сондықтан осы мақалада интеграция мақсатында осы дағдыларды қамтитын оқыту кезеңдерін қалай жүзеге асыру керектігін қарастырғым келеді. Практикалық себептерге байланысты жазушы оқу сабағында қадамдарды қолданады. Оқыту кезеңдері ойды анықтауды, сөздік қорын және оның мағынасын ашуды, мәтінді болжауды, шатасқан абзацтарды ретін келтіруді, тыңдауды, оқуды түсінуді және әңгімені/сөйлеуді қамтиды. Осы қадамдарды қолдана отырып, автор аудиториядан ағылшын тілі сабағына ауызша коммуникация, қабылдау және өнімділік дағдыларын біріктіру оқушылардың сабақтың мақсаттарына қол жеткізген-қолданбағанын өлшеу үшін мүмкін және құнды екенін түсінуін күтеді.

**Түйін сөздер:** ауызша сөйлеу дағдылары, қабылдау дағдылары, өнімді дағдылар, кіріктірілген ағылшын тілі.

Most English teachers in Kazakhstan have been familiar with the notion of oral communication, receptive skills (reading and listening) and productive skills (speaking and writing). Yet, despite their familiarity with those skills, the main concern of most English teachers remains unchanged. They tend to teach the two kinds of skills separately. As a result, their English teaching had and has always to do with complicated structures of the language, too long reading passages, too technical vocabulary, and other activities that are far from being communicative in their nature. The facts show that most of them have not realized that integrating oral communication, receptive and productive skills into an English lesson is important for their learners to achieve lesson aims. This paper, therefore, will address the issues of the implementation of integrating oral communication, receptive and productive skills in an English lesson [1].

Oral communication skills are fundamental to the development of literacy and essential for thinking and learning. Through talk, learners not only communicate information but also explore and come to understand ideas and concepts; identify and solve problems; organize their experience and knowledge; and express and clarify their thoughts, feelings, and opinions. Listening and speaking skills are essential for social interaction at home, at school, and in the community.

The receptive skills are listening and reading. Because learners do not need to produce language to do these, they receive and understand it. These skills are sometimes known as passive skills. They can be contrasted with the productive or active skills of speaking and writing [2]. Often in the process of learning new language, learners begin with receptive understanding of the new items, then later move on to productive use. The relationship between receptive and productive skills is a complex one, with one set of skills naturally supporting another. For example, building reading skills can contribute to the development of writing.

The productive skills are speaking and writing, because learners doing these need to produce language. They are also known as active skills. They can be compared with the receptive skills of listening and reading. Learners have already spent time practicing receptive skills with a shape poem, by listening to it and reading it. They now move on to productive skills by group writing their own, based on the example. Certain activities, such as working with literature and project work, seek to integrate work on both receptive and productive skills [3].

Integrating receptive and productive skills in one lesson has attracted language teachers for years. Yet, there is no absolute format for the integrated lesson. The underlying principles being that language is used to learn as well as to communicate and that it is the subject matter which determines the language that learners need to learn. It should also attempt to follow the curriculum in that it includes content, communication, cognition and culture, and includes elements of all four language skills. Furthermore, in the integrated lesson, learning is improved through increased motivation and the study of natural language seen in context. When learners are interested in a topic they are motivated to acquire language to communicate. In this case, fluency is more important than accuracy

and errors are a natural part of language learning. So, learners develop fluency in English by using English to communicate for a variety of purposes.

As stated in the introduction, to carry out the integrated lesson the writer will apply teaching stages covering those skills. For practical reasons, the writer will apply the stages in a reading lesson. In this case, the integrated lesson draws on the lexical approach, encouraging learners to notice language while reading followed by activities involving the other three skills. As a result, teachers can potentially diversify methods and forms of classroom teaching and learning, improve learners' overall and specific language competence, introduce learners to the wider cultural context, and increase learners' motivation [4].

More specifically, the integrated teaching stages must include:

1. *Eliciting ideas.* At first ask learners if there is a baby in their family. How would you feel if someone stole their baby? What would they do? Why do people steal babies? Then dictate words from the reading text about the King and the Baby: woman, baby, dead, exchange, steal, insist and settle the matter, sword, divide, give.

The objective of this stage is to introduce the topic of the story to learners to help them relate more easily to the characters and action in the text.

2. *Highlighting lexis and their meanings/Vocabulary.* Check meaning of any words that may cause difficulty, e.g.: sword/divide, (show/draw a picture/symbol and ask what is this?) exchange (act out with another student by exchanging pens or stealing something from someone when they are not looking)

The objectives of this stage are to focus attention on key words in order to prepare learners for the prediction task and to check meanings of key words given so that the task can be achieved.

