



INTEGRATING LANGUAGE SKILLS THROUGH VARIED METHODOLOGIES

Dilmurotova Zarina

English Language teacher

Academic Lyceum under Navoiy State Pedagogical Institute, Navoiy, Uzbekistan

Annotation: This article explores the characteristics of students, focusing on their social, psychological, and cultural features. It analyzes various aspects of student life, including their attitude towards education, moral values, position in the social environment, and opportunities for personal development. The paper also discusses the role of young students in society and their contribution to future progress. The findings of the study can serve as a basis for improving the educational process and developing effective approaches in working with students.

Keywords: students, description, psychological characteristics, social environment, educational process personal development, role in society

Introduction. In today's world, students, as the main part of the educational system, play a crucial role in the development of society. Their personal growth, social activity, and attitude towards education are directly connected with the future of the nation. A deeper understanding of students, including their psychological, cultural, and social characteristics, makes it possible to organize the educational process more effectively. Throughout history, the intellectual potential, eagerness for knowledge, and social involvement of young people have been among the key factors of progress. Based on this, the present article analyzes the description of students, their behavior, values, and their role in the development of the future.

1. Task 1- Listening – audio-lingual method.

Telephone Game – Long Words

Task Outline:

- Explain to the students that they will be playing a game called "Telephone" that focuses on identifying long words. {L} {2min}
- Divide the students into small groups of four or five students. {G}
- Provide word cards with pairs of long words. Each card should include long-form words. {L, W}
- Instruct the students to sit in a circle or line to facilitate the easy passing of the word cards to other students. {S, L}
- Start the game by setting a timer for a specific duration (e.g., 5 minutes). The word cards should be circulated among the group of students by the time the timer goes off. {T, R, S, L} {5 minutes}
- The first student of each group receives a word card and whispers the words to the next student. {L, S}

- The next student should listen carefully and also try to identify the long word. After he or she has identified the words, they should whisper these words to the following student. {L}, {S} {30 sec. for each student}
- End the game after the last student in the group receives the whispered words and then says the words aloud to the entire group. {L}, {S}
- Compare the words shared by the last students with the original words on the word cards, and have the last students write the words on the board. {S, W}
- After finishing the game, engage the students in a discussion about the similarities and differences between the original words and the words that were passed along. {S} {5min}.

Task



Justification

I have chosen a listening activity named 'broken phone' based on the bottom-up model of listening as Richard (2003) claimed that the bottom-up model is a data-driven process and listeners are successful in understanding a spoken text" (p.2). This language learning activity is more appropriate for my students in terms of their level and age. It would be better to provide communicative activities to improve listening and boost their vocabulary related to daily topics, including common spelling mistakes in using long words. Also, my first activity, "broken phone," can encourage my students to actively listen and pay more attention to pronunciation and vocabulary improvements. Here are examples of words, and each card is chosen by one of the students in the four groups. For example, the first student of each group will start whispering these long words and pass the word to the next student. This activity requires my students to organize their thoughts and speak clearly, both crucial skills for effective communication. Generally, this listening activity can provide opportunities for students to have fun while fulfilling their needs in terms of differentiating long words and correcting their pronunciations by listening to each other. Furthermore, due to the length of words and pronunciation, this activity not only helps students become more mindful listeners but also cultivates their ability to clearly express their thoughts, an invaluable skill for effective communication. Encouraging students to actively engage with one another in a light-hearted and enjoyable way can make the learning

process more enjoyable and memorable. This will likely foster a positive classroom atmosphere, making the learning experience both effective and enjoyable for your students.

