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**Thesis:**

**“INTEGRATION OF THE FOUR SKILLS OF THE ENGLISH  
LANGUAGE AND ITS INFLUENCE ON THE PERFORMANCE – A  
STUDY CONDUCTED WITH HIGH SCHOOL STUDENTS”**

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Teza:

**“INTEGRIMI I KATËR AFTËSIVE TË GJUHËS ANGLEZE DHE NDIKIMI I TIJ  
NË PERFORMANCË - STUDIMI I KRYER ME STUDENTËT E SHKOLLËS SË  
MESME”**

Теза:

**“ИНТЕГРАЦИЈА НА ЧЕТИРИТЕ СПОСОБНОСТИ НА АНГЛИСКИОТ  
ЈАЗИК И НИВНОТО ВЛИЈАНИЕ ВО ИЗВЕДБА – СТУДИЈАТА  
ИЗВРШЕНО ВРЗ УЧЕНИЦИ ОД СРЕДНО ОБРАЗОВАНИЕ”**

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## **Abstract**

The goal in this research is to identify the use of four skills in English language classes in lesson in which students are taught to develop their communicative ability not only for academic purpose but for real communication. This research will be done with High School Students to see how integrated approach affects the development of student's performance during their instructions. All learners face on with different problems in learning foreign language.

Learning a new language is not the same as the mother tongue language, they differ widely from each aspect, the way how the language is spoken and written also the grammar rules, the meaning of the words etc. The teacher should pay attention on both receptive and productive skills to make learning more efficient, to affect the skills ability and the influence on student's performance. This research includes qualitative method using interviews, questionnaire and observation in the classroom. Students will be asked separately one by one about their development of skills ability and their performance.

The results of the study show that four language skills are very important and influence in learners' knowledge to acquire the target language appropriately. Using the language skills in the classroom help teachers to use different strategies and teach their learners in the best way.

**Key Words:** four language skills, students, teachers

## Parathënie

Qëllimi në këtë hulumtim është identifikimi i përdorimit të katër aftësive në klasat e gjuhës angleze-në një mësim në të cilin nxënësit mësohen të zhvillojnë aftësinë e tyre komunikuese jo vetëm për qëllime akademike, por për komunikim të vërtetë. Ky hulumtim do të bëhet me nxënësit e shkollave të mesme për të parë se si qasja e integruar ndikon në zhvillimin e performancës së nxënësve gjatë udhëzimeve të tyre. Të gjithë nxënësit përballen me probleme të ndryshme në mësimin e gjuhës së huaj.

Mësimi i një gjuhe të re nuk është i njëjtë me gjuhën amtare, ato dallojnë shumë nga secili aspekt, mënyra se si flitet dhe shkruhet gjuha edhe rregullat e gramatikës, kuptimi i fjalëve etj. Mësimdhënësi duhet t'i kushtojë vëmendje të dyve aftësive pranuese dhe shkathtësi produktive për ta bërë të mësuarit më efikas, për të ndikuar në aftësinë dhe ndikimin në performancën e studentit. Ky hulumtim përfshin metodën cilësore duke përdorur intervista, pyetësor dhe vrojtme në klasë. Studentët do të pyeten veçmas një nga një për zhvillimin e aftësive të tyre dhe performancën e tyre.

**Fjalët kyqe:** aftësitë gjuhësore, nxënësit, mësuesit

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## Chapter I: Introduction

Language is a tool which helps people in the process of communication, interaction in between, sending and receiving the thoughts, expressing their ideas, and giving their opinions. Four language skills have to do with listening and reading comprehension with oral and written expression. Learning a new language and communicating would be completed with the four skills. While people communicate they use the four skills of the language listening, speaking, reading and writing. Integration of the four skills is an opportunity for students to engage them in learning the foreign language, in an environment that learning will be more real than academic. Integration of the four skills will be more motivating, flexible, interesting in the classroom, when the teacher will be using and mixing the four skills of language by using certain activities and different materials.

Students always face with many difficulties in learning e foreign language. Students learn foreign language not only for academic purpose they also learn for real communicative competence. Students are obliged to attend lessons in the classroom where there learning will be more effective and successful. Students should be involved in the process of learning, they must feel comfortable in the area they learn, they should participate in learning the lessons, they should be allowed to express their ideas and opinions about what is been taught, they must feel free and open minded to speak in the classroom. Moreover student's performance in the classroom is dependent on teacher's knowledge.

Teachers should be careful on teaching the integration of the four skills of EFL. They can use different strategies and methods to promote the integration of four skills listening, speaking, reading and writing. They choose different materials, textbooks, technologies to make learning more efficient. Teachers should give important instructions for what they will be learning and what is been taught in the classroom. Teacher should help students to gain new knowledge though receptive and productive methods. They should create an environment where students

will be given a chance to discuss in groups or given a task to work independently to improve the four skills of English Language.

### **1.1 The definition of language skills**

Language skills are very significant in the teaching process especially for learners because there are different learners in the classroom and there are different needs of language learners during the lesson. As language skills play an important role, there are a lot of definitions of language skills that many authors have described them in different ways.

According to Howatt and Dakin (1974), listening is the ability to identify and understand what others are saying. "This process involves understanding a speaker's accent or pronunciation, the speaker's grammar and vocabulary, and comprehension of meaning. An able listener is capable of doing these four things simultaneously" (as cited in Mohammad, 2012, p. 206). People spend more than 45 percent of their communication time listening, according to an article by Dick Lee and Delmar Hatesohl published through the University of Missouri Extension (1993 as cited in Mohammad, 2012, p.206).

Most of the time people use listening to understand the meaning of what the other people is saying. Listening is a skill that allows people to hear the word of that language how it is spoken and how it is pronounced. Through listening people can improve the process of learning foreign language by listening different materials online, listening music, listening certain audio etc.

