ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ

ЎЗБЕКИСТОН ДАВЛАТ ЖАҲОН ТИЛЛАРИ УНИВЕРСИТЕТИ

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БИТИРУВМАЛАКАВИЙИШИ

"ҲИМОЯГА ТАВСИЯ ЭТИЛАДИ" **ИЛМИЙ РАҲБАР:**

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THE MINISTRY OF HIGHER AND SECONDARY SPECIAL EDUCATION OF THE REPUBLIC OF UZBEKISTAN

THE UZBEKSTATEWORLDLANGUAGESUNIVERSITY

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English Second Faculty group 401 a

5220100 – Philology (The English language) for granting the bachelor's degree

Developing integrated skills of the primary schools learners

QUALIFICATION PAPER

"THE QUALIFICATION IS ADMITTED TO DEFENCE"

The head of the Modern pedagogical Department ph.D.Normuratova V.I.

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INTRODUCTION

Millions of people today want to improve their command of English or to ensure that their children achieve a good command of English. Moreover, opportunities to learn English are provided in many different ways such as through formal instruction, travel, study abroad, as well as through the media and the Internet. The worldwide demand for English has created an enormous demand for quality language teaching and language teaching materials and resources. Learners set themselves demanding goals. They want to be able to master English to a high level of accuracy and fluency. Employers, too, insist that their employees have good English language skills, and fluency in English is a prerequisite for success and advancement in many fields of employment in today's world. The demand for an appropriate teaching methodology is therefore as strong as ever.

The President of the Republic of Uzbekistan IslamKarimovspeaking about the future of Uzbekistan underlines that "Harmonious generation is the guarantee of prosperity"[1]. It is our task to prepare taught, professionally competent and energetic personnel, real patriots to see them in the world depository of science and culture. In this plan the National program about training personnel was worked out on the formation of the new generation of specialist "With the high common and professional culture, creative and social activity, with the ability to orientate in the social and political life independently, capable to raise and solve the problems to the perspective"[2].'

The special attention is paid to scientific-research issues as the state free from all-round development of science has no future. With the account of this, in the independent republic great attention is paid to the problems for extension of scientific studies, deepening and efficient use of their results in various spheres of the education system[3].

[1]Karimov I.A. Yuksakma'naviyat - yengilmaskuch.- Toshkent: Ma'naviyat, 2008.- 30-31
[2]"Ta'limto'g'risidagiqonun".Kadrlartayyorlashmilliydasturi. Toshkent , 1997
[3] E. Ahmedov, Z. Saydaminova, O'zbekistonrespublikasi.-Toshkent: O'zbekiston, 2006.-B. 315

Additionally, here the notable place is assigned to General and Applied Linguistics which carry responsibility for such socially and scientifically important sphere of knowledge as Lexicography, Text interpretation, Methods of language training, basis of Literature, The history of English literature, The history of world literature, Translation theory and so on.

This qualification paper is dedicated to the study of developing integrated skills of the primary school learners.

The topicality of the research is that developing the usage of communicative approach referring Common European Framework for Reference (CEFR) is one of undeniable preposition in education, on the other hand by giving a detailed analysis of communicative approach will be support and direction to the English teachers who work at primary schools in Uzbekistan.

As a literature review for our investigation we looked through the material on communicative competence by different scholars such as Anisfeld, Chomsky, Fishman,Ferguson, Harley, Hawkins and others. We must admit that considerable number of researches have been devoted to on the problem of teaching primary school learners with integrated skills.

The aim of the qualification paper is to examine the developing integrated four language skills in primary schools.

The tasks of the qualification paper are :

- To give information about the theory of integrated skills and their usage;
- To point out the main idea about integrated skills;
- To state the teaching English language in Uzbekistan;
- To give brief outlines about CEFR requirements;
- To discuss demands for the A1 level in the National Standard;
- To speak about the analysis of literature used for primary schools learners in republic of Uzbekistan;
- To indicate the developing integrated four language skills in primary schools;
- To give information about the results of the usage of integrated skills.

The degree of qualification paper is taken from different resources. The researches we have been based on and reviewed were carried out by English, American, Russian, Uzbek and other scholars such asHalmer,Chomsy,Anisfeld, Fishman, Ferguson, Harley,Hawkins and others.They have developed necessary theoretical backgrounds for describing methods of teaching as well as communicative approach. And also they have developing integrated skills in primary school learners. We looked through it from modern methodological point of view.

The object of the work includes the background and role of integrated skills in teaching languages.

The subject of the qualification paper is Methods and integrated four skills in teaching languages.

The novelty of the investigation is determined by the analysis of the works of leading scholars, concrete results of investigation and the problems and specificity of the methodological status of the meaningful teaching in Uzbekistan.

Theoretical significance of the work is that the learned material and analyzed data can be basis for further researches on teaching a1 level with integrated skills.

Presented methods and strategies can be helpful for improving language skills for both students and teachers of English Language.

Practical importance of the investigation is that the questionnaires, tests, examines, tasks and games presented in the work can be used in delivering lectures, seminars, practical lessons on methodology of teaching English language in secondary (primary school children with a1 level)and higher Education where the specialty is not English language.

The material includes different literature like monographs, dissertations, articles on the problem discussed, magazines and journals containing articles on teaching languages and the internet websites. The books as:

1. Chomsky, N. Language and Mind (enl. ed.). New York: Harcourt Brace Jovanovich. 1972;

2. Fishman, J., Ferguson, C.A. and Das Gupta, Language Problems of Developing Nations, New York:Wiley. 1968.

The hypothesis of the work is that this qualification paper provides the reader's development of their integrated skills for penetrating into deep essence of a literary work, for finding objective reasons in the text of its ideological, aesthetic, educational and emotional impact on and for extracting entire information that deposits in it.

Thestructure of the work is as following: Introduction, Main part, Conclusion, Bibliography

Introduction states the actuality, subject matter, novelty, methods theoretical and practical importance of the work. More over this part tells us brief gist of the content of the work.

Main part includes three chapters in itself.

Chapter I. Theoretical points of Integrated skills and their importance in the world. This chapter consists of 3 paragraphs.

In the first paragraph "Theory of integrated skills and their usage" we analyzed the theory of integrated skills and their importance in the world.

In second paragraph we found out the specific peculiarities of integrated skills process.

We searched and analyzed the Demands for developing integrated skills in Structure of state Approval of state educational standard of foreign languages of continuous education in the 3rd paragraph.

Chapter II Practical point of developing integrated skills of the primary school learners inrepublic of Uzbekistan

In the first paragraph "Analysis of literature used for primary schools learners in republic of Uzbekistan" we searched the practical points of using integrated skills of the primary school learners and we analyzed the book "Kid`s English 2" all books: workbook. teacher book and pupil`s book and define the tasks into 4 skills.

The second paragraph "Developing integrated four language skills in primary schools". Our aim in primary schools is to encourage and assistpupils to use language

fluently and freely and to express their ideas clearly.We teachchildren to read both for information and for pleasure. We seek to provide learningsupport or resource teaching for children who have difficulties

Chapter III. Strategies of Integration the language skills and this chapter consists of 2 paragraphs.

The first paragraph is named “How can we integrate the four skills in primary EFL classroom” and we searched integrate the four skills in primary school. It is obvious that, the teaching four skillsthrough in primaryschoolis the most significant for the learners.

In the second paragraph “Accelerating English proficiency for primary school students through integrated skills”

In the Bibliography you can see the list of literatures used to carry out the qualification paper.

Approbation of qualification paper. The results of scientific research were published in the following articles:

1. Boshlang`ichmaktabo`quvchilaridauyushganfanlarbo`yichabilimlarinioshirish. (integrated skills) Toshkent 2015

2.Boshlang`ichmaktabo`quvchilarigaingliztilidarslarinisamaralitashkiletish. Toshkent 2015

CHAPTER I INTEGRATED SKILLS AND THEIR IMPORTANCE IN THE WORLD

1.1. Theory of integrated skills and their usage.

The numerous methods of teaching foreign languages may sometimes make teachers, especially those who are just stepping into the field of Education, feel frustrated. Not knowing which one to apply or how to do it when they only sympathize with certain techniques is a fact that can have positive effects on them or negative ones. Moreover, not 'any' method can be applied to 'any' group.

In the past several decades, much evidence has emerged that, in order for learners to attain language competence, teaching needs to integrate linguistic and communicative skills. The overarching goal of integrated instruction is to advance learners' language proficiency required for communication in various contexts. In general, the learning of language for communication in both speaking and writing entails achieving mastery in discourse, language strategies, sociocultural and interactional norms, and the communicative culture of the people who use the language. Today, after decades of research in language teaching and learning, it seems clear that, in many cases and for many purposes, the separation of the four macro skills is likely to be less effective than integrated instruction simply because, in reality, communication does not take place in terms of discrete linguistic skills.

The early models of integrated and communicative teaching largely eschewed explicit instruction in any of the four skills, and in particular in grammar. [4]Typically, the teaching of reading was integrated with writing, and listening with speaking. Classroom instruction concentrated predominantly on activities and interactions -- e.g., on games, role-plays, skits, and problem-solving in groups or pairs of learners.

[4] Hawkins, E. Awareness of Language: An Introduction, Cambridge: Cambridge University Press.1987.-p69

These exercises sought to promote authentic language usage with the goal of developing learners' fluency. The overarching objective of integrated and thematic language input was to facilitate language acquisition naturalistically. At the time, the purpose of engaging with language in classroom interactions was to enable learners to attain communicative competence. By and large, learners' engagement in integrated communicative activities without deliberate teaching led to incidental learning of such various linguistic features as conversational expressions, vocabulary associated with daily and routine interactions, and informal reading and writing skills.

In the mid-1990s, a number of studies found that many years of exposure to and immersion in integrated classroom instruction does in fact lead to the development of language fluency. It also became clear, however, that learners' productive language lacked accuracy and socio-cultural appropriateness, i.e., advanced communicative competence that the integration of language skills in teaching sought to achieve.

The current models of integrated teaching of the four language skills have the objective of developing learners' fluency and accuracy, as well as their socio-cultural communicative competence requiring adapting the language from context to context and from genre to genre. In light of the fact that at the present time English is widely employed as the medium of international communication, it seems easy to predict that integrated language teaching will continue to dominate among the various types of pedagogical models. There is little doubt, however, that the evolution and change of integrated teaching models and methods will remain one of the main -- if not the main -- defining characteristic of language teaching around the world.[5]

Widdowson (1978) was one of the first linguists to call for integrating the four language skills in instruction to raise learners' proficiency levels and enable advanced language learning. In his proposal for integrated and communicative

[5] http://www.elihinkel.org/downloads/integrating_the_four_skills.pdf

language teaching in general and in particular in English for specific purposes, Widdowson emphasized that virtually all language uses take place in the form of discourse and in specific social contexts. Although he notes that the separated teaching of language skills is probably more administratively convenient, as in "divide and rule" , language comprehension and production does not in fact take place in discrete "units." Thus, to attain proficiency, learners need to develop receptive and productive skills in both spoken and written discourse. Widdowson's (1978) strong emphasis on the integration of the four skills, as well as discourse-based teaching, have had a considerable impact on the emergence of discourse-oriented curricula and teaching methods in English for specific purposes and English for academic purposes.

Widdowson'sandHalliday'searly work and their insights into the importance of discourse in language usage provided highly influential theoretical foundations in linguistic analyses and language teaching. These works have led to the subsequent rise and prominence of content-based and integrated language instruction, especially in English as a second language in Australia, in the U. K., and, to some extent in North America.

In the 1980s and 1990s, a great deal of elaboration and refinement took place in communicative and integrated teaching of the four skills. In light of the fact that opportunities for meaningful communication in the language classroom are limited -- particularly so in the regions where English is taught as a foreign language -- a great need arose for integrated communicative activities. These had to be interaction-centered and as authentic as possible to enable students to use the language for purposeful communication . The need for integrated activities led to the evolution of task-based instruction that gained currency in the early to mid-1980s.

At present, the ubiquitous language practice exercises for groups or pairs of learners typically combine listening and speaking, reading and speaking, or reading,

writing, and speaking. Such integrated classroom activities (also called tasks), include, for example, listening to language tapes, playing games, or working on information gap and problem-solving exercises. These types of practice require learners to engage in interaction and integrated language usage because group- or pair-work can be carried out only if the participants share and discuss, or read and pool their information. Task-based teaching is probably the most widely adopted model of integrated language teaching today, and it is often considered to be the closest classroom simulation of real-life interaction.

In his highly acclaimed book, Nunan outlines the principles that should guide the design of teaching materials and modules for integrating a variety of language skills.[6] According to Nunan, effective integrated modules are characterized by uses of authentic language models and exemplars, continuity of language work from comprehension to production, explicit connections of classroom language practice to real world uses (e.g., a business presentation or a job interview), and a systematic language focus that enables learners to identify and analyze language regularities. In his later work on designing integrated syllabuses, Nunan explains that the first step is to identify the contexts and situations in which learners will need to communicate.

After the communicative events are identified in general terms, the next phase should work toward learners' functional goals along with the linguistic elements required to achieve them. According to Nunan, in integrated instruction, language skills are taught and practiced depending on the students' learning objectives, rather than in the context of the four separate instructional areas.

Richards, Platt, and Weber define the teaching of integrated skills in the *Longman Dictionary of Applied Linguistics*: "the teaching of the language skills of reading,

[6]Nunan, D. Designing tasks for the communicative classroom.Cambridge, UK: Cambridge University Press.1989.-p180

writing, listening, and speaking in conjunction with each other as when a lesson involves activities that relate listening and speaking to reading and writing." There are several principled models for integrating the teaching of two or more language skills. Such models can vary substantially in their complexity and in the types of skills that can be integrated to benefit learning, and virtually all have their advantages and disadvantages in particular contexts.

The simplest and most basic type of integrated teaching incorporates the skills in the same language medium, either spoken to include listening and speaking, or written to include reading and writing. A typical instructional paradigm found in many locations around the world deals with employing learners' receptive skills to provide input and modeling for productive skills. For instance, in the spoken medium, listening selections are used as models for speaking, interaction, or pronunciation skills, and in the written medium, reading input supplies models for writing.

More complex integrated curricula combine a range of language skills. For instance, instructional activities can bring together listening and reading input to promote speaking or writing, or to facilitate both speaking and writing. In complex integrated teaching methods, such as “text-based” (also called “genre-based”) language input materials are usually organized thematically. In this way, theme, register, and language content can be made consistent and cohesive to expose learners' to contextually linked vocabulary, relevant grammar constructions, and discourse organization features. For example, if the theme of the instructional materials has a focus on, say, weather, climate, or geography, then in speech or writing, the register is likely to be somewhat more formal than it would be in a module on friends and family. The vocabulary on weather and geography is bound to include common climate-related terms, and the grammar constructions are likely to deal with the present (but not the past) tenses, several kinds of adverb clauses, and vocational prepositions.

In practically all methods and techniques geared toward integrated teaching, curricula typically include at least two essential teaching and learning objectives:

• language features needed for communication and used in the context of communication;

• thematic and cohesive stretches of discourse for language input, rather than a focus on discrete vocabulary items, patterns, or grammar points.

