



## Integrated skills: basic analyses of writing skill.

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**Abstract** - When we talk, share something or communicate, we often use more than some single language skills: orally, written form or listening. On the telephone, for instance, we listen and speak-maybe we also write down a message and read over what we have written. obviously, in this case we need to analyses some significant drawbacks of organizational skill-integrated skills.

In this article, we explore exactly the integrated method as the most important factor in language learning. Teachers spend a lot of time in class working on reading, writing, listening and speaking with their students. These skills are essential for effective communication and are the areas tested in many well-known English language examinations. In this article, we analyse that all types of organizational skills are important, and that writing skills are more important formally than the all types of communication.

**Keywords:** language skills, integrating skills, Receptive Skills (listening and reading) or Productive Skills (speaking and writing), teaching approach.

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### INTRODUCTION

Today, there are amount of significant and effective methods, techniques, and learning activities to improve the quality of education of young people by well -known scholars and linguists. It is a great opportunity for a teacher and a great experience for a student. We may work on a number of these skills within a single lesson, however, we often teach students to do them in isolation. If we want our learners to become successful communicators, we need to make the situations as authentic as possible inside the classroom.

The integrated-skill approach, as contrasted with the purely segregated approach, exposes English language learners to authentic language and challenges them to interact naturally in the language. Learners rapidly gain a true picture of the richness and complexity of the English language as employed for communication. Moreover, this approach stresses that English is not just an object of academic interest nor merely a key to passing an examination; instead, English becomes a real means of interaction and sharing among people. This approach allows teachers to track students' progress in multiple skills at the same time. Integrating the language skills also promotes the learning of real content, not just the dissection of language forms. Finally, the integrated-skill approach, whether found in content-based or task-based language instruction or some hybrid form, can be highly motivating to students of all ages and backgrounds. It also allows you to vary your activities in class, creating a more engaging and motivating experience for students. This is when we ask the students to use a combination (or all four) of these skills within a single activity (or series of activities) to create a situation which is much more similar to one they might come across in the real world.

**Main part.** The four skills can be referred to as Receptive Skills (listening and reading) or Productive Skills (speaking and writing). In a practical sense, one of the most important of these strands

consists of four basic skills (listening, reading, speaking and writing) and related skills (vocabulary, spelling, pronunciation, syntax, meaning and usage). It is an innovating approach that consists of the linking of the language skills for the purpose of real communication. This instructional approach favours integrated skills, that is, the skills are interlocked, exactly as they are in everyday life. This is so as it is understood that practice with any given skill reinforces other skills. Often one skill will reinforce another. Written and spoken language bear relationship to each other. Most of natural performance involves not only the integration of one or more skills, but connections between language. This involves constructing a series of activities that use a variety of skills. In each of the activities, there is realistic, communicative use of language. For example, look at this sequence of activities:

Reading activity: Students look at a poster giving information about an English Club.

Oral activity: Students make up a dialogue between the club secretary and a person who wants to join the club.

Writing activity: Students complete a membership application form for the English Club based on their partner's information. Notice how one activity is closely linked thematically to the next. The information that the students get from the reading is useful in the oral activity, while the writing activity is based on information from the oral activity.

In order to integrate the language skills in ESL/EFL instruction, teachers should consider taking these steps: (A.MOI-1994).

1. Learn how to adapt the organizational skills at the lesson.
2. Make proper plan and summary.
3. Learn more about the various ways to integrate language skills in the classroom (e.g., content-based, task-based, or a combination).
4. Reflect on their current approach and evaluate the extent to which the skills are integrated.
5. Choose instructional materials, textbooks, and technologies that promote the integration of listening, reading, speaking, and writing, as well as the associated skills of syntax, vocabulary, and so on.
6. Even if a given course is labelled according to just one skill, remember that it is possible to integrate the other language skills through appropriate tasks.
7. Teach language learning strategies and emphasize that a given strategy can often enhance performance in multiple skills.