Research by L. Miller (2003) "supports that more than forty percent of our daily communication is spent on listening, thirty-five percent on speaking, about sixteen percent on reading, and only nine percent on writing. Yet listening remains one of the least understood processes in language learning in spite of its crucial role in communication and language acquisition" (as cited in Galina, 2011, p.1).

Speaking skills play an effective role of speech. People start speaking the mother language from the birth but what about the second language whether some of them learn language from childhood and some of them when they became adults. Speaking occurs due to the interactive

process between people, they speak to express ideas, sharing information, discussing about specific topics etc.

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998, p. 13 as cited in Munther, 2016, p.2 ). "Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information" (Brown,1994; Burns & Joyce, 1997 as cited in Munther, 2016, p.2 ). Reading is the third skills which help students to develop the vocabulary of second language. Students by reading understand the word order, construction of sentence and the structure of text. Students read articles, books, blogs and news to facilitate the second language.

Students read the text to understand the written word, then understanding the content of the text and the construction of the text. Students read to enhance the level of proficiency in which the language knowledge is acquired. "Read to understand the general meaning of the text and putting that understanding on use. Students read a text to learn and to find out information. There are effective strategies that affect students reading questions and self-monitoring" (Cathy, 2002, p. 3).

Writing is the four skills of English language which students can express their ideas, feelings, opinions in the written form. Students see the writing skills difficult because they should have wide vocabulary and they have to be familiar with the form of writing structure. Nunan (2003, p. 88) "states that writing is the mental of inventing ideas, thinking how about to express them, and organizing them into statements and paragraphs that will be clear to a reader" (as cited in Hudriatul, 2015, p. 8).

## **1.2 Developing language skills in the classroom**

Language skills play an important role in the target language and in the classroom too. Using the language skills during the lesson helps learners to acquire the language properly and to

communicate in better ways with each other. According to Cabrera and Bazo (2002), there are some of the reasons why language skills are very useful such as:

- Listening is a receptive language skill which learners usually find the most difficult. This often is because they feel under unnecessary pressure to understand every word.
- The listener is also required to be attentive.
- Anticipation is a skill to be nurtured in Listening.
- In everyday life, the situation, the speaker, and visual clues all help us to decode oral messages.
- Language is a tool for communication.
- We communicate with others, to express our ideas, and to know other's ideas as well.
- Reading is a learning skill.
- It helps you to improve all parts of the English language- vocabulary, spelling, grammar, and writing.
- It helps to develop language intuition in the corrected form.
- Using skimming or scanning technique to read quickly is highly effective.
- Writing provides a learner with physical evidence of his achievements and he can measure his improvements.
- It helps to consolidate their grasp of vocabulary and structure, and complements the other language skills.
- It helps to understand the text and write compositions.
- It can foster the learner's ability to summarize and to use the language freely.
- Importance should be given to composition and creative writing.
- One also should focus on coherence and cohesiveness when it comes to writing a language.

### **1.3 Language skills as receptive and productive**

Language skills are very useful for language learners and they have an influence in learners' knowledge. These skills are also known as receptive and productive skills; reading and listening skills are described as receptive skills that learners should have abilities to understand the target language. "When we talk about the teaching of receptive skills, we have to point out that there is a basic methodology for teaching both listening and reading" (Harmer, 270) (as cited in Ivancic, 2014, p.2). According to Harmer productive skills are writing and speaking skills that are also important in the language process. The basic steps for teaching productive skills are proposed by Harmer are; Leading-in (which means introducing students to the topic of the text, activating their background knowledge, and asking them to predict what the text is going to be about), Setting the task (at this point students are already familiar with the topic of, the teacher explains exactly what they need to do and demonstrates an activity if necessary, e.g. a role-play); Monitoring the task (the teacher is actively involved, walking around the class, helping or directing the assignment); Directing feedback (the teacher responds to the outcome of the task, helps students realize what they did right and what they need to improve); Repeating the process (the meaning of repetition is to ensure the student's learning progress, the same or similar exercise may follow the previous one).

#### **1.3.1 Language skills activities used in the classroom**

As language skills are very important in the language process, the activities that teachers use in the lesson play an important role in learner's knowledge. According to Bilsborough (2017), the main activities that teachers use in the classroom are: : add-ons as a quick way to include practice, After a speaking activity exercises, After a writing activity exercises, After a reading activity exercises, After a listening activity exercises, images, memory games, draw a story, etc.

### **1.3.2 Important ways to improve language skills**

Language skills are very useful when acquiring a foreign language and teachers should know what kind of strategies or techniques to use in their classrooms in order to teach their learners correctly. According to Milne (2018), there are some ways that help learners to improve the language skills such as: Listening to music- old or modern; the type you prefer, but pay attention to the lyrics; To movies, TV shows, news, entertainments, the radio- try the classics. Attend plays, exhibitions, talks, etc. in English organized by English speaking schools or communities; Speaking: join voiced chats- technology has advanced a lot in terms of social networks so, wherever you live, you'll find a chat-room to join.

### **1.3.3 Types of teachers strategies for language skills**

Language skills are very important and useful for language learners but teachers should use the appropriate strategies in the classroom. Thorne & Thomas (2018), suggest several strategies that improve language skills. Some of them include: Take the mystery away; Simplify directions: students with receptive language challenges may need directions broken down into their simplest form. Give written copies of directions and examples. Provide frequent breaks: students who have receptive challenges may use up a lot of energy listening, and, therefore, tire easily; Give additional time: students with receptive and expressive language challenges are likely to have a slower processing speed and should be allowed additional time for written work and tests; Sit close: a student may want to sit close to the teacher so he can watch the facial expression of the teacher when s/he is talking, etc.

Based on the strategies, we can notice that teachers should be very careful during the lesson because they do not know the student's need and their language level. For this reason, they have to use the appropriate strategies in order to teach their learners correctly and help them acquire the foreign language in the best way.