3. *Giving the title of the story.* Give learners the title of the story they will read: The King and the Baby.

The objective of this stage is to prepare learners mentally for the prediction task.

4. *Predicting text.* Put learners into pairs or small groups and ask them to predict the story based on the words given. Ask few learners to tell the class their ideas

The objective of this stage is to prepare learners mentally to read the text by creating a version of the text first in their minds.

5. *Ordering jumbled paragraphs/Skiming.* Hand out cut up version of the text. Ask learners to skim the story and order the paragraphs. Ask them what they looked for to help them decide on the order of the paragraphs.

The objectives of this stage are to apply group work in order to negotiate meaning and to do skimming.

6. *Listening for the right order.* Play a cassette telling the right order of the story and ask learners whether or not their prediction is correct.

The objective of this stage is to provide the correct order and a reason for gist reading.

7. *Reading comprehension.* Ask some short questions based on the story.

The objective of this stage is to focus on overall meaning or main ideas in the text.

8. *Acting out the story/Speaking.* Put learners into groups of 3, one person for each character in the story [5].

The objective of this stage is to measure learners' comprehension in a fun, nonverbal way.

In addition to the activities above, here are some ideas that will help to assess the learner's oral communication skills:

- Debates – learners will be able to think on their feet, change their tone and volume when supporting their point-of-view, and develop a clear and concise argument (speaking to communicate – interactive strategies, clarity and coherence, appropriate language; listening to understand – comprehension strategies, active listening strategies, demonstrating understanding).

- Speeches – allow learners to pick a topic that interests them. They will be able to research the topic and reflect on what they found, or write on something that is personal to them. Either way, this is a chance to bring out their creativity (speaking to communicate – visual aids, non-verbal cues,

vocal skills and strategies, clarity and coherence, appropriate language; reflecting on oral communication skills and strategies - metacognition).

- Interviews – learners can pick partners in order to film or perform an interview of each other on a topic of their choice. They can then show it in class and describe the different techniques and strategies they used (listening to understand– comprehension strategies, active listening strategies, demonstrating understanding; speaking to communicate – interactive strategies, clarity and coherence, appropriate language).

- Role-play/Drama – learners are given assigned roles and are asked to act out specific scenes to texts (novels, poems, plays). Learners can even write their own script and either film it or perform it in front of the class (speaking to communicate – vocal skills and strategies, visual aids).

- Reading dialogue and texts in class (listening to understand – using active listening strategies, listening comprehension strategies, demonstrating understanding of content; speaking to communicate – vocal skills and strategies)

- Presentations – learners present a report on a topic of choice. They should be persuasive and show critical thought and analysis. Learners should be encouraged to include visual aids and class participation to make the presentation more effective.

- Give a lesson - divide learners into groups of 4 and assign a novel to each group for them to read. Have learners prepare a 20 minute lesson to teach the rest of the class about the novel they read. Learners can create activities, videos, posters, or models in relation to the text [6].

By applying teaching stages above, the writer expects the audience to realize that integrating oral communication, receptive and productive skills into an English lesson is feasible and valuable for the sake of the development of learners' English skills. Indeed, this is not an easy task to do because we have to make sure that the integrated lesson is reasonably inter-related and suitable to the learners' level and needs. We also need to balance the oral communication, receptive and productive skills and vary the activities in order to teach the lessons interactively as well as to achieve the aims of the lessons.

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### Автор для корреспонденции

\* e-mail: [amina.shamshiyeva@bk.ru](mailto:amina.shamshiyeva@bk.ru)

Tel.: +7 7009677814

Шамшиева Амина Рафаэльевна – магистр педагогических наук, старший преподаватель, Таразский Региональный университет, г. Тараз, Казахстан.

e-mail: [a.aika\\_15@mail.ru](mailto:a.aika_15@mail.ru)

Tel.: +77019779997

Алтынбалта Айгерим Алтынбалтаевна - магистр педагогических наук, преподаватель Таразский Региональный университет, г.Тараза, Казахстан.

### Хат-хабарларға арналған автор

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Шамшиева Амина Рафаэлевна - педагогика ғылымдарының магистрі, аға оқытушы, Тараз аймақтық университеті, Тараз қ., Қазақстан.

Алтынбалта Әйгерім Алтынбалтақызы - педагогика ғылымдарының магистрі, Тараз өңірлік университетінің оқытушысы, Тараз қ., Қазақстан.

### **The Author for Correspondence**

Shamshieva Amina Rafaelievna – master of pedagogical sciences, Senior Lecturer of Taraz Regional University, Taraz city, Kazakhstan.

Altynbalta Aigerim Altynbaltaevna - master of pedagogical sciences, teacher of Taraz Regional University, Taraz city, Kazakhstan.