INTEGRATING THE FOUR LANGUAGE SKILLS IN EFL CLASSROOMS

Turdaliyeva Xolida Muzaffar qizi

Namangan davlat chet tillari instituti

Xorijiy til va adabiyoti yo'nalishi 3-kurs talabasi

Email : xolidaturdaliyeva05@gmail.com

Abstract: *Integrating the four language skills—listening, speaking, reading, and writing is key to learning a language well. These skills support each other and should be taught as one system. However, in many EFL (English as a Foreign Language) classrooms, skills are often taught separately, which may limit students' ability to use language naturally. This study emphasizes the importance of integrating language skills and examines the challenges learners face in developing them simultaneously. It also recommends practical methods like task-based learning, communicative activities, and authentic materials to support skills integration. The findings indicate that integrated-skill instruction enhances learners' fluency, comprehension, and confidence. Therefore, teachers should adopt a comprehensive approach to language teaching by combining all four skills in classroom practice.*

Keywords: *integrated skills, EFL (English as a Foreign Language) , language learning, communication, teaching strategies.*

Annotatsiya: *Tinglash , gapirish , o'qish va yozish kabi to'rtta til ko'nikmasini birlashtirish tilni yaxshi o'rganishning asosiy omilidir. Bu ko'nikmalar bir-birini qo'llab-quvvatlaydi va ularni yagona tizim sifatida o'qitish kerak. Biroq, ko'plab EFL (ingliz tili chet tili sifatida o'qitiladigan tizim) sinflarida bu ko'nikmalar ko'pincha alohida o'qitiladi, bu esa o'quvchilarning tilni tabiiy ravishda qo'llash qobiliyatini cheklashi mumkin. Ushbu tadqiqot til ko'nikmalarini integratsiya qilishning ahamiyatini ta'kidlaydi va ularni bir vaqtda rivojlantirishda o'quvchilar duch keladigan qiyinchiliklarni tahlil qiladi. Shuningdek, u vazifaga asoslangan o'qitish, kommunikativ faoliyatlar va autentik materiallardan foydalanish kabi amaliy usullarni tavsiya qiladi. Tadqiqot natijalari shuni ko'rsatadiki, integratsiyalashgan o'qitish*

o‘quvchilarning ravonligi, tushunishi va ishonchini oshiradi. Shuning uchun o‘qituvchilar dars jarayonida barcha to‘rt ko‘nikmani birlashtirgan holda keng qamrovli yondashuvni qo‘llashlari kerak.

Kalit so‘zlar*: integratsiyalashgan ko‘nikmalar, EFL (ingliz tili chet tili sifatida o‘qitiladigan tizim) , til o‘rganish, muloqot, o‘qitish strategiyalari.*

Аннотация: *Интеграция четырёх языковых навыков — аудирования, говорения, чтения и письма — является основным фактором успешного изучения языка. Эти навыки взаимосвязаны и должны преподаваться как единая система. Однако во многих классах EFL (английский язык как иностранный) данные навыки часто преподаются отдельно, что может ограничивать способность учащихся использовать язык естественным образом. Данное исследование подчёркивает важность интеграции языковых навыков и анализирует трудности, с которыми сталкиваются учащиеся при их одновременном развитии. Также предлагаются практические методы, такие как обучение на основе задач , коммуникативные виды деятельности и использование аутентичных материалов. Результаты исследования показывают, что интегрированное обучение улучшает беглость, понимание и уверенность учащихся. Поэтому преподаватели должны применять комплексный подход к обучению языку, объединяя все четыре навыка в учебной практике.*

Ключевые слова: *интегрированные навыки, EFL (английский язык как иностранный), изучение языка, коммуникация, стратегии обучения.*

Introduction: *In modern language education, the ability to use a language effectively requires the development of four essential skills: listening, speaking, reading, and writing.*



*These skills are not independent; rather, they are closely interconnected and support each other in the process of communication. For example, learners listen to information before responding in speaking, read texts before expressing ideas in writing, and use all skills together in real-life situations. Separating language skills may limit learners' communicative ability because real-life communication requires the simultaneous use of multiple skills .**[1]***

*Despite this natural connection, traditional language teaching methods often treat these skills separately. In many classrooms, students practice reading without speaking, or focus on writing without sufficient listening input. This separation can prevent learners from developing real communicative competence and using the language effectively in authentic contexts. Meaningful communication occurs when learners actively engage in interaction, using language in a purposeful and integrated way rather than practicing skills in isolation.**[2]***

*The integration of four language skills enables learners to practice language as in real situations. It creates meaningful learning situations where students can practice multiple skills at the same time. Learners improve their language ability when they are exposed to understandable and meaningful input through reading and listening tasks.**[3]** For instance, a lesson may involve reading a text, discussing it with peers, listening to related audio, and writing a response. Such an approach not only improves language proficiency but also increases learners' motivation and engagement. Also, language learning is more effective when it is applied in authentic communicative contexts and used for real-life purposes.**[4]***

The purpose of this study is to explore the importance of integrating the four language skills in EFL classrooms and to identify effective strategies that support this approach. It also aims to examine common challenges faced by learners and teachers when applying integrated-skill instruction.