#### **1.4 Research aim and objectives**

The main purpose of the study is to discover the language skills usage in the second language classroom especially teacher's opinion about the strategies that they use to improve language skills. It is important to notice the language skills influence in learner's knowledge of English, if teacher's strategies improve their language level and prepares learners to perform their knowledge correctly in the foreign language at schools. It is necessary to see whether the teachers focus on using language skills during their lesson to accommodate learner's needs or they avoid the skills and concentrate in other parts of the language. It is also important to notice the teaching strategies in the classroom, role, function and usage in the language learning, how teachers use the language skills, how do they mix the skills and teachers help learners to learn the language correctly and the language improvement through language skills used in the lesson.

#### **1.5 Conclusion**

In conclusion we can say that language skills play an important role in learning the foreign language. They help learners to develop the language, to improve language techniques that are useful for teachers and for learners too. Furthermore, teachers have many opportunities and many strategies to choose in order to teach their learners appropriately. Then there are many definitions about the language skills, some of the authors describing as receptive and productive skills while other state that language skills are very useful for learners because allow learners to perform their knowledge correctly. Using the language skills in the classroom is very important because teachers notice that language skills cannot be divided from other parts of the language. We can notice that language skills have important role in the classroom, in every lesson they use different strategies; they learn the language appropriately.

## Chapter II: Literature review

In this chapter, the literature review presents goals to be elaborated in terms of integration of the four skills of the English language and its influence on the performance. At the same time, it proves generally the importance of language skills in the classroom and the influence on learner's performance. Additionally, it analyzes and conducts ways on how the integration of language skills are incorporated to communicative competence.

- I. The first section elaborates the four language skills principles in the classroom. These principles analyze how the second language is been taught.
- II. The second section promotes the characteristics of language skills listening, speaking, reading and writing.
- III. The third section reviews the advantage of language skills in the classroom.
- IV. The fourth section elaborates the integration of language skills in the lesson.

### 2.1 Four language skills principles in the classroom

As language skills are very important in the language, there are some of the principles that vary from each other and have different role in the language. There are some suggestions for teaching principles in the classroom the ones taken from:

<http://neoenglishsystem.blogspot.com/2010/05/general-principles-of-language-teaching.html>.

• Principle 1. Give Priority to Sounds:
• Principle 2. Present Language in Basic Sentence Patterns.
• Principle 3. Language Patterns as Habits. Real language ability is at the habit level. It does not just mean knowing about the language.
• Principle 4. Imitation. Imitation is an important principle of language learning. No learner



by himself ever invented language.
<ul style="list-style-type: none"> <li>• Principle 5. Controlled Vocabulary. Vocabulary should be kept under control. Vocabulary should be taught and practiced only in the context of real situations.</li> </ul>
<ul style="list-style-type: none"> <li>• Principle 6. Graded Patterns: “To teach a language is to impart a new system of complex habits, and habits are acquired slowly.”</li> </ul>
<ul style="list-style-type: none"> <li>• Principle 7. Selection and Gradation: Selection of the language material to be taught is the first requisite of good teaching.</li> </ul>
<b>1</b> Principle 8. The Oral Way. Experts believe that the oral way is the surest way to language learning.
<ul style="list-style-type: none"> <li>• Principle 9. Priorities of Language Skills: Listening (with understanding), speaking, reading and writing are the four fundamental skills. Listening and speaking are primary skills, while reading and writing are secondary skills.</li> </ul>
<ul style="list-style-type: none"> <li>• Principle 10. Multiple Line of Approach:</li> </ul>
<ul style="list-style-type: none"> <li>• Principle 11. Language Habit through Language Using: A language is best learnt through use in different contexts and situations.</li> </ul>
<ul style="list-style-type: none"> <li>• Principle 12 Spiral Approach. The “spiral” approach to language learning should be followed.</li> </ul>
<ul style="list-style-type: none"> <li>• Principle 13. Use Mother-tongue Sparingly. The mother-tongue should be sparingly and judiciously used during teaching English.</li> </ul>

Table 1: *General Principles of Language Teaching* (2010)

Based on this table, language skills play a significant role in teaching English.

## 2. 1.2 Characteristics of language skills

Language skills are very important in language learning and students master them differently due to their motivation, ability, knowledge, educational background. Listening is a passive skills but it is considered to be a difficult one to be mastered. According to Fagan (2019), the characteristics of listening are “The effective listener can also signal his or her affective engagement in the conversation by making it the sole focus of attention, and by receiving communications with acceptance and empathy”. (para. 1).

When it comes to speaking, is regarded as an active skill and some of the main characteristics according to Peter (2015) include: Confidence, passion, practice, speaking in a natural voice, authenticity and connecting with the audience. Reading on the other hand, is also important. Mikoapolsky (2019) suggest several characteristics such as:

“Good readers learn to automatically read letter combinations at the ends of words differently than the same letter combinations that form a word. They learn how to pronounce the -sque letter combination ask as in Basque, masquerade, mosque, grotesque, and bisque. Good readers learn how to scan without being systematically taught how to scan. Good readers can use a dictionary and without being systematically taught have learned to correctly pronounce any word by using the dictionary diacritics. Good readers can read dialects in print. For example, the following are definitions from Good readers know the conventions cartoonists use to indicate thinking, motion, speed, dreaming, as well as talking. Good readers catch satire and puns. Good readers enjoy reading. Good readers know how to find things in catalogs and can use telephone directories and anything with an index” (Mikoapolsky, 2019, p.11).

Additionally, writing plays an important role in the language process and each student has to be very creative in order to express their ideas correctly in writing skill. Melissa (2017) suggests that good writing should have clarity and focus, organization, ideas and themes, voice, Language (word choice), grammar and style, Credibility or believability and Thought-provoking or emotionally inspiring.