Justification for audio-lingual method

I believe that the audio-lingual method is appropriate for my students' level as it emphasizes the development of listening and speaking skills, providing them with the opportunity to improve their discrimination skills. Audio-lingualism as a language teaching method has various theoretical underpinnings based on language and learning research and it demonstrates intersections of “philosophy, philology, literature, psychology, linguistics, anthropology, and pedagogy” (Brooks, 1960, p. 175). Sarah explained that “from linguistics, structural understanding of phonetic/phonemic and morpho-syntactic patterns; and from pedagogy, applications of behavioral conditioning from psychology as well as integration of technologies as language and drill master are used” (p.3). Also, these principles align well with the core parts of the audio-lingual approach. As Sarah claimed above, the method is characterized by repetitive practice and drilling of language patterns. In the 'broken phone' activity, students repeat and pass along words they hear in a chain-like manner. I believe that this repetition of words and sounds helps reinforce their understanding of similar-sounding words and improves their pronunciation and oral fluency. My activity effectively incorporates key elements of the audio-lingual method, such as listening practice, repetition, language pattern drilling, and oral communication practice.

Activity 2- Speaking- Communicative language teaching approach

Outlines:

- ❖ Four students are selected from the group.
- ❖ Role cards and specific information about their roles will be explained. [L] [1 min]
- ❖ Brief instruction about the speaking task by explaining conversational style will be provided, including examples of conversational words and how to use backchanneling. [L, V] [3 min]
- ❖ The scenario of roles is explained to the selected students for their conversation as four friends. [L] [2 min]
- ❖ Role cards with clear explanations are handed out to students (e.g., Odina will start her speech or Sardor will take the next turn).
- ❖ role play begins with a set timer (e.g., 10 min).
- ❖ Odina starts the conversation by talking about her problem while the other three students express their reactions. [L, V, S]
- ❖ Students should use intonation to express excitement or feelings and experiences, while also writing down their feelings. [S, W]
- ❖ Other students in the group are encouraged to watch and listen, writing down reflections about the role play. [L, W]
- ❖ After the role play, students are required to discuss specific vocabularies and phrases used during the play and express their experiences. [V, S] [3 min]
- ❖ Feedback and useful advice are given to improve fluency and reduce hesitations while communicating. [L] [1 min]

Conversational words

- That's terrible
- I'm so sorry to hear that
- I'm so sorry
- Oh, really
- Wow, that sounds like a nightmare
- Wow

- Absolutely
- Yeah
- Well
- You know
- No problem
- Thankfully
- good job
- That's really impressive
- Take care

Role cards

<p>Odina: She had a problem at her work. Her computer crashed and all files were lost but fortunately, she was able to do her project till deadline.</p>	<p>Muxlisa: Say that your reactions and give some advice about relaxation</p>
<p>Sardor: Say that your reactions to Odina's problem and sentences</p>	<p>Say that your feelings and show your gratefulness, suggest to go and see again.</p>

Task

Odina: "I had the worst day at work today. My computer crashed, and I lost all my files accidentally."

- Sardor: "Oh, really? That's terrible."
- Muxlisa: "I'm so sorry to hear that, Odina."
- Firdavs: "Wow, that sounds like a nightmare. How did you manage?"
- Odina: "Yeah, it was so disappointing. I had to do everything again from scratch."
- Sardor: "That must have been really frustrating."
- Muxlisa: "Absolutely. I can't imagine having to start over like that."
- Firdavs: "Well, I'm glad you were able to get everything done despite the setback."
- Odina: "Yes, however, thankfully, I was able to finish everything before the deadline of my project."
- Sardor: "Wow, good job!"
- Muxlisa: "That's really impressive, Odina."
- Firdavs: "You handled that situation remarkably well, Odina."

- Odina: "Thanks! I'm blissfully grateful because it's over now."
- Sardor: "I think it must have been quite stressful."
- Muxlisa: "Absolutely, it's not easy to deal with such unexpected challenges."
- Firdavs: "Well, I'm sure you're looking forward to some well-deserved relaxation."
- Odina: "Surely. I am waiting for the weekend to relax."
- Sardor: "Of course, you deserve it after struggling through all that. Enjoy your weekend, Odina! Bye."
- Muxlisa: "Take care, Odina. You definitely earned some peace and quiet."
- Firdavs: "Absolutely, Odina. We'll catch up next week. Bye for now!"
- Odina: "Thank you, everyone. Bye, see you again."