Discourse-based approaches to instruction afford learners an opportunity to focus on the linguistic and socio-cultural features of organizing and presenting information in particular contexts.

Teaching the language with a discourse focus also greatly facilitates an integration of a broad range of skills when incremental skills can be transferred from one aspect of language to another. For example, learning to organize and explain one's ideas in writing can prove to be highly useful in structuring oral presentations. Similarly, the language features -- e.g., vocabulary and grammar, associated with the formal register in speech -- can also be applicable to constructing semi-formal written text, such as an email to a colleague. McCarthy comments that transferability of skills from one type of discourse to another provides for "a greater integration of the traditional four skills in language teaching, where writing tasks might be 'spoken' in their mode, and vice versa…."

It should be noted, however, that the teaching of integrated language skills can also have a number of disadvantages. To begin with, a curriculum that concentrates on a single language skill at a time can permit more focused teaching and more intensive learning. Furthermore, in various regions and cultures where the instruction in discrete language skills is highly valued, both teachers and learners have been known to resist skill integration .In such settings, integrated instruction may not be well suited to the local traditions of how teaching and learning are to be conducted. Additionally, complex integrated instruction with more than two language skills addressed in tandem places greater demands on both the teacher and the learner.

Curricula and syllabi that integrate a range of language skills require the teacher to be reasonably versatile and well-trained. In most cases, the teachers need to be at least somewhat familiar with discourse-based instructional models, such as those noted earlier. At the same time, teachers can be expected to devote more time and effort to preparing materials appropriate for integrated instruction. In many regions around the world, where teachers are required to teach very large classes, the teaching of integrated skills may not be a very practical option.

Another notable disadvantage of integrated instruction is that many (if not most) learners have unevenly developed proficiencies across the four macro-skills. For example, second language learners who live in English-speaking countries may have stronger skills in listening and speaking than in reading and writing. Conversely, English as a foreign language learners are likely to be better readers and writers than listeners and speakers. For this reason, the teaching of integrated skills can become complicated, when instructional materials and practice have to account for a considerable variance in learners' abilities. In complex integrated teaching, a frequent tendency is for a particular language skill or set of skills to receive less attention than learners' proficiencies might require. In light of the fact that the integrated curricula concentrate primarily on purposeful communication and meaning making, typically, the teaching of grammar and vocabulary, as well as accuracy in learner language production, may receive less emphasis than they should. Some experts and methodological authorities also contend that integrated language teaching with its main focus on the learning process tends to overlook the quality of the learning product.

With the spread of English as a lingua franca and as the medium for world-wide dissemination of information and knowledge, in many cases, the pragmatic objectives of language learning underscore the importance of integrated and flexible instruction. In many regions around the world, learning English has the objective of enabling learners to gain access to social, vocational, educational, or professional

opportunities. In common perspectives on contemporary language curricula, teaching reading is typically connected to instruction on writing and vocabulary, teaching writing can be easily tied to reading and grammar, and speaking skills readily lend themselves to teaching listening, pronunciation, and cross-cultural pragmatics.

According to Richards and Rodgers, integrated language instruction that engages learners in meaningful communication and enables them to attain their learning objectives can be found in an "unlimited" array of models, teaching materials and techniques. A few examples of such integrated models with a communicative and contextualized focus are: content-based (sometimes also called theme-based), task-based, text-based (also called genre-based), discourse-based, project-based, network-based, technology-based, corpus-based, interaction-based, literature-based, literacy-based, community-based, competency-based, or standards-based.

With the current emphasis on both fluency and accuracy in language production, it seems clear, however, that integrated language teaching and learning, as well as integrative instructional models, will need to continue to be refined and developed. For instance, exposure to and experience with L2 speaking and meaningful interaction, but without the benefit of explicit and focused instruction, leads to learners' developing high degrees of fluency but not necessarily of accuracy and advanced L2 proficiency. [7]

In regard to communication-oriented principles that guide much of integrated language teaching, critics have contended that with its focus on communication-in-interaction, second or foreign language instruction frequently lacks depth and substance. As Howatt and Widdowson note, naturalistic and integrated language learning tends to meet the communicative needs that people would have as tourists in, for example, simple service transactions and casual conversational exchanges.

[7]Hawkins, E. Awareness of Language: An Introduction, Cambridge: Cambridge University Press.1987.-p60

Widdowson explains, for instance, that "coping with written language is also a communicative objective," but the contemporary focus on face-to-face encounters lacks a teaching focus on "an understanding of writing, literary and otherwise, of the past." He also points out that, outside English-speaking areas where English is taught as a school subject, current methodologists would do well to consider "what kind of language is to be specified for the subject to fulfill its educational objective" .

On the other hand, in recent years, standards- and outcomes-based language teaching curricula have become one of the foremost educational priorities in a number of English-speaking nations. To this end, innovative integrated methodological models have been proposed to concentrate on advancing learner proficiencies in a range of language skills.

Specifically, the objectives of these models are geared toward clearly defined language competencies that students need to achieve within the educational system. Stern is to be credited with the first set of guidelines for an integrated curriculum that address the major goal of advancing students' language proficiency. His model effectively combines the learning of the central language skills with the achievement-oriented syllabus in culture learning, communicative skills, and general education. Stern also notes that "as useful expressions of proficiency, however, the 'four skills' continue to be important categories in language pedagogy."

In Canada, for example, the instructional model is based on Stern's "proficiency as competence" and on communicative competence together with "the mastery of such skills as listening, speaking, reading and writing." Canadian Language Benchmarks and common sets of proficiency standards have been a recognized success in nation-wide second language teaching.

Canadian language assessments and national achievement standards also account for the fact that many learners' language proficiencies vary from skill to skill. In part, the effectiveness of the Canadian achievement-oriented curriculum can be attributed to its design supporting learners with different levels of mastery in the

four skills . Other types of integrated syllabuses are currently adopted in national educational movements and in the U. S., Australia, and New Zealand. These standards-based curricula reflect an ongoing work in the refinement and elaboration of integrated instruction that can raise learners' language proficiency and the quality of production in the contexts of real-life communication.

1.2. The main idea about integrated skills.

In the contemporary world of second and foreign language teaching, most professionals largely take it for granted that language instruction is naturally divided into discrete skill sets, typically reflecting speaking, listening, reading, and writing, and usually arranged in this order. Some current approaches to teaching language, however, strive to integrate the four skills in pedagogy whenever possible. Integrated language teaching and various integrated pedagogical paradigms are usually associated with outgrowths of communicative teaching.

Current models of integrated language teaching are not without their shortfalls. Nor is integrated instruction appropriate in all contexts of language teaching and for all purposes of language learning. The advantages and disadvantages of integrated teaching may crucially determine its usefulness in second or foreign language contexts.

As early as the 1970s, many researchers and methodologists noted that the teaching of language skills cannot be conducted through isolable and discrete structural elements. In reality, it is rare for language skills to be used in isolation; e.g., both speaking and listening comprehension are needed in a conversation and, in some contexts, reading or listening and making notes is likely to be almost as common as having a conversation. The central innovative characteristic of the communicative approach in second or foreign language teaching was the integration of the four macro-skills and their components.

In the past several decades, much evidence has emerged that, in order for learners to attain language competence, teaching needs to integrate linguistic and

communicative skills. The overarching goal of integrated instruction is to advance learners' language proficiency required for communication in various contexts. In general, the learning of language for communication in both speaking and writing entails achieving mastery in discourse, language strategies, socio-cultural and interactional norms, and the communicative culture of the people who use the language.

Today, after decades of research in language teaching and learning, it seems clear that, in many cases and for many purposes, the separation of the four macro skills is likely to be less effective than integrated instruction simply because, in reality, communication does not take place in terms of discrete linguistic skills.

The early models of integrated and communicative teaching largely eschewed explicit instruction in any of the four skills, and in particular in grammar. Typically, the teaching of reading was integrated with writing, and listening with speaking. Classroom instruction concentrated predominantly on activities and interactions -- e.g., on games, role-plays, skits, and problem-solving in groups or pairs of learners. These exercises sought to promote authentic language usage with the goal of developing learners' fluency.

The overarching objective of integrated and thematic language input was to facilitate language acquisition naturalistically. At the time, the purpose of engaging with language in classroom interactions was to enable learners to attain communicative competence. By and large, learners' engagement in integrated communicative activities without deliberate teaching led to incidental learning of such various linguistic features as conversational expressions, vocabulary associated with daily and routine interactions, and informal reading and writing skills .[8]

[8]Hawkins, E. Awareness of Language: An Introduction, Cambridge: Cambridge University Press.1987.-p49

In the mid-1990s, a number of studies found that many years of exposure to and immersion in integrated classroom instruction does in fact lead to the development of language fluency. It also became clear, however, that learners' productive language lacked accuracy and socio-cultural appropriateness, i.e., advanced communicative competence that the integration of language skills in teaching sought to achieve.

The current models of integrated teaching of the four language skills have the objective of developing learners' fluency and accuracy, as well as their socio-cultural communicative competence requiring adapting the language from context to context and from genre to genre. In light of the fact that at the present time English is widely employed as the medium of international communication, it seems easy to predict that integrated language teaching will continue to dominate among the various types of pedagogical models. There is little doubt, however, that the evolution and change of integrated teaching models and methods will remain one of the main -- if not the main -- defining characteristic of language teaching around the world.

The integrated-skills approach (ISA), which incorporates the four language skills—reading, writing,speaking, and listening—has become a dominant trend in primary schools of Uzbekistan.

Listening is a demanding process, not only because of the complexity of the process itself, but also due to factors that characterize the listener, the speaker, the content of the message and any visual support that accompanies the message.

"Speaking does not of itself constitute communication unless what is said is comprehend by another person".[9] Although Listening is often regarded as the least important skill, these simple words show a reality that cannot be avoided. Listening is used far more than any other single language skill in normal daily life.

[9]Mc Laughlin, B. Second Language Acquisition in Childhood: Volume 2. School age children, Second Edition, Hillsdale NJ: Lawrence Erlbaum Associates.1985.-p102

Of course, we have to admit that it is one of the most difficult skills to be developed. In Reading, the reader can control how information reaches the eye. In Listening, the teacher cannot ask the students to "listen faster". Besides, practice with recordings can be useful, but students report that it is difficult to maintain concentration for more than a brief period of time. They feel there is not enough time to process the current input before the next utterance is presented to the ear. The result of all this process is that students become overwhelmed by input, anxious and frustrated and cannot go on working as they are blocked out.

The listener's comprehension increases when she/he is interested in the topic. Moreover, a listener who is an active participant in a conversation has more possibilities of understanding the topic, as he can make use of negotiation skills, such as asking for clarification, repetition, or definition of points not understood.

Some of the factors that might not enable the listener to follow the message could be the use of colloquial language and reduced forms on the part of the speaker or when he talks either too fast or too slow. This is why it is so important to expose learners to different kinds of listening comprehension material, as this will help them recognize these speech habits as clues to deciphering meaning.

It is always convenient to work first with a reading, complementing it with a listening based on the same topic or to activate the learners' schemata (background information) first and then start working with a listening. This way, the learners will be familiar with the content and it will be easier for them to comprehend it. Likewise, it is essential to complement listening material with visual support, such as video, pictures, diagrams, gestures, facial expressions, and body language.

To understand what students go through as they learn to listen or read, it is important to consider the "Bottom-up vs. Top-down processing" distinction.

Top-down processing refers to utilizing schemata (background knowledge and global understanding) to derive meaning from and interpret the message. This process includes expectations about language and expectations about the "world".

Bottom-up processing refers to deriving the meaning of the message based on the incoming language data, from sounds, to words, to grammatical relationships, to meaning. Stress, rhythm, and intonation also play an important role in this process. Learners need to be aware that both of these processes affect their listening comprehension, and they need to be given opportunities to practice employing each of them.

There are some other factors that have to be taken into account when it comes to Listening. To get learners' attention, to keep them engaged and to maximize the effectiveness of listening/language learning experiences, it is essential to consider three principals: *relevance, applicability* and *task orientation.*

Both the listening lesson content and the outcome, i.e. the objective of the information use, need to be as relevant as possible for the learners. The more relevant topics, the more possibilities of having learners' ears tuned in. Relevance is easy to control but when using published materials, it will be necessary to choose only those lessons with topics that are relevant to the students.

Listening lessons need to have applicability value, that is to say that students have to feel they can use the information internally (to other classes) or externally (to out-of-school situations).

The next skill is a Reading Skill.Most of what is known about Reading comes from first language reading research. However, English as second language teachers need to have a general idea of the approaches behind reading instruction as they focus on how the various aspects of reading contribute to the reading process.

In the 1950s and 1960s, the main approach to reading was the application of the "bottom-up" strategy. Through this strategy, it is assumed that understanding the individual sounds will eventually lead to the understanding of the text. Readers derive meaning in a linear manner, first decoding letters, then words, phrases, and sentences to make sense of print.

Through the late 1960s and 1970s, the psycholinguistic or "top-down" approach to reading became dominant. This approach focuses meaning over structure. Although readers make use of sound-letter correspondence and syntactic knowledge, they draw on their experiential background knowledge (schema) to predict the meaning of the text and then read to confirm or correct their predictions. [10]

Before proceeding any further, let us define the notion of schema. Schemata have been described as the cognitive constructs, which allow us to relate incoming information to already known information. This covers the knowledge of the world (content schema), knowledge of language structures, and knowledge of texts and forms they take in terms of genre, and organization (formal schema).

While formal schemata cover discourse level items, linguistic or language schemata include the features needed to recognize words and how they fit together in a sentence. From all this, it is evident that schema plays an important role in text comprehension.

After mentioning some of the factors that should be taken into account when teaching Reading, let us analyze a content-based reading lesson. A Reading lesson should be divided into three parts, the pre-reading, while-reading, and post-reading stages, each of which has its own particular aims and procedures.

The pre-reading stage

The main goals of this stage are to activate (or build, if necessary) the students' knowledge of the subject (to activate the students' schemata), to provide language preparation (vocabulary) related to the passage, and finally, to motivate the learners to want to read the text. Before studying each goal in particular, it is important to mention some of the factors that teachers should consider when selecting a text.

1. *Text organization:* As a genre, narratives and life stories are the most familiar and possibly the most engaging for readers. Moreover, narratives follow temporal

[10]Gardner, R.C. and Lambert, W.E. Attitudes and Motivation in SecondLanguage Learning, Rowley,Mass: Newbury House.1972.-p98

order, which helps students identify tenses easily and, as it is a genre commonly encountered in any language, students' formal schema can be easily activated. All these are conditions that can help facilitate the reading process for the students and the language teacher.

2. *Motivation to read:* The best way to create motivation for reading is by selecting an interesting and readable text. Texts need to be relevant to the learners' age and interests, so it is essential that teachers judge how closely the subject connects to the lives of the readers.

3. *Content:* If the content is familiar, learners can feel secure and make use of their background knowledge to facilitate the interpretation of the text. On the other hand, texts may offer new facts to learn and if they are striking and/or fun, they may help create interest and motivation.