### **2.3 The advantages of language skills in the classroom**

While language skills have their own principles, there are also some of the advantages of four language skills in the lesson. Using the language skills during the teaching process, learners can have more advantages and they can express their knowledge freely.

According to Karen (2019) these are the advantages of listening in the classroom; Improved Communication Skills, More Time on Task, Increased Academic Understanding, Enhanced Interpersonal Connections and Sharpened Listening Skills.

Language classrooms are the perfect environment for teachers to encourage talking in class. Keeping lectures to a minimum and challenging students to speak up and use the language they are learning are keys for a successful English instructor. It's not because English teachers don't have a lot to say. Quite the contrary, what is more important, though, are the advantages that students in communicative and student centered classrooms have over those in more traditional, and quieter, classrooms. When you get your students talking more than you do in class, here are some things you both can expect (Susan, 2018).

According to Susan (2018) these are the advantages of speaking in the classroom; Students Put Their Language Knowledge to Practical Use, Students Get Creative with Language, Students Help Each Other Over Language Barriers, Students Pay More Attention, Everyone Participates.

Reading is great fun for many people, but it also has many benefits for your mental health in the form of thinking and understanding. By concentrating on the words and the storyline, it stimulates your brain and cognitive functions. This particular stimulation can help sharpen your mind, especially the part of the brain that is responsible for concentration and critical analysis. It sharpens this part of the brain much like you would sharpen a knife. This sharpening of the mind will eventually heighten your focus when concentrating on something important (Self Development Secrets, 2019).

We write because we are reacting to someone or something. While writing can feel like an isolating, individual act—just you and the computer or pad of paper—it is really a social act, a way in which we respond to the people and world around us. Writing happens in specific, often prescribed contexts. We are not just writing—we are always writing to an audience(s) for some

particular purpose. When we write, we do so because we want, need, or have been required to create a fixed space for someone to receive and react to our ideas. Understanding this social or rhetorical context—who our readers may be, why they want to read our ideas, when and where they will be reading, how they might view us as writers—governs some of the choices we make. The writing context requires writers to have a sense of the reader’s expectations and an awareness of conventions for a particular piece of writing. The context of the piece further determines the appropriate tone, level of vocabulary, kind and placement of evidence, genre, and sometimes even punctuation (UNC College of Arts and Sciences, 2019).

#### **2.4 The integration of skills in the lesson**

As language skills vary from each other and they have different function in the language process, there is a need of integration of four language skills in the classroom.

According to Hinkel (2006), communication will be meaningful if it happens in integrated language skills, not through an isolated one. That is, communication does not run well if people use only one language skill at a time. Language skills should therefore also be integrated in the language teaching process and in real life. In order to provide more focused and significant learning situations, teachers must integrate the four language skills while teaching and practising the language (Kebede, Desta, Seyoum and Getachew, 2019).

There are several benefits of using an integrated-skills approach in language teaching. First, integrating language skills provides more purposeful and meaningful learning at all levels. Besides, it contributes to coherent teaching and to better communication. It also brings variety into the classroom. Teachers enrich classroom instructions by integrating language skills cooperatively (Murphy, 1991 as cited in Selma and Selen, 2010, p.10).

The integrating of skills in the language classroom can be defined quite simply as a series of activities or tasks which use any combination of four skills – Listening, Speaking, Reading and Writing – in a continuous and related sequence. Listening and note-making, Dictation, Drama and Information gap activities are those that integrate all the skills. Story boards, Story theatre, Puppet theatre, Discussion web, Book talk, Interviews, Writing to a character are some of the

activities which could be organised in the classroom. These activities can be rotated among groups. This ensures that all the students get a chance to participate in each one, but that they are doing different things at different times (as cited in V. Malar, 2016, p. 5).

Teachers are often faced with the task of teaching diverse groups of students with different levels of skills and various cultural, socioeconomic and linguistic backgrounds. This diversity puts extra demands on the language competencies of teachers (den Brok, van Eerde, & Hajer, 2010). Teachers need to modulate their use of language to accommodate the diverse levels of language proficiency their students bring to the classroom (Faltis et al., 2010; as cited in *SPEAKING FOR EXCELLENCE: LANGUAGE COMPETENCIES FOR EFFECTIVE TEACHING PRACTICE*, 2013, p.16).

## **2.5 Previous studies and research**

When learning a target language, learners and teachers have to be aware of the fact that a lot of strategies and language skills are present in the lesson and are very challenging to choose which of language skills are more appropriate for learners. As teaching is a difficult process and teachers have problems during the lesson because of techniques and skills used in the classroom. Richards and Schmidt (2002: 262) refer to the teaching of integrated skills as the integrated approach, which they define as “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” (as cited in Youssef, 2016, p. 2).

Jing (2006) states that integrating skills is very demanding of teachers seeing that it necessitates much time and effort on the part of the teacher since, for instance, s/he has to bear in mind the various needs and abilities of the learners retaining their attention, arousing their motivation, and increasing their participation (as cited in Youssef, 2016, p. 3).

There are several benefits of using an integrated-skills approach in language teaching. First, integrating language skills provides more purposeful and meaningful learning at all levels. Besides, it contributes to coherent teaching and to better communication. It also brings variety

into the classroom. Teachers enrich classroom instructions by integrating language skills cooperatively (Murphy, 1991 as cited in Selen, 2010, p. 10).

In order to integrate the language skills in EFL instruction, teachers should consider taking these steps:

- Learn more about the various ways to integrate language skills in the classroom (e.g., content-based, task-based, or a combination).
- Reflect on their current approach and evaluate the extent to which the skills are integrated.
- 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 syntax.
- 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.
- Teach language learning strategies and emphasize that a given strategy can often enhance performance in multiple skills (ELT NEWS, 2017).