Justification

I have chosen dialogue to develop my students' conversational skills. Levis and Grant (2003) mentioned that "an important goal of most speaking classes is to improve students' conversational abilities" (p.17). I believe that this activity can help my students not only enhance their conversational skill but also allow them to use some backchanneling clues in order to show their emotions to conversation. Because this activity can be a signal to catch listeners' attention to conversation or to show agreement or disagreement. Also, it shows the importance of understanding and acknowledging each other's experiences and providing emotional support in challenging situation. During the interaction, the participants expressed genuine empathy and concern for Odina's experience, using phrases like "I'm so sorry to hear that," "That's terrible," and "Wow, that sounds like a nightmare." These expressions effectively convey understanding and support, showing that the participants are attentive to Odina's feelings and care about her experience. In essence, this role play effectively demonstrates authentic and supportive communication between the participants, showing empathy, encouragement, and well-wishing. It effectively incorporates the conversational words and phrases, creating a cohesive and positive dialogue that showcases a supportive and caring interaction between colleagues.

Justification for chosen method

I have chosen conversation activity as a part of communicative language approach (CLT) which can be the most effective one. Sandra claimed that our teachers can welcome the opportunity to select or develop their own materials, providing learners with a range of communicative tasks and this approach can focus on learners and their process" (p.266). The communicative language approach focuses on promoting meaningful communication and interaction in language learning. The dialogue revolves around Odina expressing her experiences and emotions, while Sardor actively listens and responds with empathy. The exchange of information and emotional support promotes meaningful communication between the two characters. As well as the dialogue includes functional language used in everyday conversations, such as expressing feelings, sharing experiences, offering empathy, and giving well wishes. This allows learners to practice language that they can apply in real-life situations. It is clear that it involves a back-and-forth exchange between Odina, Sardor, Muxlisa and Firdavs where they listen, respond, and engage in a conversation. This interactive nature encourages learners to actively participate and develop their speaking and listening skills and emphasizes the flow of conversation, allowing learners to practice speaking naturally and fluently. The focus is on expressing ideas and feelings effectively rather than on grammatical accuracy. The dialogue encourages learners to express their thoughts and emotions, fostering their individuality and personal engagement with the language. Learners

can relate to the characters and their experiences, which enhances their motivation and involvement in the conversation. Overall, this dialogue aligns with the principles of the communicative language approach by promoting authentic communication, meaningful interaction, functional language use, and learner engagement. It provides learners with an opportunity to practice and develop their language skills in a realistic and engaging context.

Activity 3 – Cooperative Language Learning

Answer the question

Task outline

- Useful and informative text will be chosen in terms of students' interests
- Some key vocabularies and phrases in the text will be defined to provide students clear understanding of texts. If they do not understand, they will ask questions related to words. {L, S} {2min}
- Text will be given all students and students are required to read individually given text to comprehend
- Time will be set for 5 minutes to read text by students {T, C} {5min}
- Students are encouraged to ask their questions related to reading as well as teacher will give some questions or words to ensure that students can understand or not {S, L} {2 min}
- After reading, students will be divided into 6 small groups to discuss about text. {L} {30 sec.}
- Students are required to do discussion and retelling one paragraph with divided group members {T, S, L} {4 min}
- Mention students not repeat the paragraph which every member of group will retell {L}
- Group members will start retelling each other (students will speak turn by turn and each of them should speak, every student should retell at least for 3 minutes) {L, S} {10 min.}
- In the end, students are provided some questions which related to text to answering individually and they should write their notes for questions on their notebook {W, L}
- Texts and questions are analyzed with students and they are asked what they learnt and liked or disliked

Key words and phrases related text

1. **Improve** – make or become better
2. **Wear make-up / cosmetics** – having cosmetics on your face
3. **Kohl** – black powder, usually sulphide or lead, used as eye makeup especially in Eastern countries
4. **Belladonna** – plant deadly nightshade
5. **Wig** – a covering for the head made of real or artificial hair, typically worn by judges or people trying to conceal their baldness
6. **Throughout** – in every part of or with

Cosmetics have been used throughout history and the Romans all used various kinds of makeup. Some of these used to improve one's appearance. However, **cosmetics** were in some cases, things used for makeup were dangerous or even deadly! Skin care treatments including perfumes, lotions, and cosmetic masks were used in ancient Egypt by rich and poor

alike. Egyptians also developed some of the earliest sunscreens. They used oils and creams for protection against the sun and dry winds.