4. *Readability:* In general, the shorter the sentence and words, the simpler it is to decode the message. Also, in working with beginners, the use of clauses joined by simple connectors such as "and" and "but" or connectors like "because" which indicate basic relations such as cause and effect, is preferable to using more complicated ones. In short, simple and clear structural features provide a scaffolding that can help readers gain access to texts.

To activate the students' content schemata, various techniques can be used, including the use of pictures, movies, having students brainstorm about the topic and writing their ideas and related vocabulary on the blackboard.

Word-association tasks generally involve eliciting from the students as many ideas as they can offer regarding the announced subject of the text. A good way of organizing the vocabulary could be using "mind maps".

Another way of activating the knowledge the students have about the subject could be through discussions. Discussions can be initiated by simple posing questions about the content of the text or by presenting a series of statements, often provocative in nature, to challenge students' knowledge and beliefs about the

content of the passage. Discussions or writing tasks can elicit students' personal views or previous readings on a topic or their expectations with respect to text content or point of view. Writing is a particularly effective form of pre-reading activity that prompts readers to reflect on what they are about to read.

After pre-reading preparation, students should be much better prepared to read the selected text with greater understanding.

The while-reading stage

During this stage, teachers are to help students understand the specific content of the text. Having students read the text aloud to the class is a good way of making them feel altogether engaged in the same topic, time and space, sharing doubts and difficulties that may have in common or not.

Teachers could also divide the class into groups and have each group read part of the text and then explain it to the other groups.

The post-reading stage

This stage is intended to review the content, work on bottom-up concerns such as grammar and vocabulary, and to relate the new information with the students' knowledge and opinions.

Teachers can make general questions to work on the main ideas of the text. The advantage of making general or open questions is that to answer them, students have to make use of their grammar and vocabulary knowledge and their interpretation of the content. In general, when teachers make specific questions, students tend to read the answers rather than generate them.

The final segment of this stage should be devoted to integrating the new information with what students already know. There are different techniques to do this, like a writing assignment, a class discussion, a debate, a role-play, or a project work. It can be said that Reading requires knowledge of content, formal, and linguistic schema. It is also a meaning-making process involving an interaction between the reader and the text. There are many strategies involved in the Reading

process, such as top-down and bottom-up strategies. This means that readers do not read word for word, but rather use their background knowledge, predict and confirm to comprehend texts.

After all this, it can be said that the process of Reading implies a combination of different facets and strategies and that it is finally accomplished when the child or adult is able to translate accurately and efficiently a string of printed letters into meaningful communication.

One of the interesting skills is speaking. It is an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning depend on the context in which it occurs, including the participants, their relationship, their own experiences, the physical environment and the purpose for speaking.

Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary *(linguistic competence)*, but also that they understand when, why, and in what ways to produce language *(sociolinguistic competence)*. Moreover, speakers need to know that speech has its own skills, structures and conventions different from the written language.

Speaking refers to the pronunciation of the language that is being learned. The goal of teaching pronunciation shouldn't be to make learners sound like native speakers, but to help them develop clear, understandable pronunciation with appropriate intonation and stress. Teachers should help students attain a kind of pronunciation that native speakers of the language will fully accept and comprehend.

To reach this goal, teachers should have some background knowledge of phonology in order to become conscious of the complex system of signals that natives use with such impressive unconscious skill. This does not mean that they will teach this knowledge directly to the class, but it will help them know what to teach and how to

teach pronunciation to their students. Mother-tongue transfer is generally more pervasive in the area of pronunciation than it is in grammar or lexicon.

It is important to note that having some knowledge of the phonology of the students' native language can also be very helpful. In this way, teachers will be able to anticipate problems and understand the source of errors that students could make.

The age of the student is one of the factors that should be taken into account when teaching pronunciation. The younger the age when the leaner begins to acquire a language, the better the learner's pronunciation. In fact, complete mastery of a foreign language before age 12 generally results in accent-free speech.

The learner's exposure to the target language also affects the pronunciation considerably. The more time spent in learning the language and the better speaking models, the better pronunciation.

Finally, the student's attitude towards the target language and his/her aptitude for imitating and producing sounds and sound patterns, will definitely affect the pronunciation.

The extent of pronunciation instruction will vary according to the time available, the focus of the course and the students' level.

Pronunciation should be taught at every level of instruction. The applicability and degree of difficulty will vary according to the level of the students. For a beginning learner, it could be introduced with simple activities and making use of different techniques like the "listen and imitate/repeat" technique, tongue twisters, the use of minimal pairs or vowel shifts and stress shifts. At a more advanced level, it is useful to present a diagram with the organs of speech, the phonetic alphabet, the consonant chart and the vowel chart. This will help address the manner of articulation and voicing of consonant sounds and differentiate the vowel sounds to bypass the sound/spelling difficulties.

Pronunciation does not necessarily need to be taught out of context. On the contrary, students should be given exercises based on contextualized situations in which they have to distinguish the correct form aurally in order to provide the correct response or produce the correct form in order to elicit the correct response. These exercises may involve a sound contrast or even a stress or intonation contrast.

Through these activities, students will realize how much pronunciation affects meaning. An example of how to differentiate sounds and intonation could be the following activities taken from *Spectrum 4 (Workbook),* by N. Frankfort and J. Dye:

- *Listen to the questions and mark the intonation. Circle the arrow on the left when the speaker's voice goes up. Circle the arrow on the right when the speaker's voice goes down.*
- *People often confuse the expression* ***be used to*** *with the past expression* ***used to****. Listen to each sentence and check the expression you hear.*

Another type of activities could be the communicative ones. These are activities, which are performance-oriented – such as interviews, speeches, role-plays, drama scenes, and debates – and which can be audiotaped or videotaped. This gives the student the opportunity to focus on meaning during the communicative activity and to focus on form during the replay, promoting self-correction and peer-correction. Peer feedback is also important because students, listening for other students' errors, will be developing their own monitor and listening awareness.

As mentioned at the beginning of the chapter, pronunciation is one of the steps toward approaching one of the four skills: Speaking. However, having a good pronunciation does not mean being able to speak. The development of the Speaking skill implies many other factors that have to be taken into account. Following Canale and Swain (1980), we will analyze some of the abilities that speakers have to consider to reach speaking proficiency.

As we are dealing with Languages, teachers have to accept that performance is not absolute and therefore they cannot expect learners to acquire a perfect native like behavior. They should be after the development of an awareness of sociocultural and sociolinguistic differences that might exist between the first language and the target language. Such awareness will often help explain why sometimes there is unintended pragmatic failure and breakdown in communication. And, if speakers are aware of it, it will be easier for them to reach their main goal in learning a language: to be able to communicate with others.

Writing.

"Writing enhances language acquisition as learners experiment with words, sentences and larger chunks of writing to communicate their ideas effectively and to reinforce the grammar and vocabulary they are learning in class"(Bello, 1997).

It is clear to see through these words how important Writing is in the whole process of communication, and this is true not only in the native language but also in the target language. It is through writing that students express their inner thoughts. This is one of the reasons why teachers have to help them develop this skill. However, like the other skills, it cannot be taught or practiced independently of the others.

Writing involves more than just producing sentences. To write a piece of acceptable prose, one must be able to write a series of sentences that are grammatically and logically connected. Moreover, one must be able to write for a particular purpose and audience. Widdowson points out that "to compose sentences is not the only ability we need to communicate. Communication takes place when we make use of sentences, to perform a variety of different acts of an essentially social nature."

This is why, no matter which way teachers use to teach writing, there are certain features to be taken into account when producing a piece of writing. In her book *Techniques in Teaching Writing,* Ann Raises summarizes them in the following diagram: Syntax Content The Writer's Process Sentence structure, relevance, clarity,

getting ideas, getting started, sentence boundaries, originality, logic, writing drafts, revising stylistic choices, etc. etc. Taking into account all these features, a variety of approaches to the teaching of writing have been developed.

The Controlled-to-Free Approach stresses three features of the diagram: grammar, syntax and mechanics. It emphasizes accuracy rather than fluency. It is sequential, as students are first given sentence exercises, then paragraphs to manipulate grammatically, by changing sentences in the present to the past, or plural to singular, or changing questions to statements. This technique helps students avoid errors. [11]

As early as the 1970s, many researchers and methodologists noted that the teaching of language skills cannot be conducted through isolable and discrete structural elements since skills are not divorced from each other.

Widdowson was one of the first linguists to call for integrating the four language skills in instruction to raise learners' proficiency levels and enable advanced language learning."We can talk of skills in respect to usage, but if we talk about language use, we need a different concept, and perhaps a different term". Similarly, Canale's and Swain's clarified that practicing a range of language skills simultaneously and in the context of communication allow learners to reach levels of grammatical competence similar to those achieved by students who concentrated on Audio-lingual structural patterns.

In the 1980s and 1990s, a great deal of elaboration and refinement took place in communicative and integrated teaching of the four skills. These had to be interaction-centered and as authentic as possible to enable students to use the language for purposeful communication . Having been accepted as a more efficient way of presenting language skills, skill integration has been variedly defined by different scholars.

Some have focused on integrating language and other school subjects. For instance, Joglekar, Bhuiyan, andKishore, defined integrated teaching as organization of

[11] http://digitalcollections.sit.edu/cgi/viewcontent.cgi?article=1145&context=ipp_collection

teaching matter to interrelate or unify subjects frequently taught in separate academic courses or departments. Integration aims at giving the students a holistic instead of a segmented outlook on language learning process. Others have focused on integrating component parts of a discipline. Roberts and Kellough (2000), fore example, defined integration in the teaching and learning as a way of planning and organizing the instructional program for interrelating the discrete disciplines of subject matter in an appropriate design that brings about effective learning.

Post method researchers such as Oxford claimed that integrated language teaching is supposed to be an effective strategy for language learning as a whole. According to her, plenty of threads such as vocabulary,syntax, pronunciation, spelling, and meaning should be woven well to create the integrated approach. "If the strands are not woven together effectively and well, the instructional loom is likely to produce something small, weak, ragged, and pale--not recognizable as a tapestry at all" .[12]

Writing is another important skill to be developed when learning a language as it allows students find their own voices in their new language. It also allows them to communicate effectively in different contexts and with different audiences. This is why it is important that teachers provide learners with opportunities to write about topics that are relevant to their lives and to help them feel that their writing has value as it the expression of their inner self.

In sum up, these are just main idea and some of the problems that teaching integrated skills in the classroom. These problems are not new nor are the solutions offered above. Teachers all over the world continue to face the same hurdles, but any teacher who has overcome these difficulties and now has a large class of energetic students talking and working in English in groups together will tell you it is worth all the trial and error and effort at the outset.

[12]Oxford, R. Language learning strategies around the world: Cross-cultural perspectives. Manoa, HI: University of Hawaii.1996.-p98

1.3. Requirements for the A1 level in the National Standard.

It is a document that provides a common basis all over Europe for developing programmers, tests, textbooks etc. for learning modern languages. CEFR states what those studying a language must learn and which skills to acquire in order to communicate with those who speak that language.Lastly, CEFR outlines a graded sequence of common reference levels that precisely describe the achieved competence for those learning a language other than their native tongue.

The Common European Framework describes language proficiency in reading, writing, speaking and listening on a six-level scale that runs from A1 ("Basic User") to C2 ("Proficient User").

These levels provide guidance to language educators and instructors to identify existing levels of language competency in language learners and to develop curriculum and courses to advance communicative competence. The Framework also provides a common language with which to discuss students' progress as they engage in learning to further their language development.

(Table.1.)

	CEFR Level	Listening/Speaking	Reading
C2	CAN advise on or talk about complex or sensitive issues, understanding colloquial references and dealing confidently with hostile questions.	CAN understand documents, correspondence and reports, including the finer points of complex texts.	CAN write letters on any subject and full notes of meetings or seminars with good expression and accuracy.

C1	CAN contribute effectively to meetings and seminars within own area of work or keep up a casual conversation with a good degree of fluency, coping with abstract expressions.	CAN read quickly enough to cope with an academic course, to read the media for information or to understand non-standard correspondence.	CAN prepare/draft professional correspondence, take reasonably accurate notes in meetings or write an essay which shows an ability to communicate.
B2	CAN follow or give a talk on a familiar topic or keep up a conversation on a fairly wide range of topics.	CAN scan texts for relevant information, and understand detailed instructions or advice.	CAN make notes while someone is talking or write a letter including non-standard requests.
B1	CAN express opinions on abstract/cultural matters in a limited way or offer advice within a known area, and understand instructions or public announcements.	CAN understand routine information and articles, and the general meaning of non-routine information within a familiar area.	CAN write letters or make notes on familiar or predictable matters.
A2	CAN express simple opinions or requirements in a familiar context.	CAN understand straightforward information within a known area, such as on products and signs and simple textbooks or reports on familiar matters.	CAN complete forms and write short simple letters or postcards related to personal information.

A1	CAN understand basic instructions or take part in a basic factual conversation on a predictable topic.	CAN understand basic notices, instructions or information.	CAN complete basic forms, and write notes including times, dates and places.[13]

The birth of a child is a joyous event in all cultures of the world. Even so, parents worry about their soon-to-be born infant. They worry the child will be born healthy and with all fingers and toes intact and whether their children will see, hear, and function normally. It is very rare, however, for a parent to worry about whether a child will learn to talk. We all assume our children will learn to speak a language even though we may wonder if they will learn to read. Language acquisition is universal in all cultures of the world. All children with normal or near- normal mental and physical abilities learn to speak a language.

Although children in various parts of the world are spoken to in a variety of diverse languages, children within those language communities are able to acquire languages that many adult speakers in the United States find to be difficult. In addition, children accomplish much of their learning at an age when their cognitive abilities are not yet fully developed.

Language Acquisition is Natural Human beings are born with the biological predisposition to acquire languages. Language learning is part of our human nature. Children begin to acquire language by attempting to make sense of the language they hear around them. Somehow, in the first five years of life, children have figured out enough about sounds, words, sentences, and extended discourse to master most of the structures of their first language (Piper, 2006). Because this task is so natural to almost all children, we fail to appreciate the enormity of it.

What do we know about first language acquisition?

• What is the nature of the first language environment?

[13]Internet source http://www.google.com

• How is learning a second language in the classroom different from the experience of acquiring the first language?

• What strategies do ELLs use to acquire languages?

• What can ELLs tell us about positive classroom environments and learning experiences?

Developing and using language to promote learning is the focus of this book. We will describe the classroom conditions and teacher behaviors that promote language development and academic achievement for English language learners (ELLs) in grades K through 12. If you are a teacher with ELLs in your classroom, you have the double task of teaching those children content learning and the language they need to understand, speak, read, and write about that content. This is an exciting and challenging task.

To help us understand the kinds of classrooms we need to create for our English language learners, it is important to understand how languages are acquired. Although this discussion is limited, it will highlight the essential information you need to know.Children learn the language of the community around them. Those who live in Multilanguage communities will sort through those languages and learn each in the specific language context in which it is used.

Children are known to create their own languages to communicate with others. The ten- year-old son of one author moved to the Peoples' Republic of China with his parents for a year's teaching assignment. Shortly after arrival in the country, the boy was observed playing ball with Japanese, Chinese, and American children of the university faculty. None of the children spoke the others' languages yet. But to play baseball, the children began to create a language mix from words used by each of them. They used Japanese for the word *throw*, English for *catch*, and Chinese words for *you* and *run*. In the absence of a common language, children will create one because it is natural for human beings to communicate with language.