Based on these citations, we can notice that language skills have played an important role before and still are very useful in the lesson. Language skills are like steps that learners should follow and teachers use in the classroom together with different activities in order to teach the language to learners in the best way. Although is challenging for teachers to choose which language skills to use in the lesson they decide about the skills based on learner's needs and language level. Using the language skills in the teaching process, learners will improve the language very fast; they will be able to handle with difficult situation in the classroom and perform their knowledge appropriately through language skills. Using the language in the lesson has many benefits because helps learners to learn a lot of new things about the language, helps them to improve their language level and develop their critical thinking.

## Chapter III: Research Methodology

### 3.1. Research aim

The aim of this research is to clarify the language skills usage by the teachers in the classroom and their influence in learner's performance. At this stage in the research, the effects will be generally defined as a field in which we lack knowledge in.

This research aims to:

- Emphasize the role of language skills in EFL classrooms;
- Discover the influence of language skills in the classrooms;
- Increase the teacher's opinions about the importance of language skills

### 3.2. Research questions

This research will aim to give answers to the following questions:

Q1: Is skills integration a good way to engage learners more in learning?

Q2: Will skills integration be helpful for students to develop the vocabulary of English language?

Q3: Will skills integration be more motivated and useful in the classroom?

### 3.3. Research Hypothesis

H1: Integration of the four skills is an opportunity for students to engage them in learning the foreign language, in an environment that learning will be more real than academic.

H2: Integration of the four skills will help students to develop the vocabulary of 2<sup>nd</sup> language and the process of speaking a new language.

H3: Integration of the four skills will be more motivating, flexible, interesting in the classroom, the teacher will be using listening, reading, writing and speaking activities.

### **3.4. Methods**

This research will include the qualitative and quantitative research methods. The research is conducted through observations, questionnaires and interviews. The research compares the teachers' language skills usage in EFL classrooms. During the period of the research the teacher will have the opportunity to gather data about teachers' language learning experience. After identifying the differences, the teacher will analyze the performance of the learners in the classrooms.

### **3.5. Sample**

The learners with whom the research was conducted are non-native speakers of English who learn English as a target language. The participants in this research are sixteen-year old high school learners who attend the 2<sup>nd</sup> year in this high school. The language students' differences are more underlined with the age of learners because from the 2<sup>nd</sup> year of high school learners from different schools and places are placed in the same classroom. The total number of students is 30, with 15 females and 15 male learners; most of the learners come from the city. Learners did not take a placement test to assess their knowledge in English and are taught with materials for Think (Puchta, Stranks & Jones, 2015). Learners learn with the same books as other classes too. Learning a foreign language and not having any contact with native speakers, makes language learning very challenging. The only place where learners deal with the foreign language is in the classroom, and there are cases that learners cannot learn the language correctly. For teachers this causes problem because they have to focus on learners' needs regarding their language level, and choosing the best strategies to teach their learners without confusing the language skills usage in the classroom. It is very important that learners are motivated and teachers include the language skills in their lectures through different activities in order to develop the language skills slowly. Nowadays, English is taught to learners through different tools and materials such as TV programs, Internet etc.



### 3.6. Procedure

Important differences among teacher's experience with the language and their preferred learning strategies makes teaching very challenging. Difficulties are unpreventable when it comes to teach different learners in the lesson and creating an equal teaching skill preventing problems during the language learning.

These data will serve as a tool for developing qualitative and quantitative teaching methods with a special emphasis on teacher's language skills usage in the lesson. The data gathered from the research aim to give thorough insights to all factors that influence teacher's attitude about language skills and guide teachers' towards a successful path. The first step of the research was collecting information from learners by providing a questionnaire that required information on teachers' use of skills in the classroom. In order to get the information in the most reliable way, the questionnaire consisted of 20 questions which were delivered to the learners.

Secondly, three classes were observed in group work, individual and peer work in order to capture the reaction and the role of the teacher in these different classes.

Thirdly, four professors were interviewed consisting of 10 questions in order to get better insights on using language skills in EFL classrooms.

All of these analyses will give responses to the research questions, being based on reliable results obtained from the research instruments such as questionnaires, observation and interview in order to gain reliable results of the research.

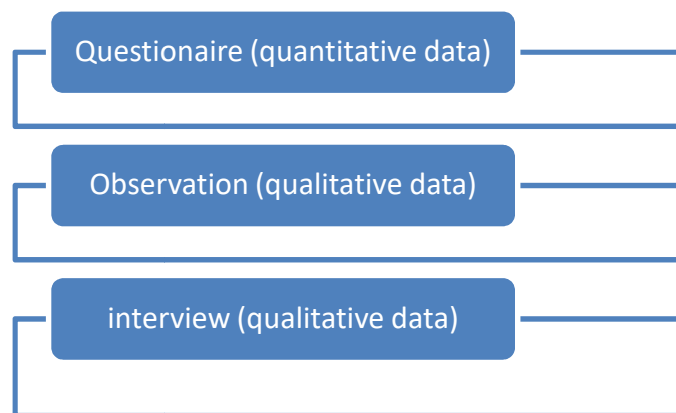


Figure 1 Presents the research procedure.

### **3.7. Research Instruments**

#### **3.7.1. Questionnaire**

The first instrument that was used in this research was the questionnaire. The questions were created in the foreign language in order for learners to understand the questions and not have confusion during responding to them. The total number of questions was 20 and they covered all aspects needed for gathering data in the research questions. The questionnaire was distributed by the teacher (the researcher) and confidence was guaranteed to students by asking them to provide answers individually. The time required to answer the questions was 25 minutes.

The questionnaire aimed to give insights about the language background of the students, as well as their experience with the target language grammar (see appendix 1). The questions can be categorized into two groups:

- Questions about the language background of the students.
- Questions about the learners' experience with the language skills.