Egyptians, as well as other ancient cultures, used various powders on their skin for beauty as well. Egyptians used black **kohl** around their eyes. Romans put white **chalk** on their faces. And Indians painted red **henna** on their bodies. Most of the ancient cosmetics were harmless. However, in the name of beauty, some people applied dangerous chemicals and poisons to their skin. During the Italian **Renaissance**, women wore white powder made of **lead** on their faces. Of course, doctors today know lead is like a poison for our bodies. Also, around the time of the Renaissance, women in Italy put drops of **belladonna** in their eyes. These belladonna drops were made from a plant whose poison affects the **nerves** in the body. By putting belladonna drops in her eyes, a woman's **pupils** would become very large. People thought this made women more beautiful. Actually, this is where the plant's name comes from. In Italian, belladonna means "beautiful woman."

When Elizabeth I was queen in the late 1500s, some rather dangerous cosmetics were also being used by women in England. In particular, women were using special hair **dye** made with lead and sulphur. The dye was designed to give people red hair, the same color as the queen's hair, but over time, the dye made people's hair fall out. Finally, women using this dye ended up bald, like the queen, and had to wear **wigs**

Taken from the book "Reading challenge"

Questions

1. What were some of the cosmetics used by the ancient Egyptians and Romans?
2. How did the Egyptians protect their skin from the sun and dry winds?
3. What dangerous chemicals did women in Italy use during the Italian Renaissance?
4. What effect did belladonna drops have on a woman's appearance?
5. What dangerous cosmetics were used by women in England during Elizabeth I's reign?
6. Why did women using a particular hair dye in England end up bald?
7. What were some of the harmful effects of using lead-based cosmetics?
8. How did the use of cosmetics differ between rich and poor Egyptians?
can you give a clear outline for this activity?

Justification

I have chosen a reading question, namely "answering the question" because answering questions and retelling are both important activities in reading, and answering questions helps readers demonstrate their understanding of the text by recalling specific details, identifying main ideas, and making inferences. It ensures that readers have processed the information. Retelling, on the other hand, requires readers to synthesize and summarize the text in their own words, demonstrating a deeper level of comprehension and the ability to extract key information.

As well as both of them help improve memory and retention of information. By actively recalling and organizing the content of the text, my students can reinforce their understanding and store the information in their long-term memory. These activities promote the transfer of

knowledge from short-term memory to long-term memory, enhancing overall retention of the material.

It can strengthen my students' vocabulary, sentence structure, and communication skills. Retelling involves paraphrasing and summarizing the text, which helps develop their language proficiency, storytelling abilities, and the ability to convey information in a concise and coherent manner. By considering the text's main ideas, themes, and supporting details, my students engage in critical thinking and gain a deeper understanding of the material. They can identify patterns, draw connections, and evaluate the significance of the information presented as Lee claimed that associations which are generally based on knowledge, serve to analyze details in texts or contexts (pp.790). Therefore, this language learning activity is more appropriate for my students in term of their level and age. It would be better to provide critical questions in order to improve comprehension skill and also boost their vocabulary which are seen in the common texts.

Justification for chosen method

I have chosen Cooperative Language Learning (CLL) because it is an instructional method and it focuses on collaboration of activities to enhance learners' language learning. As well as it emphasizes learner interaction, communication and working together. They have the opportunity to use language in a purposeful way to understand and respond to the questions. This approach promotes an active and inclusive classroom environment that enhances language acquisition and motivates students to become more proficient language users.