Literature Review and Methodology: *Research in language teaching emphasizes that integrated-skill instruction is more effective than teaching skills separately.**[5]** According to language pedagogy experts, communication in real life involves the simultaneous use of multiple skills. **[6]** Therefore, teaching approaches should reflect this reality by combining listening, speaking, reading, and writing in classroom activities.*

Skills	***Classroom activity***	***Outcome***
Listening	*Audio listening task*	*Better comprehension*
Reading	*Short text reading*	*Vocabulary improvement*
Speaking	*Pair discussion*	*Increased fluency*
Writing	*Paragraph writing*	*Improved structure*

*Studies show that integrating skills helps learners develop fluency, accuracy, and confidence. **[7]** It also improves comprehension, as learners process language input (listening and reading) and produce output (speaking and writing) in a connected way. Task-based learning and communicative language teaching are widely recommended methods for integrating skills effectively.**[8]***

However, several challenges can affect the implementation of integrated-skill instruction. These include limited classroom time, lack of appropriate teaching materials, and students' varying proficiency levels. Some learners may feel confused when asked to use multiple skills at once, especially if they have weak foundations in one or more areas.

To investigate the effectiveness of integrated-skill instruction, a classroom-based activity was conducted with sixth-grade students during regular English lessons. The participants included 15 students aged 12–13. A task-based activity was designed to involve all four skills.

Students were first given a short reading text about daily routines. After reading, they listened to a short audio related to the same topic. Then, they worked in pairs to

discuss the content and share their own daily routines. Finally, they wrote a short paragraph describing their activities. This sequence allowed students to practice reading, listening, speaking, and writing in a connected and meaningful way.

The activity was conducted in a natural classroom environment to reflect real teaching conditions. Both observation and short feedback from students were used to evaluate the effectiveness of the integrated approach.

Results and Discussion: *The results of the classroom activity showed that most students responded positively to the integrated-skill approach. They were more engaged and motivated compared to traditional lessons. Firstly, students demonstrated better understanding of the topic after completing both reading and listening tasks. Combining these two input skills helped them comprehend the content more clearly.*

Secondly, speaking activities allowed students to actively use new vocabulary and ideas. Out of 15 students, 10 students (66.7%) participated actively in pair discussions, while 5 students (33.3%) showed some hesitation but still attempted to speak. This indicates that integrated tasks can encourage participation, even among less confident learners.

Category	***Number of students***	***Percentage***	***Description***
Active participants	*10 students*	*66.7%*	*Actively engaged in pair discussions and used new vocabulary*
Hesitant participants	*5 students*	*33.3%*	*Showed some hesitation but still attempted to communicate*
Total	*15 students*	*100%*	*The activity integrated all four language skills simultaneously*

Thirdly, writing tasks helped students organize their thoughts and reinforce what they had learned. Most students were able to write simple and meaningful sentences based on the lesson topic. However, some students still struggled with grammar and sentence structure.

Despite these positive outcomes, some challenges were observed. A few students found it difficult to manage multiple tasks within a limited time. Others needed more support, especially in speaking and writing stages. This suggests that teachers should carefully plan activities according to students' levels and provide clear instructions. Overall, the findings confirm that integrating the four skills improves learners' comprehension, communication, and confidence. It also creates a more dynamic and interactive learning environment.

Conclusion: *In conclusion, integrating the four language skills is essential for effective language learning. It reflects real-life communication and helps learners develop a balanced set of abilities. Teaching skills in isolation may limit students' progress, while an integrated approach promotes deeper understanding and practical language use.*

The study shows that integrated-skill instruction increases student engagement, improves comprehension, and supports the development of speaking and writing abilities. However, successful implementation requires careful planning, appropriate materials, and attention to learners' needs.

Teachers should adopt communicative and task-based methods to integrate listening, speaking, reading, and writing in their lessons. Learners should also be encouraged to practice multiple skills regularly to strengthen their language proficiency. Overall, integrating the four language skills is a powerful approach that leads to more effective and meaningful language learning.

References

1. *Harmer, J. (2007). The Practice of English Language Teaching (4th ed.). London: Longman*
2. *Richards, J. C., & Rodgers, T. S. (2014). Approaches and Methods in Language Teaching (3rd ed.). Cambridge: Cambridge University Press.*
3. *Brown, H. D. (2019). Teaching by Principles: An Interactive Approach to Language Pedagogy (4th ed.). New York: Pearson Education.*
4. Krashen, S. (1985). The Input Hypothesis. London: Longman

[1] Harmer, J. (2007). The Practice of English Language Teaching (4th ed.). London: Longman.

[2] Richards, J. C., & Rodgers, T. S. (2014). Approaches and Methods in Language Teaching (3rd ed.). Cambridge: Cambridge University Press.

[3] Krashen, S. (1985). The Input Hypothesis. London: Longman

[4] Brown, H. D. (2019). Teaching by Principles: An Interactive Approach to Language Pedagogy (4th ed.). New York: Pearson Education.

[5] Harmer, J. (2007). The Practice of English Language Teaching (4th ed.). London: Longman.

[6] Richards, J. C., & Rodgers, T. S. (2014). Approaches and Methods in Language Teaching (3rd ed.). Cambridge: Cambridge University Press.

[7] Brown, H. D. (2019). Teaching by Principles: An Interactive Approach to Language Pedagogy (4th ed.). New York: Pearson Education.

[8] Richards, J. C., & Rodgers, T. S. (2014). Approaches and Methods in Language Teaching (3rd ed.). Cambridge: Cambridge University Press.