#### **3.7.2 The Observation**

The observation was conducted in 4 classes; during the observation special emphasis was placed on the teachers' language skills usage in the classroom, with the purpose to capture the actual performance of the students. Students were divided into groups. The total number of groups was 4; each group consisted of 4 students. Students' participation in group work was observed for 1 class.

In the group work students were assigned to work on reading activity. They were shown a story which presented a situation about sports, vocabulary and grammar exercises related to present progressive tense. Every member of the group had to read the part of the paragraph given by the teacher, by paying attention to the structure of the text (grammar, cohesion, coherence and unknown words). The required time for completing this exercise was 1 class period. During this time the teacher was observing the students, by rating their participation with an observation checklist (see appendix 4).

The pair work observation lasted for one class period, in which the students were paired and the total number of pairs was 10. For the pair work observation, the activity chosen was writing sentences based on grammar rules. Different examples were given by the students and they had the choice to write it carefully and choose the best examples in the classroom.

The individual work observation lasted for one class period. The activity for the individual work observation was grammar exercises. The teacher explained to the students about the exercises that were given in the book, and students did the exercises carefully. Each time the teacher checked the answers together with students, all of the students participated in the lesson, some of them gave incorrect answers but most of the students did all the exercises correctly.

### 3.7.3 The Observation Protocol

In the Observation Protocol are described the main things that the teacher and learners did in the classroom such as the topic covered in the classroom, activities, students' behavior and teachers' behavior etc.

<b>Classroom Observation Protocol for 2<sup>nd</sup> Grade English Learner</b>
Teacher _____ Observer _____ Date _____
Lesson Topic: _____
1. Describe the lesson: content, nature of activity, interactions, what students are doing, what teacher is doing, etc.

<p>2. Student Behaviors:</p> <p>a. Students are engaged and on task.  <input type="checkbox"/> Strongly agree    <input type="checkbox"/> Agree    <input type="checkbox"/> Neutral    <input type="checkbox"/> Disagree    <input type="checkbox"/> Strongly disagree</p> <p>b. Students are participating in discussion.  <input type="checkbox"/> Strongly agree    <input type="checkbox"/> Agree    <input type="checkbox"/> Neutral    <input type="checkbox"/> Disagree    <input type="checkbox"/> Strongly disagree</p> <p>c. Students are practicing higher-level thinking skills.  <input type="checkbox"/> Strongly agree    <input type="checkbox"/> Agree    <input type="checkbox"/> Neutral    <input type="checkbox"/> Disagree    <input type="checkbox"/> Strongly disagree</p>
Describe students' behavior:
<p>3. Teacher Roles:</p>
<p>a. Teachers are engaging the students in learning.  <input type="checkbox"/> Strongly agree    <input type="checkbox"/> Agree    <input type="checkbox"/> Neutral    <input type="checkbox"/> Disagree    <input type="checkbox"/> Strongly disagree</p> <p>b. Teachers are allowing students to practice higher-level thinking skills.  <input type="checkbox"/> Strongly agree    <input type="checkbox"/> Agree    <input type="checkbox"/> Neutral    <input type="checkbox"/> Disagree    <input type="checkbox"/> Strongly disagree</p>
<p>c. Teachers are following the curriculum schedule and lesson plan.</p>
<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree
<p>Additional comments/questions:</p>

**Table 1. Observation protocol**

The interview lasted for two hours at Nikolla Shtejn high school offices. Four English language teachers participated in the interview, each of the teachers were interviewed separately. The interview contained 10 questions related to the research, teachers answered each questions carefully and described their experience based on the working place. The teacher (the researcher) listened to the interviewers and wrote their answers in details in a required paper.

## Chapter IV

### Data Analyses

This chapter presents the results obtained by the instruments of the research. The chapter will consist of a thorough analyses and presentation of the:

- Questions and responses from the questionnaire
- The results from the observation
- The results from the interview

#### 4.1 Results from the questionnaire

Question 1: I read for pleasure in the target language. The first and second questions show that the students read most of the time for pleasure in the target language and reading extensively for information in the target language.

- Always: 7 students
- Often: 9 students
- Sometimes: 8 students
- Rarely: 6 students
- Never: None

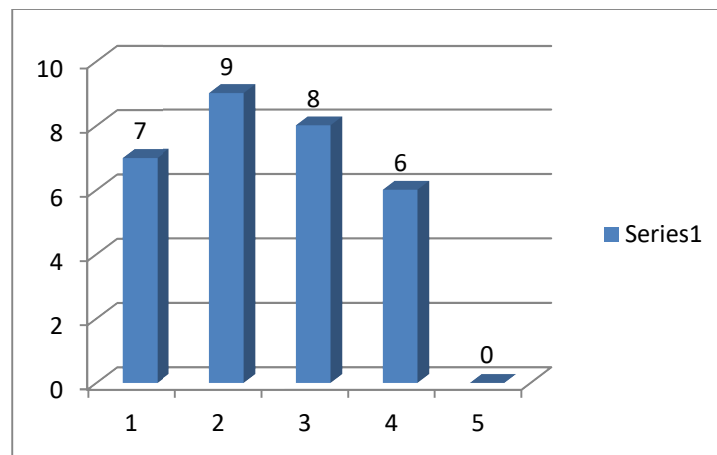


Figure 1. I read for pleasure in the target language.

Question 2: I read extensively for information the target language.