4 Activity- Writing task- Sheltered instructions

Creative Story Starters

Outline:

- ❖ In this writing activity, students should work in pairs.
- ❖ - Students will be provided a picture and the first sentence of a story. They should continue the rest of the story, but they are asked not to start writing yet. {L}
- ❖ - Before students begin writing their stories, they will be provided with background information and a similar story. This story could include details about the setting, characters, or any specific elements that are crucial to understanding the story. Students are asked to read this given story to get some ideas. They will read one another's texts. {L, S, W} (5 minutes)
- ❖ - Students are asked to analyze and discuss the time, place, and significant details of the sample story. They should focus on sensory details, such as sights, sounds, smells, and textures, to bring the setting to life. {S, V} (4 minutes)
- ❖ - The first sentence is given to the students by the teacher. This sentence or prompt serves as the initial idea or inspiration for the creative story. {L, V, F} (2 minutes)
- ❖ - The teacher will set the timer. {T} (10 minutes)
- ❖ - Students are asked to start writing their stories with their pairs. The teacher should ensure that every student participates and gives their own opinions about the story. {S, W, L, F}
- ❖ - After completing their stories, students are asked to retell their stories in class. {S, L, F} (10 minutes)

Task



Example

Once upon a time, in a small town, a little girl named Lily went missing. The entire community searched tirelessly, fearing the worst. Days turned into weeks, and hope began to fade. However, one sunny afternoon, a kind-hearted neighbor discovered Lily hiding in an old abandoned shed. Tears of joy flowed as the town rejoiced. Lily was safe and sound, her disappearance a mystery. The community celebrated their reunion, grateful for the miracle that brought the lost girl back home.

Justification

I have chosen to make my students write a creative story based on a story starter to develop my students' writing skills with imaginative and creative skills. Because during my teaching process, my students always struggle with gathering ideas or using their imagination as Maamuujav mentioned that "developing proficiency and ideas in writing is a cognitively demanding process that it requires the domain knowledge" (p.1). Therefore, I have decided to give more excitement and fulfilling experience. Also, I believe that this task can help my students not only ignite their imagination or prompts for story but also allow them to explore different characters freely. Students have an opportunity to develop multidimensional characters with unique personalities or show surprises during the story. Writing story is a creative process, so, my students can express their ideas and storytelling skills.

Justification for method

The Sheltered Instruction Method (SIM) is an instructional approach designed to support English language learners and students with diverse learning needs and creative story starters inherently

encourage students' imagination and expression. The SIM provides some techniques, such as visual aids, graphic organizers, and vocabulary supports, to help students comprehend and express their ideas effectively. As well as, it emphasizes connecting new information to students' prior knowledge and experiences. In the context of creative story starters, teachers can incorporate culturally relevant prompts, characters, or settings that resonate with students' backgrounds, making the writing task more meaningful and engaging and also, it encourages collaborative learning experiences, allowing students to work together and provide mutual support. In the context of creative story starters, cooperative activities like peer feedback, group brainstorming, or story sharing can enhance students' writing skills and build a sense of community. By applying the Sheltered Instruction Method to creative story starters, teachers can create supportive learning environment.

References

1. * Brooks, N. (1960). *Language and language learning: Theory and practice*. Harcourt, Brace & World.
2. * Lee, J. F. (2000). Tasks and communicating in language classrooms. *Foreign Language Annals, 33*(6), 790–797. <https://doi.org/10.1111/j.1944-9720.2000.tb00927.x>
3. * Levis, J. M., & Grant, L. (2003). Integrating pronunciation into ESL/EFL classrooms. *TESOL Journal, 12*(2), 13–19. <https://doi.org/10.1002/j.1949-3533.2003.tb00125.x>
4. * Maamujav, U. (2020). Teaching writing in middle school: Examining the relationship between writing knowledge and writing performance. *Reading & Writing Quarterly, 36*(6), 1–18. <https://doi.org/10.1080/10573569.2020.1760295>
5. * Richards, J. C. (2003). *Teaching listening and speaking: From theory to practice*. Cambridge University Press.
6. * Sandra, J. (2001). The Communicative Approach to language teaching. In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language* (3rd ed., pp. 265–278). Heinle & Heinle.
7. * Sarah, C. (2003). The Audio-lingual Method: Historical and theoretical background. *Language Teaching Review, 22*(1), 1–10.