When a teacher makes use of activities that have been specially designed to incorporate several language skills simultaneously (such as reading, writing,

listening, and writing), they provide their students with situations that allow for well-rounded development and progress in all areas of language learning.

Through daily activities, teachers provide learners with opportunities to develop each skill: students *listen* (to the teacher use the target language, to a song, to one another in a pair activity), *speak* (pronunciation practice, greetings, dialogue creation or recitation, songs, substitution drills, oral speed reading, role play), *read* (instructions, written grammar drills, cards for playing games, flashcards) and *write* (fill-in-the-blank sheets, sentences that describe a feeling, sight or experience, a dialogue script, a journal entry). This approach, however, does not combine the four skills so that they can be used together to reach the same end (i.e. language development that is well-rounded).

The four skills work in tandem when the activities that require their use are designed to support learners in the *process* of learning, creating and producing a specific product. Four approaches in particular are structured so that the four skills can be used simultaneously. These approaches are: the focal skill approach, content-based instruction, task-based instruction and the project-based approach.

Most teachers try to incorporate all four skill areas into their planning, though some classes may focus more on one set of skills or the other, due to the course and learner objectives (Oxford, 2001).

When learning new language material, the order of acquisition is generally this, for both second language learners and children learning their first language:

- Listening: The learner hears a new item (sound, word, grammar feature, etc.)
- Speaking: The learner tries to repeat the new item.
- Reading: The learner sees the new item in written form.
- Writing: The learner reproduces the written form of the item.

When you are planning to present a new teaching item (sound, grammar point, vocabulary word, etc.,) keep the order of acquisition in mind. It is best to expose the learners to the item in that same order, so that they are exposed to it as a listener before they are called on to use it as a speaker, and that they hear it before they see it

in text. In this way, the order of learning a second language is similar to the way a child learns his or her first language. He/she will be able to understand the new item for quite a while before he/she is able to produce it and use it in communication.

In technical terms, the difference between being able to understand an item and being able to produce it is known as *passive* versus *active knowledge*. So it is important to expose learners to a large amount of material using the new item before they are able to actually employ it in communication.

Even though it is not apparent, your learners will be absorbing the new items on an unconscious level. Consequently, you should expect that the learners will go through a period of being exposed to new language and internalizing it before they can produce.

They will be able to understand, but will not be able to produce. It is because of this so-called “silent period” that many recent approaches to language teaching are "comprehension-based”.

This means that the instructor presents material that does not require the students to respond verbally, but rather allows them to show comprehension without having to actually produce speech in the target language.

Beginning level: As these students have never been exposed to the target language, the bottom-up processing skills cannot be activated. They perceive the new language as undifferentiated noise. They are not yet able to identify words, sounds, word formation, or grammatical rules. However, they should be encouraged to tolerate uncertainty, to guess, to use their analytical skills, and to enjoy their success in comprehension. Teachers should consider the following suggestions: to expose the students to short global listening selections, to use a simplified language to express themselves, to add new material (vocabulary and structures) gradually and to use exercises which focus on structures or sounds in contrast. It is better if the theme and situation of the story or dialogue is presented visually with drawings, pictures or posters. Setting the scene in this way will help

students make use of their background knowledge and will encourage them to make predictions about the text.

The new text should be presented at normal speed, but with pauses between natural phrase groups. It is obvious that comprehension at the beginning stage is not total, but on the other hand, comprehension does not depend on understanding every word. Students will understand some of those words, and will neither remember all of them nor use them. However, every time they will hear those words again in a familiar context, they will recognize them.

Exercise types

Bottom-up processing:

- Discriminating between rising or falling intonation
- Discriminating between phonemes
- Selecting morphological endings (e.g. *watched / watch / watching)*
- Selecting details from the text (word recognition) by matching words with pictures, circling words or pictures or by filling in charts with the correct information.
- Listening for normal sentence word order (e.g., filling in the missing words)

Top-down processing:

- Discriminating between emotional reactions
- Getting the main idea of a sentence (e.g., by listening to a sentence and selecting the picture it describes)
- Recognizing the topic *Interactive processing:*
- Working with word associations.
- Following directions [14]

More than ever, it's important to know how to integrate four skills communicate our point quickly and professionally. From this standard we can see that students of the level A1 can know all skills and through daily activities, teachers provide learners

[14] http://digitalcollections.sit.edu/cgi/viewcontent.cgi?article=1145&context=ipp_collection

with opportunities to develop each skill: students *listen* (to the teacher use the target language, to a song, to one another in a pair activity), *speak* (pronunciation practice, greetings, dialogue creation or recitation, songs, substitution drills, oral speed reading, role play), *read* (instructions, written grammar drills, cards for playing games, flashcards) and *write* (fill-in-the-blank sheets, sentences that describe a feeling, sight or experience, a dialogue script, a journal entry). This approach, however, does not combine the four skills so that they can be used together to reach the same end (i.e. language development that is well-rounded).

CHAPTER II DEVELOPING INTEGRATED SKILLS OF THE PRIMARY SCHOOL LEARNERS IN REPUBLIC OF UZBEKISTAN

2.1. Analysis of literature used for primary schools learners in republic of Uzbekistan.

I What is KIDS' English 2 based on?

Kids' English 2 has been created by the initiative of the Resolution No 1875 of the President of the Republic of Uzbekistan on 10 December 2012 "About the measures on further development of foreign language teaching and learning system"[15]. Kids' English 2 is based on the State Educational Standards and syllabus for foreign languages that were developed in February 2013 in accordance with the abovementioned Resolution and in line with the requirements of the CEFR – Common European Framework of Reference for Languages (See Chapter VI for more information).

II Who are the authors of KIDS' English 2?

The team of authors who worked on Kids' English 2 consists of experienced primary, secondary and specialized secondary school teachers, and methodologists from In-Service Teacher Training Institutes. All of the authors have been trained to

[15]O`zbekistonRespublikasiPrezidentining 2012 – yil 10 – dekabrdagi PQ – 1875 qarori

create materials which meet the needs of pupils and teachers in Uzbekistan and conform to the national standards laid down for State secondary schools.

III What does KIDS' English 2 consist of?

Kids' English 2 is the second book in a series of books for primary classes (1-4 classes) of English. It consists of a Pupil's Book, Workbook, Multimedia DVD and Teacher's Book, and it provides material for up to 68 hours of study, arranged in a flexible way to cater for faster and slower classes[16].

Kids' English 2 Pupil's Book

The Pupil's Book is divided mainly into 14 units covering 56 lessons and 12 revision lessons. Each lesson of the book is designed for 45 minutes totaling 68 hours of study which are enough for Year 2. Each unit is broken down into 4 lessons. Each lesson of the first 4 units takes up two pages with the exception of 2 revision lessons which are on one page each. Beginning from the second quarter, i.e. from Unit 5 to Unit 14, each lesson is designed on one page. As regards to the revision lessons, which are now placed after each two units, they include "I can …" exercises and take up two pages. Parent's Corner, Grammar Reference and Wordlist are located at the back of the Pupil's Book.

The units are divided into terms as follows:

1st TERM (18 hours): 4 units + 2 revision lessons;

2nd TERM (14 hours): 3 units + 2 revision lessons, including "I can..." exercises;

3rd TERM (20 hours): 4 units + 4 revision lessons, including "I can..." exercises;

4th TERM (16 hours): 3 units + 4 revision lessons, including "I can..." exercises.

In the first four units pupils will learn the ABC. Pupils will learn two letters each lesson. Along with learning the ABC pupils will revise words from Class 1. Some of the activities for revision are optional. They are for those classes which are stronger or faster. So do not worry if you cannot do all the activities. You will notice that the design of the book Kids' English 2 is similar to Kids' English 1. The main difference

[16]Kid`s English 2 "Teacher book" 2014, P-3,4

is that now pupils will work with two books: Pupil's Book and Workbook. When you see the symbol [pen], ask your pupils to open their Workbooks and find that activity. The structure of the Workbook is similar to the Pupil's Book structure: 14 Units, 4 lessons in each unit. The order of the units and lessons progresses from simple to more complex according to the level of difficulty of themes and the sequence and consistency of grammatical structures. The first three lessons of the units contain new vocabulary and grammatical structures. As regards to the last lesson, i.e. 4th lesson, it is titled "Let's play" which can be considered as a small recycling within the unit. During "Let's play" lessons, pupils play language practice games as well as consolidate the knowledge acquired in the previous lessons of the unit by preparing posters, drawing or coloring pictures, role-playing, doing different written tasks, etc.

Revision lessons are designed for revising the language materials of the preceding units and do not contain new vocabulary or grammar. They are supposed to develop the attained skills through different interesting activities. "I can..." exercises within revision lessons are designed for self-assessment. Pupils can assess their knowledge, i.e. see how much knowledge they have attained during the units. Half of these exercises can be done at school and the other half at home as homework. Pupils will do the writing activities in revision lessons and "I can..." exercises in a separate copybook as there is no place in the Workbook for them. So we ask the teachers to pay special attention to this organizational moment and ensure that every pupil has such a copybook. The teachers can title this notebook as "Revisions & I can..." or just "Revision exercises" or something they can think of.

Parent's Corner pages at the back of the textbook designed for parents to help them to revise the learnt material with their children. They also include tips for parents on how to handle with their children's homework. Grammar Reference is written in mother tongue and includes all grammar material presented during the lessons. It is designed for both pupils and parents in case they need help on grammar points. Wordlist includes all the vocabulary the pupils learned in Year 1 and the vocabulary they will learn in Year 2. The standard transcription and meanings in

mother tongue are provided for each word. Pupils or parents can use this "mini-dictionary" at any time when they need to look up a word.

Kids' English 2 Workbook.

As is known, during Year 1 pupils did not learn the English alphabet and, as they could not write or read, there was not a separate Workbook. As for Year 2, pupils begin learning the English alphabet from the very first lesson, so they need a Workbook this time to practice not only writing the letters but also writing more serious tasks and do homework. Taking these things into account, the government has decided to provide every pupil of the republic with Workbooks on yearly bases to raise the pupils' interest in learning the language and help the teachers teach English lessons effectively. The Workbook is divided mainly into 14 units covering 56 lessons and Progress Checks. Each unit is broken down into 4 lessons[17]. Each lesson of the first 4 units takes up two pages due to the letter writing practice. Beginning from the second quarter, i.e. from Unit 5 to Unit 14, each lesson is designed on one page. The Progress Checks, which are found after Units 4, 6, 8, 10, 12, 14 also take up one page each.

The Workbook includes all the written exercises of the lessons and homework except revision lessons, and is designed for writing in. So the pupils are welcome to write, draw or do whatever the lessons require to do in it. The teachers can check and assess the pupils' writing tasks and homework, and correct or put necessary notes for pupils where necessary with the purpose of helping them to correct their mistakes. Progress Checks include listening, reading, writing and speaking activities built on the bases of the learnt material, so they do not have new language items. They are intentionally placed in the Workbook so that the teachers can check and assess the pupils' progress formally.

Progress Checks give pupils an opportunity to check how well they have learned the material in the units. They are an effective way of revising and developing pupils' sense of responsibility for checking themselves. Progress Checks

[17]Kid`s English 2 "Workbook" O`zbekiston2014,

can be done with the Pupil's Book open during the lesson, or, for slower classes the Progress Check may be divided, with pupils doing one part in class and some more at home, or all of it at home. Progress checks are based entirely on the learnt material so a pupil who has attended classes and completed all class activities and exercises as well as homework tasks should do well.

Kids' English 2 Multimedia DVD.

The Multimedia DVD contains natural recordings of texts, dialogues, videos, etc. performed by kids, native speakers of English and by good Uzbek speakers of English. It includes all the material needed for the listening activities in the Pupil's Book. If teachers do not have the Multimedia DVD or cannot use it for some reasons, they can read out the DVD scripts themselves. All DVD scripts are included in the Teacher's Book. The Multimedia DVD is designed for using during the lesson. However, if parents also want to use it at home or revise the material in it with their children, they are welcome to copy it as there is no copyright for such purposes.

Kids' English 2 Teacher's Book.

The Teacher's Book is an essential part of the Kids' English 2 package. Teachers must have and use it in order to conduct their classes effectively. The Teacher's Book contains:

•• objectives of every lesson and activity;

•• language and culture notes to assist teachers with explanations, answer keys for the activities;

•• DVD scripts for the Multimedia DVD;

•• clear explanations for teachers on how to organize the activities in the Pupil's Book and suggestions for faster/slower classes/pupils.

The authors have tried to enter all necessary elements while developing the lessons so that the teachers could use these lessons as their ready lesson plans.

IV What is KIDS' English 2 Approach?

At the primary level learning another language must be as close to a natural way of learning mother tongue as possible. More than that learning a foreign

language in Year 2 is very different from the rest of schooling because during this period children will start learning the ABC, reading and writing. If Year 1 children practiced the language through actions, role plays, listening to stories, songs, poems and various language games, Year 2 pupils perform it through ABC, reading, writing, listening and speaking accordingly. Multimedia technologies play a very important role in achieving the goals. Kids' English 2 aims to help pupils develop the four Language Skills: reading, listening, speaking and writing. There is an emphasis on teaching Modern English for Communication so special attention is paid to speaking and listening, which in the past have often been neglected. Of course young learners also need a good foundation in Vocabulary, Grammar and Pronunciation so these are also developed systematically. The vocabulary in the textbook has been chosen and organized according to topics, and grammar is taught as an integral part of communication.

Kids' English 2 encourages a learner-centered approach to teaching. What does this mean? We feel that in the past there has been too much focus on the role of the teacher in the learning process and not enough on the learners themselves. Of course teachers are very important too but research has shown that pupils learn to communicate more effectively if they are given frequent opportunities to practice and experiment with new language. So the learner-centered methodology used in Kids' English 2 aims to put the pupils – the learners – at the center of most things that happen in the classroom.

For this reason Kids' English 2 contains many activities, exercises and games, which encourage pupils to use the new language naturally through working in pairs or in small groups. Of course teachers will still need to present new vocabulary and structures to their pupils, but in the learner-centered classroom they will also spend a lot of time organizing and monitoring pair and group work.

VII What are KIDS' English 2 Key Features?

Titles of the lessons and units

They focus on the new vocabulary, phrases or grammar structure to be introduced in the lesson. They are designed to help teachers to understand what the lesson will be about. Where possible the title includes the vocabulary or language point of the lesson. They are designed to help pupils to understand what the lesson will be about, and to remember it.

Use of pictures

In Kids' English 2 all pictures serve a language learning function. There are no pictures just for decoration. The pictures must be used actively during the lessons both by teachers and pupils. Misusing or neglecting the pictures will reduce the effectiveness of teaching and learning.

Songs

At this age songs are a very effective way or means of learning English. They help them memories the vocabulary or structures very easily although they just start learning how to read or write. For this reason the early lessons in Kids' English start with songs where pupils sing and at the same time learn. Topical songs can be met nearly in all lessons through the Pupil's Book. First pupils listen to a song. During the two next lessons pupils listen and repeat the same song. In the final (the 4th) lesson pupils will sing the song themselves.

