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## INTEGRATIVE APPROACH IN THE EFL CLASSES

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**Abstract:** In the article it was given about a learning process on an integrative basis, integrative-educational activities and integrated didactic approaches. This approach does not neglect, either, the home languages of the learners, especially when they explicitly taught. One can therefore have two (or even three or four) languages that are being “tackled” simultaneously. Despite the great potential and effectiveness of the integrative skills approach many teachers, especially in EFL contexts still implement the segregated skills teaching by presenting one skill separately from the others. In many EFL programs, courses on speaking are isolated from writing or listening learning activities are divorced from reading. This article presents the benefits of using integrated approach in English teaching.

**Keywords:** integrative-educational activities and integrated didactic approaches, methodology, intrinsic motivation, an integrated perspective, multidisciplinary and internal disciplinary.

### INTRODUCTION.

Nowadays the development of national education is characterized by a diverse innovation schools. One of the areas of student-centered learning, along with differentiated instruction and variable organization of educational process is to construct a learning process on an integrative basis. Integrative — educational activities — is a specific kind of educational work, during which updated certain integrative tasks in the field of educational theory and practice [4].

Integrated didactic approaches directed towards helping learners to establish links between a limited numbers of languages, which taught within the school curriculum. Integrated didactics work on the central principle advocated by pluralistic

approaches of capitalizing on what is already known in order to access what is less known: the language of schooling for accessing the first foreign language, which can then be used as a springboard to facilitate the acquisition of a second foreign language etc. Keeping in mind, that mutual support between languages goes in both directions. This approach does not neglect, either, the home languages of the learners, especially when they explicitly taught. One can therefore have two (or even three or four) languages that are being “tackled” simultaneously.

The current research work presents a study, which sought to observe emergent foreign language literacy behaviors in a foreign language in a preschool setting. Therefore, we proceeded to the design and implementation of an integrated approach to teaching English, through a methodology inspired in the action-research paradigm, here understood as an opportunity of pedagogic innovation and teacher training. The study carried out simultaneously in primary schools, with the main purpose of comparing the attitudes of older learners regarding their foreign language literacy behaviors. The data collected through lesson observation and audio-recording, further transcribed, research diaries, questionnaires, portfolios and semi-structured interviews to specialists in foreign and second language pedagogy. The adopted procedure to analyze the corpus was the application of content analyses techniques.

## **MATERIALS AND METHODS.**

With regard to the lessons of the English language can speak of two levels of integration. The first relates to a large number of the studied program topics related to other objects (social studies, history, world art culture, literature, ecology, geography and others.). In addition, represents the development of common universal lessons that combine the contents of these items. For example, topics such as “youth problem” in the UK, the USA and Uzbekistan can be the basis for the development of integrative cycle English classes for college students together with social science. Theme “Countries of the world and nationality”, “Natural disasters” are the basis of integrative cycle English lessons for pupils of 7–8 classes in conjunction with

geography. A current topic “Protecting the environment” must be integrated with lessons on ecology.

Thus, the integrated lessons will help shape the students’ more holistic picture of the world in which he will perform a foreign language specific function — serve as a means of learning and communication. These lessons contribute to the broad and holistic development of children through educational associations, educational and developmental abilities of different subjects; in addition, integrated lessons extend meaningful plan of foreign language teaching and lead to the formation and development of the broader interests of the children, their aptitudes and abilities to different types of activities [12]. Finally, these lessons create the conditions for a reasoned practical application of foreign language knowledge, skills and give children the opportunity to see the results of their work, to obtain from him the joy and satisfaction. Practice shows that the interest of the students to the study of a foreign language reduced from years of training. If at the initial stage, students are showing great interest in the study of this subject because of the novelty and specificity of this training phase, it is already at the secondary level required additional search motivation. Decline in interest in students caused by specific age and socially determined individual characteristics of students. Moreover, it was at this time beginning to be clearly defined levels of student learning, their individual capacities to overcome the difficulties in his study, the interfering influence of the native language. It believed that one of the reasons for the loss of interest in the majority of students in this subject is the lack of natural needs and the real possibility of its application. Using different integrative courses may to a certain extent to solve this problem.

Besides all this, the creation of integrated lessons to some extent solves the problem of the development and implementation of methods of accelerated education and training, which is important in today’s conditions, when humanity is looking for ways to reduce the terms of the educational process [13].