- Always: 2 students
- Often: 13 students
- Sometimes: 11 students
- Rarely: 3 students
- Never: 1 student

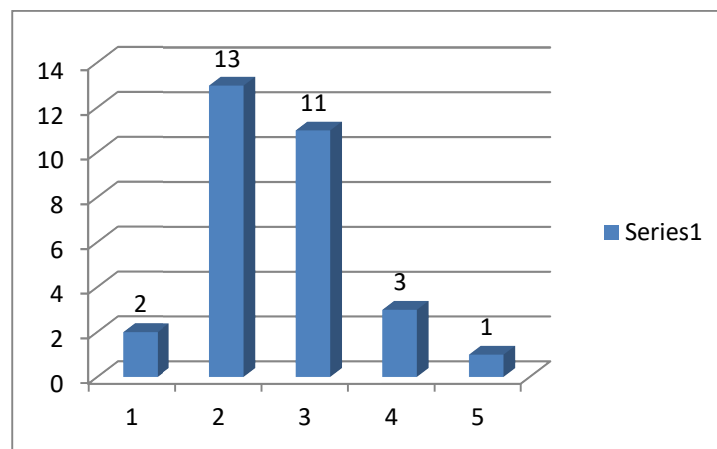
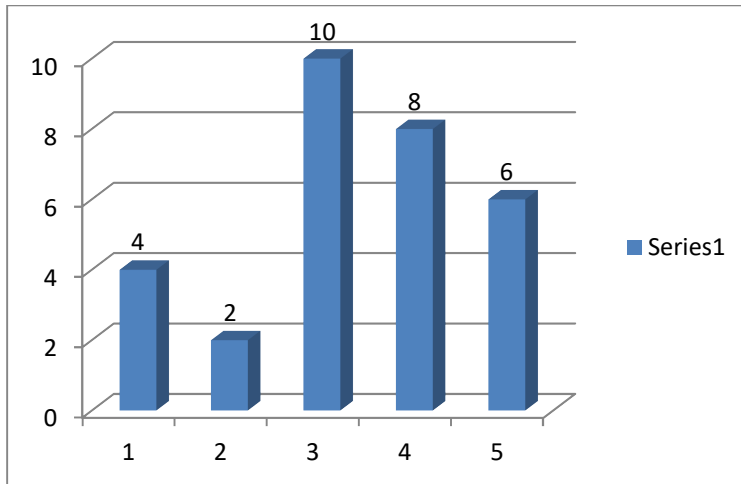


Figure 2. I read extensively for information in the target language.

Question 3: I use library to obtain reading material. The third, fourth and fifth question show the use of the materials. Students use library to find materials , some of them use dictionary to get the exact meaning and the others reading materials based on their level that can be more helpful and efficient in learning the target language.

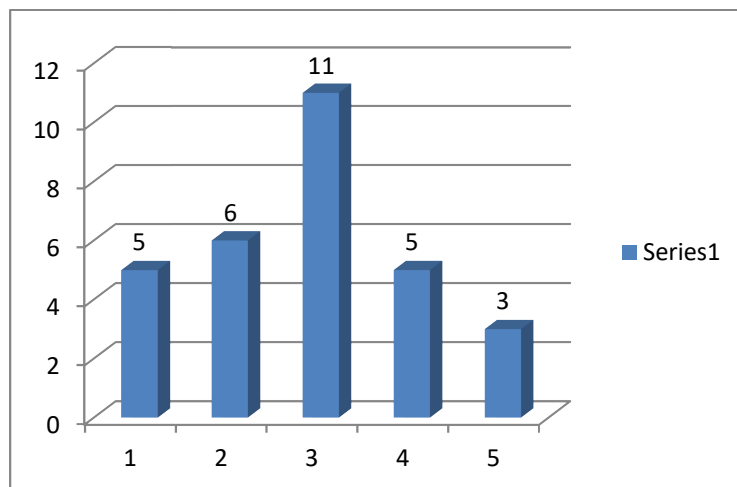
- Always: 4 students
- Often : 2 students
- Sometimes: 10 students
- Rarely: 8 students
- Never: 6 students



**Figure 3. I use library to obtain reading material.**

Question 4: I use a dictionary to get the exact meaning.

- Always: 5 students
- Often: 6 students
- Sometimes: 11 students
- Rarely: 5 students
- Never: 3 students



**Figure 4. I use a dictionary to get the exact meaning.**

Question 5: I find reading material at my level.

- Always: 14 students
- Often: 5 students
- Sometimes: 9 students
- Rarely: 2 students
- Never: None

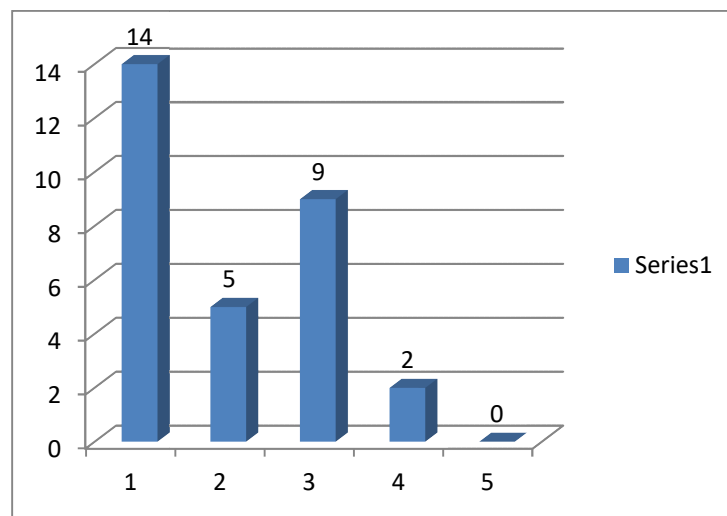


Figure 5. I find reading material at my level.

Question 6: I write letters or e-mails to friends in the target language. The sixth and seventh questions show that students write letters and e-mails to friends. They share information by writing a variety of text types in the target language as notes, messages, lists etc. The technology allows students to have access in writing letters, texts and e-mails in the target language.