Look /watch and do

Look /watch and do activities are carried out through imitating the teacher's actions or watching the videos in the DVD. It is really useful both for the teacher and the pupils to watch the videos in the DVD before doing such activities because they will help them understand and perform the activity correctly.

Matching activities

In this kind of activities pupils match the pictures and the new words by guessing the meaning. When they finish they should check their answers with you or with their partners to find out whether they guessed right or wrong. This activity is much more

fun than the traditional method in which the teacher gives the meaning of the new words. It also helps to develop the pupils' cognitive skills. e.g. by comparing the English word to any other languages they know and seeing if they can find the meaning in this way. Using one language to learn another is an important skill in foreign language learning. (It doesn't matter if your pupils can't guess, or guess wrong. You will tell them the meaning of words if necessary.)

Listen and repeat

Listen and Repeat activities are mostly done after pupils know the meaning of the words or structures. Research shows that we memorize better if new words or structures are listened and repeated once pupils know the meaning, rather than listening and repeating without knowing the meaning of the new words or structures.

Chain Drill

This activity is used frequently. Chain Drills are a good way of dealing with new material. Chain Drills give every pupil a chance to practice the new language or structure. They can be done very quickly.

Chain Drills are a class activity. The teacher introduces the new material. For example: *I like apples.* The teacher practices this with one pupil. S/he says *I like apples. What about you?* or*And you?* The pupil answers for himself and asks the question (What about you? or *And you?*). The teacher answers for him/herself and practices this structure with this pupil again, the other pupils watch and listen to him/her. After that the teacher can ask the pupils to do the same procedure like this:

P1: I like apples. *(Turns to the next pupil.)*What about you? *Or*And you?

P2: I like bananas. *(Turns to the next pupil.)*What about you? *Or*And you?

P3: I like oranges. *(Turns to the next pupil.)*What about you? *Or*And you? and so on.

To make the process faster, the teacher can organize the Chain Drill in rows.

Point and Say

This activity is used to practice new words. It helps pupils memories the new vocabulary in a practical way rather than learning the new words by heart. Point and

Say is pair work which is done with the help of pictures. Pupil A points to a thing in the picture. Pupil B says the word. After that they take turns.

Games

Game activities are used in Kids' English 2 for three purposes: to warm up the class at the beginning of the lesson, to practice language or a structure which is being studied in the lesson and to recycle the learnt material. These activities make lessons interesting and fun and often also offer the opportunity to drill language thoroughly. They increase the pupils' interest and encourage them to learn more.

Drawing

Some activities in the book require pupils to draw or color. We have noticed that most pupils of this age do it willingly as it adds fun and variety to a lesson. If however some pupils are reluctant you should explain that it is not necessary to be a good artist to make quick, simple drawings. When pupils need to be more artistic, you should give them more time and encourage them to think hard about their design. Also try to make sure that there is at least one pupil with a talent for drawing in each group.

Pronunciation

At this stage, as pupils just start learning English, pronunciation is basically done after pupils have learnt the meanings of words through repeating after the DVD or the teacher. Research shows that it is effective and easier to learn how to pronounce words when pupils practice with words they already know. We also found it best to start introducing the pupils the standard international phonetic (transcription) symbols from the very first lesson when they begin to learn the letters. The pupils are not introduced all the reading rules at once but by bits. For example, when they learn the letter A, they are introduced only the sounds/symbols and. The other reading rules connected with the letter A are introduced later after Unit 4. You are recommended to make pronunciation posters like the ones at the back of the Pupil's book. However, during the lessons sometimes they can be complete, for example for the letter B, because the letter B does not give more than one sound, and sometimes they may be

incomplete, for example for the letter A in the first lesson, because the letter A gives different sounds in different situations. So whenever the other reading rules are introduced, you can complete them. You can find detailed information on how to introduce the sounds/symbols in the Teacher's guide in a relevant activity.

Study Skills

In Kids' English 2 the authors tried to introduce more and more activities to develop Study Skills. Study skills work is varied. It includes dictionary tasks such as the use of the Wordlist, using tables, note taking, applying spelling rules, using the Grammar Reference, etc. Study Skills teach pupils how to work practically and prepare them to work independently.

Information gap

Information gap activities practice real communication. In real life we do not know exactly what someone is going to ask us or how someone will reply. In information gap activities pupils must exchange information by asking and answering. Only by communicating successfully can they get the information to complete the task. It is important that pupils do not show their information to each other. Usually the activity is divided into two parts, printed in different parts of the Pupil's Book so that pupils cannot see eachother's information. Pupil A asks questions about missing information, similarities or differences in the pictures, etc. in his/her part. Pupil B answers Pupil A's question(s) according to the information in his/her part. Then Pupil B asks Pupil A questions.

Remember boxes

These are sometimes seen at the bottom of the page in the Class-book and highlight the new language material. They are convenient for teachers and pupils to focus clearly on the objective of the lesson very quickly. While, or after, introducing the new structure or language, teachers are recommended to draw pupils' attention to the examples in the Remember boxes.

Kid`s English 2 "Pupil`s book" **(Table.2.)**

Units	Lessons	Tasks: For listening	Tasks: For speaking	Tasks: For reading	Tasks: For writing	Total tasks
Unit 1 All around me	A - apricot, B – bee	1	2	-	1	**5**
	I`ve got...	1	2	1	1	**6**
	This is my friend	1	3	-	1	**6**
	Let`s play!	1	2	-	1	**4**
Unit 2 Days of the week	I can....	1	3	1	1	**6**
	What`s your favorite day?	2	2	1	2	**7**
	Sunday, Monday.....	1	1	1	1	**4**
	Let`s play!	1	2	1	1	**5**
	Revision 1	-	1	1	-	**2**
Unit 3 My free time	I like....	2	2	1	1	**6**
	On Sunday we...	2	2	-	1	**5**
	What`s that?	1	4	1	1	**7**
	Let`s play!	1	3	2	1	**7**
Unit 4 My hobby	I collect trains	1	2	1	1	**5**
	What`s your hobby?	2	2	-	1	**5**
	I`ve got eight planes	2	2	1	1	**6**
	Let`s play!	2	3	-	1	**6**
	Revision 2	1	2	1	-	**4**
Unit 5 My day off	We like playing tag.	1	2	1	1	**5**
	Do you like...?	2	2	1	1	**6**
	I don`t like...?	3	2	1	1	**7**
	Let`s play!	2	2	-	-	**4**

Unit 6 School things	Eleven, twelve.....	2	3	-	1	**6**
	We`ve got....	2	3	1	-	**6**
	Can I have a pen, please?	2	3	1	1	**7**
	Let`s play!	2	2	1	-	**5**
	Revision 3 I can.....	1	3	1	1	**6**
Unit 7 Time	In the morning	2	2	1	1	**6**
	It`s 2 o`clock	2	3	1	-	**6**
	What`s the time, Mr. Wolf?	1	3	1	-	**5**
	Let`s play!	1	2	1	-	**4**
	Revision 4 I can.....	1	3	1	1	**6**
Unit 8 My school	Our school is big	3	3	1	1	**8**
	Where`s the library?	2	3	1	-	**6**
	Is this...?	1	3	1	-	**5**
	Let`s play!	1	2	1	-	**4**
	Revision 5 I can.....	1	2	1	1	**5**
Unit 9 School subjects	My favorite subject	2	3	1	1	**7**
	Sevara likes math	1	3	1	1	**6**
	Sevara doesn`t like...	2	2	1	1	**6**
	Let`s play!	1	-	1	1	**3**
	Revision 6 I can.....	-	3	1	1	**5**
Unit 10 Month	January, February...	1	3	1	1	**6**
	There are 30 days in...	2	3	1	1	**7**
	What`s your favorite...	2	3	1	-	**6**
	Let`s play!	1	3	2	-	**6**
	Revision 7 I can.....	-	2	1	1	**4**

Unit 11 Holidays	I like presents	2	2	1	1	**6**
	We celebrate...	2	3	1	1	**7**
	Happy Navruz!	1	3	1	1	**6**
	Let`s play!	1	3	1	-	**5**
	Revision 8 I can.....	1	2	1	1	**5**
Unit 12 My day	I make my bed	1	3	-	1	**5**
	It`s time....	2	2	1	1	**6**
	You are late!	1	2	3	1	**7**
	Let`s play!	1	3	-	-	**4**
	Revision 9 I can.....	1	3	1	1	**6**
Unit 13 Clothes	She`s got a pink dress	2	2	1	1	**6**
	Where are my shorts?	2	3	1	1	**7**
	Do you like your uniform	3	2	1	1	**7**
	Let`s play!	1	3	-	1	**5**
	Revision 10 I can.....	1	2	1	1	**5**
Unit 14 The world of fairy tales	I like cartoons	1	3	1	1	**6**
	On the farm	1	3	1	1	**6**
	Let`s go to Susambil!	1	3	2	-	**6**
	Let`s play!	1	3	-	-	**4**
	Revision 11 Revision 12	1	3	2	-	**6**

Analysis of the all books of Kids' English 2(Table.3.)

The names of mostly used exercises	**The Number of them in workbook**	**The Number of them in Pupil`s book**
1. Answer the questions.	43	51
2. Work in pairs.	56	62

3. Work in groups.	33	32
4. Chain Drill.	14	5
5. Interview with your partner.	2	4
6. Make a poster	4	6
7. Playdifferent games.	25	17
8. PlaySnowball.	3	-
9. Read and match	10	14
10. Write the letters	28	13

After analyzing the units of Kids' English 2,we came to conclusion that in the **Kids' English 2in workbook** the tasks of working pairs, playing different games and chain drill are emphasized to improve four skills.

The results are given in the table below while in **Kids' English 2in Pupil`s book** besides to work with pairs and groups**,** the pupils are encouraged to share their own opinions and to speak, read and write more by the help of the tasks **Read and match, Answer the questions,** and also**Write the letters,** which can develop four skills competence.

We can infer that to develop integrated four skills competence of the pupils of primary school learners, 25 different exercises are mostly used, the most interesting tasks are Work in pairs, Chain Drill, Work in groups,Write the letters and Play different games such as "Play Simon says", " Play teacher and pupil", " Play parents and children" and etc.

2.2. Developing integrated four language skills in primary schools.

Language teaching has a number of dimensions, which include the development of oral expression, written skills, literature, and creativity. All are part of the language curriculum in our schools. Our aim in primary schools is to encourage and assist pupils to use language fluently and freely and to express their ideas clearly.We teachchildren to read both for information and for pleasure. We seek to provide learningsupport or resource teaching for children who have difficulties.

Teaching English as a second language to non-national pupils is new for many of us. Whereas language-support teachers have the main responsibility for devising language learning programmers, the inclusion of children with little English is a challenge many class teachers face today. A decision to introduce modern languages in the primary school can only take place in the context of an overall policy on language and education.

There is no doubt that the initial evaluation of the pilot project has shown the teaching of modern languages to be successful, but it is early days yet, and there are many questions to be answered.Early learning (and the Primary School Curriculum avers that learning begins before birth) is based on sensory experience. There is a growing body of evidence that children begin to form concepts at an early age. This is based directly on a range of interactive sensory experience. The rate and extent of children's learning in the early years is greater than at any other period in life. One of the most impressive features of this range of learning isthe extraordinary amount of language a child acquires during the first three and a half tofour years. By the time a child has reached this age s/he will have not only acquired an impressive vocabulary but will have mastered the grammar and syntax of the mother language. The child will still make 'grammatical errors'. A three-year-old may very well say "the dog runner after me," but will be giving unquestioned evidence that s/he has mastered the inflection for the past tense.

The question as to how children learn so much of the mother tongue in such a short time has exercised psychologists, linguists and educationalists, and has resulted in a number of theories. However, the consensus at the moment, if such exists in a field as contested as this, would seem to lean towards the model proposed by Noam Chomsky.

He would claim that the human brain has an innate capacity for language learning. He argues that the mastery of language a child achieves by the age of three and a half or four years cannot be explained in terms of imitation or teaching, whether that is formal or informal. Both imitation and teaching play a role.

However, in the absence of an innate language ability, they could not on their own result in the level of language that children acquire, coming as they do from back grounds that offer widely disparate social and cultural experience, and bringing with them into the world a wide range of natural ability and intelligence.

There is another important factor to be taken into account when considering language learning. Language has a basic function of communication, whether with oneself or, perhaps more importantly, with others.

The use of language is a social act, whether that involves listening and communicating with oneself, communicating information, an idea, or an opinion to others, or responding to the ideas, opinions or information of others. This interactive context and function of language is of immense significance both in learning and in language learning, and particularly so in the early years. The ability of the young child to form concepts prior to any significant degree of language acquisition has already been referred to. However, as language develops the child acquires the means of using symbols to represent concepts. The accuracy and comprehensiveness of the concept will, of course, depend on broader experience, but the symbol can now represent a variety of characteristics and dimensions that add up to the concept. The word cow represents the concept of a particular animal. A veterinary surgeon's concept of a cow will differ from a cowboy's and differ still more from that of a four-year-old child, but all can share a common concept of a cow that will be quite distinct from that of a horse, for example.

In this lies one of the central functions of language in learning. Concept formation will originate ultimately in sensory experience, but as language is acquired the child is no longer dependent solely on sensory experience for further concept development. Experience will and should play a continuing role in concept formation, but as the child matures language will not only play an ever more important role but will afford the child the means of expanding existing concepts and developing new concepts that not only outstrips the capacity of direct experience but adds to it exponentially.Words gain new connotations, are linked with other words, are combined to form new

concepts, and help to make abstraction more manageable and communicable. Language use and language interaction are crucial to this process, not just in the early years but throughout the child's experience in primary school. Even if we accept Chomsky's theory of Universal Grammar, which has been described both as the basic design underlying the grammars of all languages and the circuitry in children's brains that allows them to learn the grammar of their parents' language, language development will not occur unless it is activated through language use and language interaction.

Here again the importance of children's experience of language interaction in the home and in school is paramount, and the quality of that language interaction will have far-reaching effects in terms of both language learning and learning generally. This has obvious implications for the issues dealt with in this document, but in particular for the development of literacy, the relationship between language development and educational disadvantage, the role of language development in catering for children with special needs, and the role of parents in learning and in language learning.[18]

A particularly important feature of language learning is the development of literacy. The ability to read and comprehend text is central to success in current and future education and to an ability to function effectively in modern society. Successive national and international surveys have raised questions in relation to the levels of literacy being achieved through the Irish educational system, although the results of the PISA 2000 study have been more encouraging. However, it is important to bear inmind that all of these studies refer to the literacy attainments of children who experienced approaches to the teaching of emergent reading and reading that were current prior to the introduction of the Primary School Curriculum. Central features of English in that curriculum are the approaches it espouses to the acquisition of literacy, the comprehension of text, and how children should respond to text.

[18]Mc Laughlin, B. Second Language Acquisition in Childhood: Volume 2. School age children, Second Edition, Hillsdale NJ: Lawrence Erlbaum Associates.1985.-p83

The English curriculum is based on two fundamental principles:

-Language is indivisible;

-Children not only learn language but learn through language.