As for the second type of integration techniques and methods of training. In particular, this applies to computers and the Internet used in the training process, which have a truly unlimited potential integration of all components of the educational process. One effective way to integrate into the modern educational process should recognize multimedia technologies, namely electronic media, CD and video information, which allows to go back, pause for information connecting new channels of perception of the material. Practice shows that informative technology in teaching English have several advantages over others, allow you to enjoy the authentic texts, develop reading speed when performing tests, enhance motivation to learn the language, literacy and develop regional geographic erudition through acquaintance with a lot of video and audio material.

The second aspect interdisciplinary integration advantageously carried out at the level of content, and the level of techniques, methods and forms of training. Among the variety of innovative forms and methods of conducting classes in English, as practice shows, the most effective technology is collaborative learning in combination with the method of mini — projects. The integration of these methods of learning activity cannot only achieve success in the optimal assimilation of the material, but also to create conditions for the voice activity of each student. Limited time training session does not allow a quality of the whole project in the classroom, use as part of the integration of mini — projects allows us to generalize the material studied and discuss it before the end of classes. Effective and appropriate training of students in the English language seems to technology integration of critical thinking and the traditional communicative method.

Integrated language skills teaching is differentiated into two types: content-based language teaching and task-based language teaching. However, a hybrid of the two types is possible to use as an alternative. In content-based language teaching, students practice language skills while engaging with activities focusing on a specific subject. In task-based language teaching, students are involved in activities that

require comprehending, producing, manipulating, or interacting in authentic language while attention is principally oriented to meaning rather than form (Nunan, 1989). The students work together to solve a problem, complete a task, create a product and etc. Therefore, learning takes places through social activity. Structured cooperative learning techniques (e.g., peer editing and sequence chains) are often employed in task-based teaching.

Content-based language instruction is probably the most frequently used mode of language skills integration. In this mode, students practice language skills while engaging with activities focusing on subjects such as education, physics, culture or science. In other words, all the language skills are practiced in a highly integrated, communicative manner while the students are studying the contents of certain subjects. The main objective is to develop students' communicative competence in the target language, and the secondary goal is students' mastery of content knowledge of the subjects being learned. In Communicative Language Teaching method, the term 'content' refers to two things: the functions or the communicative purposes for which students use the target language (e.g., making introduction, invitation, greeting, interviewing, etc.) and the use of subject matters for second/foreign language teaching purposes [8]. In content based language teaching, a topic or a theme of the subject matter is employed as a basic building block to unify language skills. In other words, language skills are interwoven around the common topic/theme being learned [3].

In task-based language learning, students participate in communicative tasks in the target language. Communicative tasks are activities which can stand alone as fundamental units and require comprehending, producing, manipulating, or interacting in authentic language while attention is principally paid to meaning rather than form [11]. To let the students, develop their language skills, they are assigned to work in pair or group to solve a problem, complete a task, or create a product. For instances, students collaborate to criticize a poem, analyze a short story, enact scenes

from a play, etc. While doing the tasks, they should communicate in the target language. In such a context, the tasks function to help unify two or more language skills together to facilitate meaningful communication [11]. In addition, these tasks also serve as a 'glue' to relate the language skills to learners' background, goal, culture, and linguistic competence.

## **RESULTS AND DISCUSSION.**

The four language skills (listening, speaking, reading, and writing) are the mode or manner in which language is used for communication [6]. Anytime a person communicates using a language, he employs the combination of these skills. While communicating through the oral language he receives the messages by listening and responds by speaking. In written language, he receives the messages by reading and responds by writing. In short, depending on the channel of communication, a person listens, speaks, reads and writes. Thus, language skills are a means of communication. By means of listening and reading, a person gets information as the input of language, and by employing speaking and writing he makes language output based on the language inputs.

The integrated skills approach emphasizes that interaction is both the means and the essential goal of language learning. Therefore, learning activities should be directed to enable the students to communicate the message in terms of its meaning, instead of concentrating exclusively on grammatical perfection or phonetics. In relation to this, the students' mastery of the language they are learning is evaluated in terms of how much they have developed their communicative abilities and competencies. To enable the students to develop their communicative abilities and competencies, the language components and skills must not be separated. Hinkel [9] accentuated that a language may need to be broken into parts to study it. However, to use the language, we need to integrate the skills and components. In line with this, Harmer [7] accentuated that both of the receptive skills and the productive skills are

two sides of the same coin. They cannot be separated because one skill can reinforce another in various ways.

Results demonstrate the significance of playful integrated approaches in the enhancement of emergent reading and writing behaviors, thus stimulating preschool children's intrinsic motivation in learning the target language and culture. Thus, the observed emergent reading and writing behaviors allow setting an analogy with bilingual children, considering that in the process of learning a foreign language, they develop at the same time their mental flexibility as well as self-regulatory behaviors in several areas of knowledge.