Integrating skills is essential for communicative competence that is the main aim of learning foreign language, for logical structuring of sentences to express ideas and desires both in oral and written form. As we all know, there are two types of language skills: receptive (listening and reading) and productive (speaking and writing). While the development of listening and speaking is simple and quick, the development of reading and writing skills requires persistent and continual study

Let's look at some of the clear and important aspects of writing skills. The writing is a complex skill, student may lose time focusing on some idea, using many phrases in a proper manner, making the correct use of advanced grammatical structures and highlighting the content of the information will have to use. In this case, the teacher can achieve the goal by giving it a mostly easier instruction. we must teach them step by step following the ability to write easily, depending on the class, age, and language which they are

learning. We can take successful module of writing which was formed by San Jose State University (A.MOI-1994).

- Explain the differences and similarities between academic writing and journalistic writing.
- Understand the structure of a paragraph and context.
- Write an effective writing topic sentence.
- Develop adequate support for topic
- Understand and develop unity in writing
- Understand the basic form
- Use commas in compound sentences and etc.

Writing is more difficult skill than reading because students have to balance between the content, organization, vocabulary and spelling, etc. Writing is particularly difficult for learners, because writing is one of the productive skills that demonstrates all acquired skills and experience in foreign language learning. And it so happened that teachers pay most attention to grammar and other practical aspects than on the content and students learn grammar rules not developing ability to express and organize ideas in the written form. This paper focuses on the importance of learning reading in integration with writing for the enhancement of learning process and improvement of all language skills.

The success of language learning is defined only by the students' level of productive skills, and not only academic performance, but also other activities are evaluated through speaking and writing. Writing is one of basic skills that the learner must have to fully complete his/her communicative competence. Therefore, in the case of writing, learner should be more skilled to make communication process most productive. When speaking about such activity as writing, it is worthwhile to name the general keys of this activity. Key concepts of writing include content (information and ideas the learner wants to convey to the readers), style (scientific, general, official or academic), genre (poetry, short story, novel, etc.), vocabulary aspects (it is essential to possess rich enough vocabulary), grammar correctness (formal aspects of language), spelling and other. Let us consider the differences between spoken and written language, paying attention to the following characteristics of language and the benefits of writing: stability, compactness, organization, speed of presenting, total volume and importance. One of the main advantages of writing over speaking is stability. In writing presentation of composition is more fixed and stable, so the reader can read it at any convenient time and pace; whereas oral presentation is in real time, so the listener has to follow the speed of the speaker, and the speaker can interfere at any moment of presentation. The written text is more detailed, while speaking one covers only the main points of theme without any specification. Another advantage is that the written presentation is more carefully formed and organized, grammatically correct, because the writer has the ability and time to edit and improve a written text, while an oral presentation is often improvised. Also preparing for writing composition students have the ability to think over the style of a composition and work it properly, while in an oral presentation it is rather difficult and almost impossible. (O. L. Pysarchyk, N. V. Yamshynska).

**Summary.** Integrating writing. Integrating skills in EFL learning improves and enhances all basic skills and sub-skills in common. Most students forget about the importance of writing, because it allows better understanding and assimilation of knowledge. It is worth to note that integrating skills contributes to the mastery of foreign language during the whole study, develops an ability to express ideas freely. One

of the activities for integrating skills we tried with our students, and here is to describe this experience using peer composition and review. Peer composition that is a kind of activity that involves student's assistance while writing and giving feedback to improve composition. At the first stage the teacher defines the evaluation criteria of writing and gives assignment instructions, then divides students into pairs. Students start writing their compositions with making outline of their written work. During this process students in pairs review compositions of their partners, making notes, providing corrections and giving new ideas. Students help each other correct mistakes, improve organization of ideas and restructure sentences. After students finish their writing work they proofread and make final corrections. The final step is to reread the completed work and grade it according to the teacher-developed evaluation criteria. Then the teacher asks one of the students to volunteer and read his/her written work in front of the class. The role of the teacher in this process is to give instructions and guidelines, observe students' cooperation and check students' grades. Using peer composition as we can see, focuses mostly on writing but also activates reading while students read their partners' works and speaking while discussion of the writing process; and listening. This activity also increases students' motivation to study a foreign language; includes alternative assessment, when it is done by students themselves; involves pair work that develops social skills and involves content-based study.

### **Further Reading:**

I will end this short piece with an annotated reading list. My hope is that it will help interested colleagues find the resources they need to start doing classroom research

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