The curriculum is structured in a way that reflects these principles. In order to emphasize the first, oral language, reading and writing are inextricably linked in language use and language learning. The main divisions of the curriculum, the strands, are not these three skills but four wider language learning goals. The strands are:

-receptiveness to language;

-competence and confidence in using language;

- developing cognitive abilities through language;

-emotional and imaginative development through language.

In each strand there are three strand units based on activity in oral language, reading and writing. In this way, each of the strands represents an integrated language experience for the child in which the three skills interact and cross fertilize one another.

The second principle is also reflected in the organization of the strands. In broad terms the first two, Receptiveness to language and competence and confidence in using language, are directed at the child's language learning. The other two, developing cognitive abilities through language and emotional and imaginative development through language, are concerned with stimulating the child's learning through language. However, such is the centrality of the first principle and such isthecomplexity of language and the process of language learning, both learning language and learning through language are of necessity addressed in all the strands.

The ideas presented in this paragraph areoral language is a crucial element of experience in each of the strands and at every level. It has a crucial role not just in both reading and writing activities as part of the English curriculum but as a teaching strategy in every curriculum area.

Much orallanguageworkwill be accomplished in these two contexts; nevertheless, it is envisaged that the teacher will also need to devote discreet time to oral language in mediating theEnglish curriculum.

CHAPTER III Strategies of Integration the language skills

3.1. How can we integrate the four skills in primary EFL Classroom?

English has undoubtedly become both the most prominent means of global communication and the most important means for acquiring access to the world‘s intellectual, cultural, and technical resources. Although it does not have the largest number of native speakers, English is far more worldwide in its distribution than all other spoken languages. English is now the major communication media among nations and parts of nations. By international treaty, English is the official language for aerial and maritime communications, as well as one of the official languages of the European Union, the United Nations, and most international athletic organizations, including the International Olympic Committee. Crystal estimates that 85% of international organizations now use English as their working language. In short, it is the pre-eminent language of wider communication.

Its status as the most commonly used language for acquiring access to the world‘s intellectual, cultural, and technical resources is seen in the fact that it is used as a library language, as the medium of science, technology and international trade. Books, magazines, and newspapers written in English are available in many countries around the world. English is also the most commonly used language in the sciences.

In 1997, the Science Citation Index reported that 95% of its articles were written in English, even though only half of them came from authors in English-speaking countries.

Due to its increasing use as the first global language, English proficiency is not merely an advantage but also a must. In international context, Cooke affirms that English serves as the main gate to get a better job, especially in multinational companies. In Indonesian context, almost all job advertisements in well-known newspapers like ―Kompas and ―SuaraPembaruan always include English proficiency is one of the major requirements. This indicates that, even in Indonesia, one's failure to master English will diminish one's opportunity to compete for better career. In relation to this, Indonesian government's permission to start the teaching of English in primary schools since 1994, which hopefully will heighten Indonesians' English proficiency, is a good step because it is hypothesized that the earlier one studies English the more time one can have to deal with it and the better one's proficiency will be.

Although the idea that an early start in English language learning in foreign language contexts produces better English speakers is not yet strongly supported by empirical evidence[19], it is widely believed that starting the study of English as a Foreign Language (EFL) before the critical period—12 or 13 years old—will facilitate better proficiency. An early start alone will admittedly not guaranty high proficiency. It should be supported by the use of suitable program and curriculum, allocation of proper number of hours spent in English class, provision of facilitative the learning conditions, and the employment of appropriate techniques and activities used.

In addition to the belief that the earlier a child learns a foreign language, the better his/her opportunity to achieve high proficiency in the language, the teaching of English in Indonesian primary schools seem to have been in line with three other arguments. First, adolescent children in diverse regions in Indonesia need to speak

[19]Nunan, D. Designing tasks for the communicative classroom.― Cambridge, UK: Cambridge University Press.1989.―p. 3.

English to meet the demands of tourism industries. Second, the longer an individual learns a language the higher the proficiency he/she will achieve.

Despite the great potential advantages of starting the teaching of English in primary schools, the implementation in Indonesia has emerged some problems. First, the teachers graduated from the English department of the teacher training colleges in Indonesia were generally not provided with specialized training in how to meet the needs of primary school English classes. In general, these colleges‘ curriculum does not include particular subjects for teaching English to children. The second reason—which is closely related to the first—is the fact that the teaching of English to young learners is a new and highly dynamic field. Language educators, researchers, and linguists cannot yet formulate certain applicable ideas or suggestions that Indonesian teachers can adopt. Consequently, the teachers are often in doubt about the what‘ and the how‘ to teach. Thirdly, the status of English in the curriculum of primary schools is still a local content. Therefore, the National Education Ministry does not provide English syllabus for primary school. The syllabus is supposed to be designed by the regional or provincial curriculum board. As a consequence, the objective of English teaching greatly varies from one region to another (even from one school to another in the same region). Although the government has admittedly determined that the objective of teaching English in primary school is to provide a good basis for communicative competence so that the pupils will later find it easier to study in secondary school, the implementation is not yet trouble-free. In practice, some teachers still adopt the methods commonly used in secondary school, e.g. by teaching grammar to the pupils or by asking them to memorize every single word they listen to or read.

The uses of such approaches are inadequate to achieve the objective—communicative competence. To learn a language in order to use it as a means of communication, the pupils need to deal with the four language skills—listening, speaking, reading and writing—and the language system—sound structure and vocabulary. By mastering these elements, they are expected to be able to integrate

them in communication acts. The main purpose of this paper is to provide some guidelines for teaching the four language skills in primary schools. These ideas were based on the combination of the present writer‘s some years experience in teaching English to primary school students and insights from some publications and discussions concerning the teaching of English as a foreign language to young learners.

Although discussions on the teaching of the four language skills below are placed in four different sections, it does not mean that the four language skills are isolated process. In reality, each language process enhances students‘ ability to use the others. Listening to other people use language enhances children‘s ability to speak. Reading helps students develop skills for communicating through writing. Through reading they have incidental contact with the rules of grammar. Reading also enables students to develop a sense for the structure of the language and grammar and increase their vocabulary. Writing helps in developing phonic knowledge and enhances reading fluency, because young children always associate written language with oral language they have mastered. Thus, the separation of the four language skills in the following sections is only for the sake of easiness for discussion.

Listening

Although speaking is the most common form of communication, due to several reasons, listening is the first skill to master in order to be proficient in a language. First, no one can say a word before listening to it. Thus, the teacher must take into account that the level of language input (listening) must be higher than the level of language production (speaking). Smith emphasizes: ―… good listeners often speak more exactly and more creatively than poor listeners; they have more words at their command. Second, in a conversation, one can respond accurately only after listening precisely. Our daily interactions prove that poor listening can lead to unnecessary arguments and problems. Third, listening constitutes half of the communication process. Fourth, children get the majority information through listening. Finally,

children spend more than half the time they are in the classrooms by listening[20]. Realizing these reasons, we can see how important it is for the learners.

Despite its importance, listening to a foreign language sounds is possibly the skill which learners usually find the most difficult. This is quite natural since the sounds they hear, at least in initial stages, are unfamiliar. Thus, to get the message sent through an expression, they always feel under unnecessary pressure to understand every word. Another prominent cause that makes listening to a foreign language sounds difficult for children is the fact that children, whether in or out of the classrooms, are subjected to endless number of sounds. To a higher extent, these sounds do not belong to the foreign language they are learning. As a consequence, the learners cannot concentrate on comprehending the sounds of the foreign language they are learning.

It is even worsened by the tendency of presenting listening activities in EFL classes as simply opportunities for students to practice listening to English (Field 1998). The default method used in listening class usually begins with some kinds of pre-teaching of the context of the listening material combined with an introduction to some of the vocabulary included in the text. What comes next is often simply listening to the text, listening again, and finally answering some sort of comprehension questions. What is obvious in this default method, which is referred to by Field[21] (1998) as focusing on product rather than process, is that the learners merely practice to listen but do not learn to discriminate the phonological features of the speech they are hearing. Such procedure is of course not necessarily a bad activity. However, if it is employed as the only way for students to learn listening, we cannot expect the learners learn listening effectively.[22]Rostexplains that the teaching of listening needs to be focused on discriminating sounds in words, especially phonemic contrasts, in addition to

[20]Smith, James A. Creative teaching of the language arts in the elementary school. ─Boston: Allyn and Bacon, 1975.─p.65.

[21]Field, J. Skills and strategies: Towards a new methodology for listening. ELT Journal 52 (2), 1998.─p.110-118.

[22]Rost, M. Listening in language learning. ─London: Longman, 1990.

deducing the meaning of unfamiliar words, predicting content, noting contradictions, inadequate information, ambiguities, and differentiating between fact and opinion.

To achieve the aims related to listening, the teacher plays an important role that is defined in the following steps.

1. Make sure the physical conditions are properly set up. All the distractions—unrelated materials, noise and movement—should be removed. The teacher must also be sure that chairs face the right direction so that the eye strain and uncomfortable sitting conditions are erased. 2. It is important to help pupils prepare for the listening task well before they hear the text itself. First of all the teacher must ensure that the children understand the language they need to complete the task and are fully awareofexactly what is expected of them. Mendelsohn[23]asserts that learners should know what they are listening for and why. 3. Select, explain, and demonstrate the use of the phonological features (ellipsis, assimilation, prominence, etc.) used in the text you think important for the students to notice in order to decode the text they are going to listen. Don‘t forget that the student‘s degree of comprehension largely depends on their ability to discriminate phonemes, to recognize stress and intonation pattern and to retain what they have heard. 4. Use materials based on a wide range of authentic texts, including both monologues and dialogues. 5. The teacher should speak in animated and interesting manner, so that the pupils have a deep interest in the activity. 6. The teacher should also be sure that her speaking speed does not exceed the pupils‘ listening speed. 7. The next important step the teacher should do is to encourage pupils to anticipate what they are going to hear. In everyday life, the speaker, the situation, and visual clues all help us to decode oral messages. The teacher can help the pupils by presenting the listening activity within the context of the topic of a teaching unit. (In relation to this, using videos in listening classes is also advantageous). This will help the young learners predict what the answers might be. The teacher can also help them further by asking questions and using the illustrations to encourage pupils to guess the answers even before they hear the text.

[23]Mendelsohn, D. J. Learning to listen: A strategy-based approach for the second- language learner. ─San Diego: Dominie Press, 1994.

Ask such question as, ―Do you think Joko will agree with Tono?‖; ―Will Tina help her younger brother clean his bedroom?‖ 8. During the listening the pupils should be able to focus on understanding the message. So, it is imperative to make certain they are not trying to read or write at the same time. It is also necessary to give a second chance to listen to the text to provide a new opportunity to those who were not able to do the task. Mendelssohn stresses that learners should be given opportunities to progressively structure their listening by listening to a text several times and by working through increasingly challenging listening tasks. 9. When the pupils have completed the activity, encourage the whole class to answer. Try not to put individual pupils under unnecessary pressure. Rather than validating whether an answer is correct or not, replay the cassette or video and let the pupils listen again for confirmation. 10. If the class gives you a variety of answers, list them all on the board and replay the cassette or video, so that the pupils can listen and choose the correct one. Even if they all appear to have completed the task successfully, always motivate them to listen to the text once more and check their answers for themselves. 11. The teacher needs to stimulate the pupils to appreciate good listening by praising their achievement. For instance, when someone could answer her questions, it is important for her to say, ―Very good. You did such a good job! It proves that you listened very well.

Speaking

First of all, as it has been stated in the previous section, in language learning the learners are expected to have higher level of language input (listening) than the level of language production (speaking). Thus, the majority of speaking activities used in the first levels should be designed to enable pupils to participate with a minimal verbal response. However, in the last levels, e.g. grade six, pupils are encouraged to begin to manipulate language and express themselves in a much more personal way. Based on my experience, there are three main types of speaking activities we can suitably use in primary schools. The first type is songs, chants, and poems—which are very effective to encourage young learners to mimic the model they hear on the

cassette or video. This helps pupils to master the sounds, rhythms, and intonation of the English language through simple reproduction. Steiner emphasizes the importance of using poetic language in the first three classes. Based on the experiences of teachers who have [been] teaching young learners for a long time, he explains that poetic language, based on rhythm and rhyme, is learned far more easily by children than is prose language. Along with songs, poetic language introduces the children to the flow of the new language and familiarizes them with its prosodic elements: emphasis, intonation, pitches, etc. In addition, a great number of songs or poems also contain certain grammatical points. Well selected songs or poems can be integrated into lessons for reinforcing grammar points.

The second type of speaking activities used in primary schools is the games and pair work activities. They are commonly based on a given model; they do encourage young learners to begin to manipulate the language by presenting them with a certain amount of choice, albeit within a fairly controlled situation. In addition, using games is also advantageous because by doing games and pair work activities, the pupils (though they are totally unaware of this at the time) also develop a rich store of grammatical forms and structures. However, since games and pair work necessitate much energy, they are more suitable to use in the upper classes, i.e. in grade four to six.

The third type of speaking activities used in primary schools is oral report and discussions on books the students have finished reading. Children need to talk to each other about what they‘re reading and share their ideas and insights with others. In this way, the stories come to life, students gain insight and ideas from others, and language learning is enhanced. Zang shows that integrating speaking and reading skills deepens students‘ understanding of the reading material, reveals any problem they have understanding a text, and, most importantly, lets them apply the information they have read into authentic speaking practice that improves their fluency. Kauchak&Eggenasserts that talking and social interaction enhances learning of any kind.

To succeed any speaking activity, children need to acknowledge that there is a real reason for asking a question or giving a piece of information. Therefore, the teacher should make sure the activities she presents to the pupils provide a reason for speaking, whether this is to play a game or to find out real information about friends in the class.

When the activity begins, make sure that the pupils are speaking as much English as possible without interfering to correct the mistakes that they will probably make. Try to treat errors casually by praising the utterance and simply repeating it correctly without necessarily highlighting the errors. Finally, always offer praise for effort regardless of the accuracy of the English produced.

Reading

Although reading is generally after listening and speaking in the hierarchy of communication abilities to be developed, the teaching of English in Indonesian primary school should make reading one of the first priorities to develop. This is not only because reading enables learners to access information from many written texts but also because reading proficiency contributes to one‘s self realization and the development of his personal-social adjustment. And since ―reading is a very complicated process involving a variety of factors that interact with one another, it should be developed in graded and sequential phases. The factors involved in reading include sub-reading skills (such as word recognition, skimming, scanning, sentence comprehension, getting the topic, etc.) and background knowledge. Brindley[24]emphasizes the essence of background knowledge factor in reading by saying:

Texts are not entirely self-contained; they refer to the world. Texts assume knowledge on the part of the reader. Sometimes the knowledge is factually based and refers to objects, events and people. There aremany references in texts which depend not on a grasp of facts but on an understanding of cultural institutions and practices .

[24]Brindley, S.Teaching English.― New York: Routledge, 1994.