Therefore, the main implications of this study suggest the possibility of entitling preschool children to foreign language education, being this period understood as unique in preventing reading and writing failure when learning a foreign language. As such, preschool education might be considered as a foundation stage in children's linguistic future, in a perspective of lifelong education.

This was an approach advocated as early as the beginning of the 1980s in the work of E. Roulet. It is also the direction taken by numerous projects exploring the idea of German after English when they are learnt as foreign languages (cf. the studies relating to Tertiary language learning). Other studies investigate ways of linking the language of schooling and other languages taught in an integrated perspective. It is also present in certain approaches to bilingual education, which seek to make learners identify similarities and differences between the languages used in teaching, irrespective of the subject studied.

The idea of integrating the lessons of a foreign language is very urgent.

Firstly, because one of the traditional as well as contemporary problems of education is in the perception of the students a holistic picture of the world, whereas now the learning process built mainly on the subject, posting inconsistent basis. Therefore, it is necessary to find ways to limit the construction of teaching only one subject go to integrated education [16].



Second, modern education defined as the process of becoming a whole person and that is why the search for such important educational models that would ensure the full development of personality and self-development.

Third, the construction of an integrated educational process encompasses much more technological capabilities. In the context of convergence and fusion of different quality knowledge, ways of life, ways of thinking, etc., and these parameters are inherent integrative educational process easier to create, for example, the problematic situation or emotional attitudes in the classroom, to provide mutual learning exercise *diver t. e. use proven effective modern educational technologies.*

With respect to teaching English at a basic level it is advisable to allocate according to a study M. N. Ryskulova multidisciplinary (interdisciplinary communication) and internal disciplinary (integration methods, forms and means of instruction) integration. Interdisciplinary integration based on the implementation of the integration of community structural elements of educational content, as well as the generality of concepts, ideas, and concepts in the presentation of individual sections of the curriculum. Top ideas, concepts, concepts give the material being studied internal unity, the function of the backbone links in the content of school subjects, are a kind of pivot around which there is a concentration, the association of this educational material. To carry out this level of integration in the content of academic disciplines necessary to allocate part of the differentiated (basic, inherent only in the subject), and integrated, which can become a structural element and other items (for example, the study of history, ecology, geography and so on English lessons). Integration of the content at this level avoids duplication in presenting the material a number of subjects, allows a more concentrated study many topics and themes.

The results of qualitative studies exploring learners and teachers' attitudes indicated that the integration of skills supports not only learners but also the teachers.

Mitrofanova and Chemezov [10] found that students enthusiastically accepted the implementation of integrated skills and had a positive attitude toward the approach. It also led to students' better comprehension of the material. Sanchez [15,14-21] and Akram and Malik [1] affirmed that skills integration inspires teachers to vary the learning activities and helps learners to use the language they learn freely, vividly and naturally. Such a condition develops the class dynamicity and the interaction of one learner to the others. This is clarified by Richard-Amato who found that the implementation of the integrated skills created a dynamic and exciting classroom environment. In addition, Bose [2] and Faydi [6] indicated the skills integration presentation especially the integration of writing skills with other language skills such as reading, listening, speaking and pronunciation improved students' achievement. Jing's [5] study showed that the skills integration presentation leads to a focus on realistic language. Thus, it can lead to the students' communicative competence all-round development in English.

## **CONCLUSION**

Communicative competence and the ability to use English to gain access to social, vocational, educational, or professional opportunities has been the most essential objectives of English learning due to the use of English as the major lingua franca and the main medium disseminating information and knowledge worldwide. To achieve the goal in EFL contexts, implementing integrated language skills instruction seems to be the best option. Different from the traditional segregated language skills approach which presented a language skill in isolation from the others skills, integrated language skills present all language skills in conjunction with each other so that the learners do not only know the language they are learning but also are able to use it natural communication.

Current studies revealed that, if integrated skills' teaching is implemented well, it is not only effective in improving students' language skills and/or language components but also supports the students and teachers as well. However, to run an

English program employing the integrated language skills teaching approach, it is necessary that the teachers have both competence and belief that the approach can really work effectively. Compared to teaching using the traditional segregated approach, the integrated skills approach requires a good understanding of discourse, the skills of using textbook flexibly and readiness to implement the student-centered learning approach. The institution should also provide full supports in terms of policy, infrastructures and learning materials and tools. In addition, the students should also realize the objective and importance of the integrated skills implementation so that they are committed to succeed the program.

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