To develop pupils‘ reading skill in English, the teacher might need to consider the following points. 1. In order to make reading an interesting challenge, not a tedious task, it is important that pupils not labor over every word, whether they are skimming the text for general meaning or scanning it to pick out specific information. 2. When choosing texts consider not only their difficulty level, but also their interest or their humor so that children will want to read for the same reasons they read in their own language: to be entertained or to find out something they do not already know. 3. As with listening activities, it is important to spend time preparing for the task by using the illustrations (a usual feature in reading activities for children), pupils‘ own knowledge about the subject matter, and key vocabulary to help the pupils to predict the general content of the text. Discuss the subject and ask questions to elicit language and to stimulate the pupils‘ interest in the text before they begin reading. Also make sure that the pupils understand the essential vocabulary they need to complete the task before they begin to read. 4. While the children are reading the text, move around the class providing support if pupils need it. Where possible, encourage pupils to work out the meaning of vocabulary as they come across it, using the context and the supporting illustrations. 5. If the reading activity is directed for comprehension, pupils should be discouraged to read texts aloud. Reading aloud inhibits most pupils and forces them to concentrate on what they are saying as opposed to what they are reading and the meaning is very often lost. Reading aloud should be employed only as an activity to improve pronunciation, to recognize the relationship of the written symbols and the sounds, to learn a play, or to recite a poem. 6. Last but not least, help the pupils fall in love with books. Reading is an enjoyable act. There are wonderful stories and interesting characters one can meet in books. Through reading, one can experience magic, adventure, success, failure, moral dilemmas, triumph, comedy, or tragedy. In good books one can also learn about interesting things or travel to many fascinating places. 7. Since a teacher‘s most important job is to help her students fall in love with books, it is imperative to provide the pupils with a variety of texts which meet their language proficiency and

interest. It is a very good idea to provide ten or more minutes of silent uninterrupted reading time in every English class. According to Allington[25], recent studies show that primary age children spend as little as ten minutes a day engaged in authentic reading experiences. Johnson claims that limiting opportunities to engage in real reading experiences is one of the surest way to retard children's reading progress and limit their intellectual development.

Writing

In a first language situation, children rarely write what they do not say or read. Young children listen for sounds as they attempt to use letters to record their ideas on paper (Johnson, 2008: 7).[26] Thus, a writing program in such setting is always preceded by rich, broad and meaningful program in oral expression and sensible and interesting reading activities. In contrast, since writing is less threatening than speaking in that children need not be afraid of mispronouncing an unfamiliar word, in a second or foreign language learning children can have their first experiences of producing written statements in English well before they start speaking in the language. According to Gordon,—Second language literacy experts recommend that literacy instruction should start early in the ESL classroom, before children develop full proficiency in a second language.

In primary schools, EFL pupils progress from writing isolated words and phrases, to short paragraphs about themselves or about very familiar topics (family, home, hobbies, friends, food, etc.) Since many pupils at this level are not yet capable either linguistically or intellectually of creating a piece of written text from scratch, it is important that time be spent building up the language they will need and providing a model on which they can then base their own efforts. The writing activities should therefore be based on a parallel text and guide the pupils, using simple cues. These writing activities generally appear towards the end of a unit so that pupils have had

[25]Allington, R. What really matters for struggling readers: Designing research based programs (second ed.).— Boston: Allyn and Bacon, 2006.

[26]Johnson, A. P. Teaching reading and writing: A guidebook for tutoring and remediating students.— Lanham: Rowman and Littlefield Education, 2008

plenty of exposure to the language and practice of the main structures and vocabulary they need.

The writing of primary school pupils, whether done in class or at home, will invariably contain mistakes. Again, the teacher should try to be sensitive in his/her correction and not necessarily insist on every error being highlighted. A piece of written work covered in red pen is demoralizing and generally counter- productive. Where possible, encourage pupils to correct their own mistakes as they work. If there is time, encourage pupils to decorate their written work and where feasible display their efforts in the classroom.

Summing up, the trend of lowering the age of students to learn English in Indonesia and around the world as well has made the field of teaching English to young learners flourish. However, since the field of is relatively new, it is very dynamic. Therefore, it is very important for those involved in the field to find more helpful ideas for teaching English to young learners.

The discussion in this paper reveals that since the objective of teaching English to elementary school pupil is to enable the learners to use it as a means of communication, the program needs to be focused the four language skills— listening, speaking, reading and writing. To achieve the goal, it is imperative for teacher to suit the materials, activities, and teaching techniques with the students‘ interest, needs, and language skills levels. In addition, the four language skills should be taught as separated things, because each language skill process enhances students‘ ability to use the others.

The ideas presented in this paragraph are actually not a magic potion for solving all problems for teaching English to young learners. Some points of the ideas may work well for some students, and some other points work better for others. Thus, English teachers must continue their trials to discover ideas that suit their students‘ needs.

3.2. Accelerating English proficiency for primary school students through integrated skills.

English is a compulsory subject in Uzbekistan. The paradigm in teaching English is started at a very young age. Teaching English for young learners in Uzbekistan is challenging because the teachers have to adopt and adapt English and Uzbek cultures through the curriculum and other instruments used in teaching. Besides teaching materials, the teachers also asked to foster the students' mastery in using English so that they can produce graduates who have good English competency. In line with the increasing demand of the graduates who are able to use English fluently, the policy makers are trying to improve better national curriculum in order that the school can apply it and keep it on the right track.

The English skills that undergone the teaching English in primary school's level are reading, writing, speaking and listening. The four English skills are taught since the students are in the first year to the sixth year of their academic study in elementary school. The ways teachers or instructors teach the students should be considered as they have different educational background that influence their ways in teaching.

The idea of integrated (or blended) skills has become increasingly popular in English Language Teaching (ELT). Integrating skills around one macro-skill (ex: reading) enables a teacher focus on micro-skill (ex: reading for detail) and help students learn skills and strategies which can benefit them in both academic achievement and real life communication. Teachers may say that elementary school students are categorized into young or junior learners. As junior learners, they offer ELT teachers a fresh set of challenges. They are no longer children but have been used to theme-based learning. They have the meta cognitive capacity but need to be guided in critical thinking and how to express their ideas and knowledge.

Teachers are expected to feature a simple step-by-step methodology for developing skills through academic and real world topics that engage junior as they prepare them for academic success and to be confident and competent global citizens.. English proficiency of students means the students' ability in using English. Each student has their own language competence as well as language performance. Chomsky characterizes linguistic knowledge using the concepts of competence and

performance. Competence is a person's implicit knowledge of the rules of a language that makes the production and understanding of an indefinitely large number of new utterances possible while performance is the actual use of language in real situations . He also proposes that competence, rather than performance is the primary object of linguistic inquiry.

The English subject that the students learn cover four skills namely reading, listening, speaking and writing. All four English skills must be taught in English subject in schools. The teachers should know how to teach those four English skills because those skills are integrated as it cannot be separated if they want to improve their students' mastery. Why it should be taught integrated and not separated? It is because those four English skills are related one to another in order to get better result for the students.

One of English skill is *reading*. Reading is taught since pre-scholars. But the way the teachers perform their task depend on the students' level. The pre-scholars need to improve their English vocabulary by seeing pictures, watching films, and listening to songs. It might be that English can be a very difficult language to learn and one of the reasons for this is the size of its vocabulary as English has more words than other languages. In this level, the teachers should be creative enough so that their learners can follow the lesson and the result is appropriate to the need. They can improve vocabulary by doing simple reading. It can be done by asking the students to repeat what the teachers say or copying what the teachers show them. This activity can be done inside or outside the classroom.

There are many activities that we can do in teaching reading. With respect to reading skill, the aim of reading skill is to help the learner to develop the skill of reading English. The means of achieving this aim are many, but probably the most important is learner motivation. Reading is the mother tongue is such an enjoyable activity that it would seem highly desirable to recreate this enjoyment when the student starts to read in the foreign language. But the motivation to read in the mother tongue may often be different from the motivation to read in the foreign tongue.

Reading is useful for other purposes too; any exposure to English (provided students understand it more or less) is a good thing for language students. At the very least, some of the language sticks in their minds as part of the process of language acquisition, and, if the reading text is especially interesting and engaging, acquisition is likely to be even more successful. Reading text also provide good models for English writing. On the other hand, reading texts also provide opportunities to study language: vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs and texts. Lastly, good reading texts can introduce interesting topics, stimulate discussion, excite imaginative responses and be the springboard for well-rounded, fascinating lesson.[27] English is a second language in Indonesia. In a second or foreign language, reading carries even greater potential importance than in the first language since t is often the only readily available exposure to the target language. A learner of another language will be able to retain some of the knowledge gained in a course of study by continuing to read in that language for many years after graduating from the course.[28]

The other skills is*listening*. In listening, there are many activities that can be performed by the teachers. The activity can be done by story-telling, listening to simple English songs and watching English movies. Young learners like listening to what their teachers say and copy them. The teachers need to repeat some important words to make the students familiar with the words. This activity can be done inside or outside the classroom. By asking the students to repeat some words the students will be accustomed to the words and in return their vocabulary can be improved. One of the main reasons for getting students to listen to spoken English is to let them learn different varieties and accents-rather than just the voice of their teacher.. The main method of exposing students to spoken English (after the teacher) is through the use of taped material which can exemplify a wide rage of topics such as advertisements, news broadcasts, poetry reading, plays, etc. The other reason for teaching listening is

[27]Harmer, Jeremy. How to Teach English. ─ USA: Longman,1998.─p.68.

[28]Murcia, Celce Marianne and Olshtain. Discourse and Context in Language Teaching: A Guide for Language Teachers. ─ USA :Cambridge University Press, 2000.─p.118.

because it helps students to acquire language subconsciously even if teachers do not draw attention to its special features.

When people listen-whether they are listening to a lecture, a news broadcast, or a joke, or are engaging in a conversation-they are listening to a stretch of discourse. In fact listening is the most frequently used skill in everyday life. Both L1 and L2 models of the listening process acknowledge that listening has both top-down and bottom-up aspects. Top-down listening processes involve action of schematic knowledge and contextual knowledge. Schematic knowledge is generally taught of as two types of prior knowledge: (1) content schemata, ex. background information on the topic; and (2) formal schemata which consists of knowledge about how discourse is organized with the respect to different genres, different topics, or different purposes, including relevant socio-cultural knowledge. While contextual knowledge involves an understanding of the specific listening situation at hand. Another aspect is the bottom-up level of the listening process involves prior knowledge of the language system (ex. phonology, grammar, vocabulary). Knowledge of the phonological system allows the listener to segment the acoustic signals as sounds that form words, words and/or phrases that form clauses or utterances unified by intonation contours having some key prominent element. Knowledge of vocabulary allows the listener to recognize words within phrases, and knowledge of grammar allows for recognition of inflections on words as well as recognition of the phrases or clauses that function as parts of cohesive and coherent instances of text.[29]

Writing is also important. As one of four English skill, writing should be done in different ways. The teachers can ask the students to write words up to sentence, and sentence into paragraph. The students' level is important to put into consideration because writing is not as easy as reading. This English skill needs process in order to make the students able to produce their own writing. The process is different one to another depends on the students' level. The process is determined by the teacher in accordance with the topic. The process starts from the world level up to developing

[29]Murcia, Celce Marianne and Olshtain. Discourse and Context in Language Teaching: A Guide for Language Teachers. ─ USA :Cambridge University Press, 2000.─p103.

into a paragraph. For elementary students, the writing process starts from words into sentences. The teachers can ask the students to copy what the teachers wrote. Then, the teachers can ask the students to arrange the word into good order, or into a good sentence. This process needs more time compares to other skills. The reasons for teaching writing to students of English as a foreign language include reinforcement, language development, learning style and most importantly, writing as a skill in its own right. Writing as a skill, by far the most important reason for teaching writing, of course, is that it is a basic language skill, just as important as speaking, listening and reading. Like many other aspects of English language teaching, the type of writing we get students to do will depend on their age, interests and level.[30]Writing, when viewed as a language skill used for communication, has much in common with both reading and speaking. Writing is the production of the written word that results in a text but must be read and comprehended in order for communication to take place. The writer, in other words, communicates his/her ideas in the form of a written text from which a known or unknown reader will eventually extract the ideas and their meanings.[31]

In *speaking*, the students are asked to speak in English. It seems easy at first but actually some students have difficulty to speak in English. Why? Because students are different one to another and they need to build up their self confidence to perform this activity in front of their classmates. The students are asked to tell simple things like greeting, singing, or performing plays. If they are accustomed in doing those activities, in return they will have no longer difficulty compares to when they had to perform for the first time. If the students can speak English every day, it means that they will be familiar with it so that they can master English easily. It is important to be clear about the kind of speaking. We are not going to lo look at controlled language practice where students say a lot of sentences using a particular piece of grammar or a particular function, for example. In other words, the students are using

[30]Harmer, Jeremy. How to Teach English. ─ USA: Longman,1998.─p.80.

[31]Murcia, Celce Marianne and Olshtain. Discourse and Context in Language Teaching: A Guide for Language Teachers. ─ USA :Cambridge University Press, 2000.─p.165.

any and all the language at their command to perform some kind of oral task. The important thing is that there should be a task to complete and that the students should want to complete it. In some ways speaking can be considered the most difficult skill to acquire since it requires command of both listening comprehension and speech production sub skills in unpredictable, unplanned situations.

On the other hand, speaking can be viewed as the easiest skill one can use body language, demonstration, repetition, and various other strategies to make oneself understood. During the teaching and learning process the teachers should know that those four English skills are integrated. They have to put the framework in their mind so that they can map the students' mind. The mapping can be done by giving the right method during the teaching and learning process so that the students can achieve the target. The target is that they can pass the exams that are done regularly depends on the students' level. Mind mapping is also important as the teachers are required to make their students improve their English proficiency. The English proficiency can be done through the text given by the students. In teaching English, the genre that is used for teaching is also important.

The genre plays important role in teaching English as they are expected to do teaching and learning process so that they can give better result for the students. We live in a world of words. When these words are put together to communicate a meaning, a piece of text is created. When we speak or write to communicate a message, we are constructing a text. When we read, listen to, or view a piece of text, we are interpreting its meaning.[32]The genre applies are different based on the text type. The text types related to the skills that are taught by the teachers. The genre determines the scaffolding that mould the skills. The English skills is taught based on the required topics. The lesson plan is made based on the genre. This includes discourse study. Discourse is frequently studied from the perspective of register or genre.

[32]Anderson, Mark and Anderson, Kathy.Text Types in English. ─USA: Macmillan, 1997.─p.10

Discourse registers usually reflect the level of formality and informality of an instance of discourse or its degree of technical specificity versus general usage. A genre, on the other hand, is a culturally and linguistically distinct form of discourse such as narrative, exposition, procedural discourse and so on. According to Swales and Bhatia, a genre is a recognizable communicative event characterized by a set of communicative purpose(s) identified and mutually understood by the members of the professional or academic in which itregularly occurs.[33]

The topic also has its own role because it can give different objective based on the need. Different topics given can be given for the students based on the students' level so that in the end they can improve their proficiency in English. The topics are written in the plan. Some teachers with experience seem to have an ability to think on their feet, which allows them to believe that they do not need to plan their lessons. For teacher, a plan gives the lesson a framework, an overall shape.

Thus, of course, good teachers are flexible and respond creatively to what happens in the classroom, but they also need to have thought ahead, have a destination they want their students to reach, and know they are going to get there. Planning helps, then, because it allows teachers to think about where they're going and gives them time to have ideas for tomorrow's and next week's lessons.[34]

[33]Murcia, Celce Marianne and Olshtain. Discourse and Context in Language Teaching: A Guide for Language Teachers. ─ USA :Cambridge University Press, 2000.─p.6.

[34]Harmer, Jeremy. How to Teach English. ─ USA: Longman,1998.─p.121

CONCLUSION

This qualification paper is aimed to determine integrated skills problems in developing pupil's of primary school learners and identify means of its improvement knowledge of English learners. In the introduction, we explained the topicality of the topic, defined the goals and main objectives of the research paper, its scientific novelty, and identified the main methods of analysis, subject and object of the research, the theoretical and practical value of the work, and the structure of the qualification paper.

The special attention is paid to scientific-research issues as the state free from all-round development of science has no future. With the account of this, in the independent republic great attention is paid to the problems for extension of scientific studies, deepening and efficient use of their results in various spheres of the education system. Learners set themselves demanding goals. They want to be able to master English to a high level of accuracy and fluency. Employers, too, insist that their employees have good English language skills, and fluency in English is a prerequisite for success and advancement in many fields of employment in today's world. The demand for an appropriate teaching methodology is therefore as strong as ever.

In the first chapter**Theoretical points of Integrated skills and their importance in the world,** the identification for four skill, developing it and the problems of interactivity in teaching language, aspects of integrated skills English according to Widdowsontheory and research. He was one of the first linguists to call for integrating the four language skills in instruction to raise learners' proficiency levels and enable advanced language learning.The early models of integrated and communicative teaching largely eschewed explicit instruction in any of the four skills, and in particular in grammar.The current models of integrated teaching of the four language skills have the objective of developing learners' fluency and accuracy, as well as their socio-cultural communicative competence requiring adapting the language from context to context and from genre to genre.

Richards, Platt, and Weber define the teaching of integrated skills in the *Longman Dictionary of Applied Linguistics*: "the teaching of the language skills of reading, writing, listening, and speaking in conjunction with each other as when a lesson involves activities that relate listening and speaking to reading and writing." There are several principled models for integrating the teaching of two or more language skills. Such models can vary substantially in their complexity and in the types of skills that can be integrated to benefit learning, and virtually all have their advantages and disadvantages in particular contexts.

In the contemporary world of second and foreign language teaching, most professionals largely take it for granted that language instruction is naturally divided into discrete skill sets, typically reflecting speaking, listening, reading, and writing, and usually arranged in this order. Some current approaches to teaching language, however, strive to integrate the four skills in pedagogy whenever possible. Integrated language teaching and various integrated pedagogical paradigms are usually associated with outgrowths of communicative teaching.

It is a document that provides a common basis all over Europe for developing programmers, tests, textbooks etc. for learning modern languages. CEFR states what those studying a language must learn and which skills to acquire in order to communicate with those who speak that language.Lastly, CEFR outlines a graded sequence of common reference levels that precisely describe the achieved competence for those learning a language other than their native tongue.

In the second chapter**Analysis of literature used for primary schools learners in republic of Uzbekistan,** The team of authors who worked on Kids' English 2 consists of experienced primary, secondary and specialized secondary school teachers, and methodologists from In-Service Teacher Training Institutes. All of the authors have been trained to create materials which meet the needs of pupils and teachers in Uzbekistan and conform to the national standards laid down for State secondary schools.

Kids' English 2 is the second book in a series of books for primary classes (1-4 classes) of English. It consists of a Pupil's Book, Workbook, Multimedia DVD and Teacher's Book, and it provides material for up to 68 hours of study, arranged in a flexible way to cater for faster and slower classes.

Kids' English 2 Pupil's Book

The Pupil's Book is divided mainly into 14 units covering 56 lessons and 12 revision lessons. Each lesson of the book is designed for 45 minutes totaling 68 hours of study which are enough for Year 2. Each unit is broken down into 4 lessons. Each lesson of the first 4 units takes up two pages with the exception of 2 revision lessons which are on one page each. Beginning from the second quarter, i.e. from Unit 5 to Unit 14, each lesson is designed on one page.

Kids' English 2 Workbook.

As is known, during Year 1 pupils did not learn the English alphabet and, as they could not write or read, there was not a separate Workbook. As for Year 2, pupils begin learning the English alphabet from the very first lesson, so they need a Workbook this time to practice not only writing the letters but also writing more serious tasks and do homework. Taking these things into account, the government has decided to provide every pupil of the republic with Workbooks on yearly bases to raise the pupils' interest in learning the language and help the teachers teach English lessons effectively. The Workbook is divided mainly into 14 units covering 56 lessons and Progress Checks. Each unit is broken down into 4 lessons

Kids' English 2 Teacher's Book.

The Teacher's Book is an essential part of the Kids' English 2 package. Teachers must have and use it in order to conduct their classes effectively. The Teacher's Book contains:

•• objectives of every lesson and activity;

•• language and culture notes to assist teachers with explanations, answer keys for the activities;

•• DVD scripts for the Multimedia DVD;

•• clear explanations for teachers on how to organize the activities in the Pupil's Book and suggestions for faster/slower classes/pupils.

The authors have tried to enter all necessary elements while developing the lessons so that the teachers could use these lessons as their ready lesson plans.

In the third chapter**How can we integrate the four skills in primary EFL classroom,** English has undoubtedly become both the most prominent means of global communication and the most important means for acquiring access to the world's intellectual, cultural, and technical resources. Although it does not have the largest number of native speakers, English is far more worldwide in its distribution than all other spoken languages. English is now the major communication media among nations and parts of nations. By international treaty, English is the official language for aerial and maritime communications, as well as one of the official languages of the European Union, the United Nations, and most international athletic organizations, including the International Olympic Committee.

English is also the most commonly used language in the sciences. In 1997, the Science Citation Index reported that 95% of its articles were written in English, even though only half of them came from authors in English-speaking countries.

Although the government has admittedly determined that the objective of teaching English in primary school is to provide a good basis for communicative competence so that the pupils will later find it easier to study in secondary school, the implementation is not yet trouble-free. In practice, some teachers still adopt the methods commonly used in secondary school, e.g. by teaching grammar to the pupils or by asking them to memorize every single word they listen to or read.

All things considered, the ideas presented are actually not a magic potion for solving all problems for teaching English to young learners. Some points of the ideas may work well for some students, and some other points work better for others. Thus, English teachers must continue their trials to discover ideas that suit their students' needs.

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APPENDIX

1. Lesson plan

Date:

Unit 4: My hobby

Lesson 1.I collect trains.

Teacher of school №258: IslomovaMuattar

Level: the 2nd grade.

Time:45 min

I. Aims of the lesson:

Educational:

- to teach two more letters: W w and X x

- to practice class 1 vocabulary (toys)

Developing :

- to enable pupils to ask and answer the questions "What is this?"

Pedagogical:

-to create friendly atmosphere through singing the songs;

- to raise awareness of various hobbies;

- to raise awareness of the pronunciation of the letters "W" and "X"

II. Learning outcomes

By the end of the lesson, pupils will be able to:

- recognize, say and write the letters W w and X x;

- ask and answer the question "What is this?"

- know about pronunciation of the letters "W w and X x"

III. Vocabulary and structure

Collect, revision (from class 1), "What is this?" vocabulary related to toys

IV. Required equipment

Textbook, workbook, the DVD player, cards with letters, cards with different toys.

Procedure of the lesson.

Activity 1. Listen and repeat

Objective: to warm up

Materials:DVD of the book

Time:5 minutes

Interaction: Whole class

Play the DVD and I ask the pupils to listen and sing a song with DVD.

Activity 2 a. Listen, read and match

Objective:to revise the question "What is this?"

Materials:DVD of the book, pictures

Time:5 minutes

Interaction: Pair class

I ask the pupils to look at the pictures in the textbook or play the DVD for this activity. Pupils work in pair. Pupil 1 ask the question "What is this?" and point to a picture. Pupil 2 looks at the picture and answer "It is a doll" etc.

Activity 2 b.

Objective:to do physical exercise and energize the pupils.

Materials:realia

Time:5 minutes

Interaction: Whole class

I think, you are a bit tired, It`s just the time to do some physical exercise.

Hands up, hands down!

Hands on hips! Sit down!

Turn to the left! Turn to the right!

Clap your hands! That`s right.

Eyes up! Eyes down!

Eyes to the left! Eyes to the right!

Shut your eyes! Open your eyes widely!

Look at your right hand!

Look at your left hand!

Look up! Look down!

And sit down!

Activity 2 c. Read, draw and write

Objective:to introduce a new word "collect"

Materials: Pupils workbook

Time:10 minutes

Interaction: Whole class

I ask the pupils to open their workbooks and read the first text. Then I ask them to guess what the word "collect" means. After knowing the word`s mean, they repeat the word after me in chorus. After that, I ask the pupils to read and translate the sentences. When they finish, I ask them to read and translate the second text.

Activity 3. Play "Trains"

Objective:to practice the structure "I collect ...."

Materials:cards with different toys

Time:7 minutes

Interaction: Group class

I put cards with different toys on the table and ask pupils to stand in two rows. I say that I will whisper words (about toys) to the first two pupils. These pupils must turn to the second pupils and

whisper the word to them. The second pupils pass the word to the third pupils etc. The last pupils in the rows must come up to the table, take a card with the word they have heard and make a sentence. "I collect dolls" etc.

Activity 4. Write the letters

Objective:to learn two more letters of the alphabet "W w and X x"

Materials:DVD of the book, cards with letters, workbook

Time:10 minutes

Interaction: Individual

I ask the pupils to look at the letter W and say what picture are next to the letter. Play the DVD and ask the pupils to listen and repeat the letter and the corresponding picture. I also draw pupils` attention to the way the letters are written. After that ask the pupils to open their workbook and start writing the capital letter "W" and then small "w". If necessary I demonstrate it on the board. Ten repeat the procedure with the letter "X x"

After the pupils have practiced writing the letters for some time I work on the pronunciation of the letters "W and X". After that pupils repeat these sounds and the words after me individually. in rows and chorus.

Homework.

Materials:workbook

Time:3 minutes

Interaction:individually

Explain to the pupils that at home they should continue writing letters, read the dialogue, draw a picture of an animal in the empty box and complete the dialogue.

Assessment.

Demo lesson

Date:

Class:2nd form

Theme. Lesson 3, I like doing sums!.

Teacher of school №258: IslomovaMuattar

I. Aims of the lesson:

Educational:

- to learn more ways of saying likes and dislikes

Developing :

- to enable pupils to find out meaning through matching;

Pedagogical:

-to enable pupils to love animals

II. Learning outcomes

By the end of the lesson, pupils will be able to:

- use the structures and vocabulary learnt in previous lessons;

- read for the main idea;

- to use picture clues for meaning

III. Required equipment

Pupil`s book, workbook, the DVD player, cards with carrot, cabbage, grass, water, corn, meat

Procedure of the lesson.

I. The beginning of the lesson

1. **Greeting: (2 min)**
2. **Warming up**

Objective: to revise the ABC

Materials:DVD of the book

Time:5 minutes

Interaction:plenary

Procedure:

- tell the pupils that they will listen to a song about a dog.

- ask the pupils to listen to the song and say the dog`s name

- write on the blackboard "binGo" and ask the pupils to spell the word in chorus.

- then say that in the second part of the song they must clap once instead of the last letter and write on the blackboard: b-i-n-G-o (clap)

- say that in the third part of the song they will have to clap twice and write: b-i-n-(clap)-(clap). in the fourth part - four claps etc.

- continue the game until 6 claps and no more the word.

- play the DVD and have the pupils listen to the song again to sing it.

DVD script:

There was a farmer who had a dog

And bingo was his name. b-i-n-G-o (3 times)

And bingo was his name.

There was a farmer who had a dog

And bingo was his name b-i-n-G-o-(clap) (3 times)

And bingo was his name.

There was a farmer who had a dog

And bingo was his name. b-i-n-G-o-(clap)-(clap) (3 times)

And bingo was his name.

There was a farmer who had a dog

And bingo was his name b-i-n-G-o-(clap)-(clap)-(clap) (3 times)

And bingo was his name.

3. Checking homework(3min)

II. The main part of the lesson.

Activity 2 a. Listen, look and repeat

Objective:to listen for detail

Materials:DVD of the book, textbook

Time: 5 minutes

Interaction:plenary

Procedure:

- draw the pupils` attention to the pictures. Ask them to read the dialogues silently at first.

- play the DVD or read the dialogues between beeny and his relative

- discuss what they are talking about.

- ask what the words "love" and "hate" mean.

- draw the pupils` attention to the Remember box and explain that they can use the "-ing" from of verb after the words "love" and "hate" in the same way as they did after "like" in the previous lesson

- then the pupils listen again repeat the dialogues.

Activity 2 b. Look, read and match

Objective:to enable pupils to identify the meaning of the words

Materials:workbook

Time:5 minutes

Interaction:individual

Procedure:

- ask the pupils to open their Workbook and match the words used in Activity 2 a and their meanings.

- after the pupils finish matching, you can ask them repeat the words after you.

Activity 3 a. Listen and repeat

Objective:to introduce new words

Materials:cards with carrot, cabbage, grass, water, corn, meat

Time:5 minutes

Interaction:plenary

Procedure:

- introduce the words using the cards depicting: carrot, cabbage, grass, water, corn, meat.

- read the words aloud having the pupils to pronounce them after you in chorus, in pairs and individually.

Activity 3 b. Look, read and match

Objective:to consolidate the vocabulary for animals and their food items.

Materials:workbook

Time:5 minutes

Interaction:plenary

Procedure:

- ask the pupils to open their Workbooks, read the words and match the food and animals.

- explain that one food item can be for more than one animal.

- after the pupils finish matching, ask them to make up sentences.

e.g: Rabbits like grass and cabbages.

- suggest the pupils play "Miming and guessing". For that ask a pupil to mime an animal eating food. The other pupils will guess like the example below:

Pupil 1: Mimes eating a carrot

Pupil 2: Do you like carrots?

Pupil 1: Yes, I do

Pupil 2: Are you a rabbit?

Optional Activity 4."They like/don`t like..."

Objective:to reinforce the structure "I like/ don`t like + food"

Materials:workbook

Time:5 minutes

Interaction:plenary

Procedure:

- ask the pupils to open their Workbooks and look at Activity 3 b they have just done.

- explain this time they will make up sentences about animals with "like" and "don`t like" for example: *Dogs like bone. They don`t like (hate) corn.*

- ask the pupils to work in pairs

- explain that Pupil 1 thinks of any domestic animals she/he knows and says what they like/don`t like, as follows whereas Pupils 2 tries to guess:

Pupil 1: They like corns. They don`t like carrots.

Pupil 2: Rabbits?

Pupil 1: No

Pupil 2: Hens?

Pupil 1: Yes.

III. The end of the lesson

1. Conclusion: (5 min)

2. Assessment: (2 min)

3. Giving homework: (3 min)

Ask the pupils to look at homework and check that everybody understand what to do. If necessary, explain that at first they should look at Activity 3 b and using the information available there, they must complete the sentences.