- Always: 7 students
- Often: 11 students
- Sometimes: 9 students
- Rarely: 2 students
- Never: 1 student



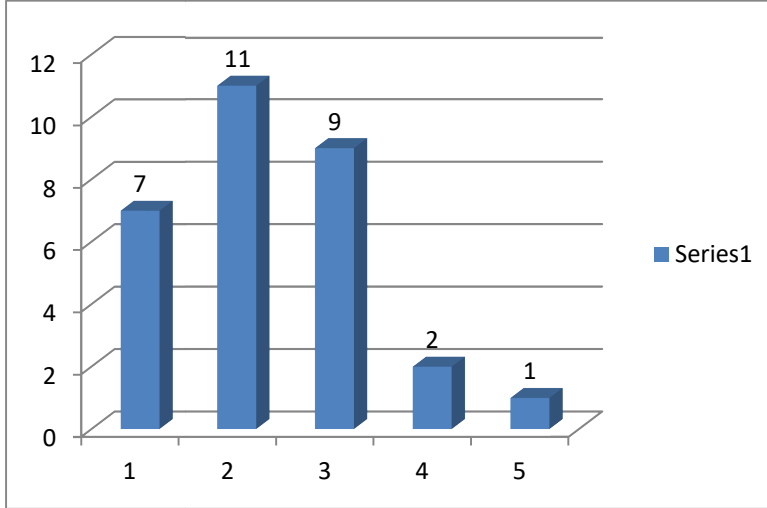


Figure 6. I write letters or e-mails to friends in the target language.

Question 7: I write a variety of text types in the target language (e.g. notes, message, lists).

- Always: 6 students
- Often: 14 students
- Sometimes: 8 students
- Rarely: 1 student
- Never: 1 student

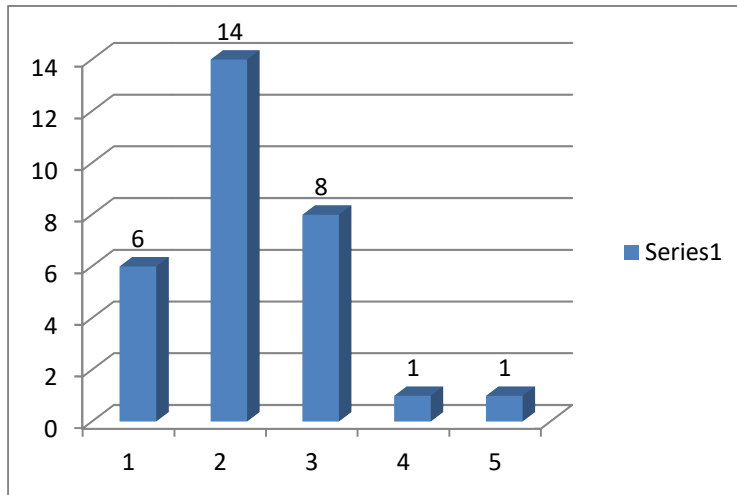
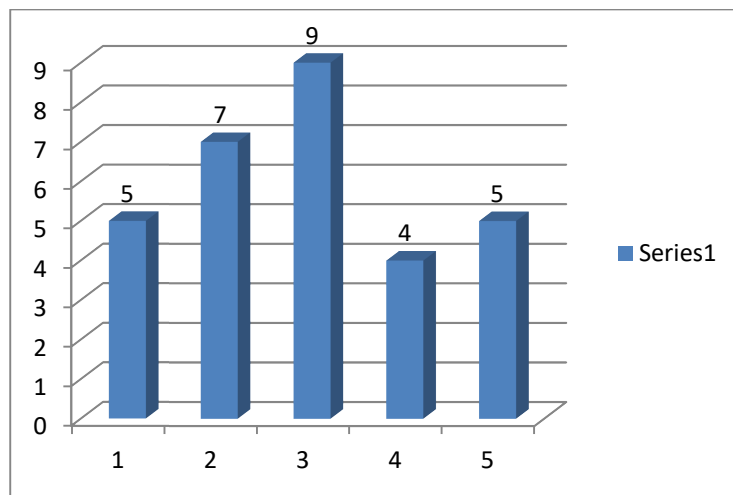


Figure 7. I write a variety of text types in the target language (e.g. notes, message, lists).

Question 8: I use reference materials (e.g. a dictionary, thesaurus or grammar book) to check that what I am writing is correct. The eighth, ninth, tenth question show what kind of materials students use to check that what they are writing is correct or not. Also they engage someone to proof their writing while the others plan their writing before they start.

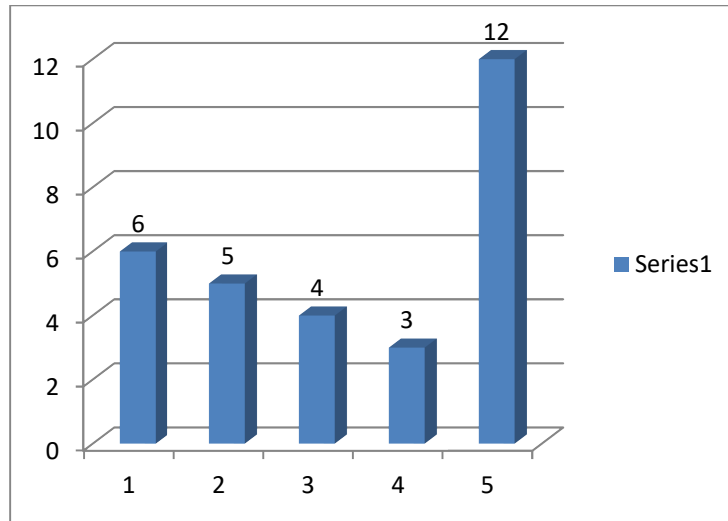
- Always: 5 students
- Often: 7 students
- Sometimes: 9 students
- Rarely: 4 students
- Never: 5 students



**Figure 8. I use reference materials (e.g. a dictionary, thesaurus or grammar book) to check that what I am writing is correct.**

Question 9: I get someone to proof read my writing.

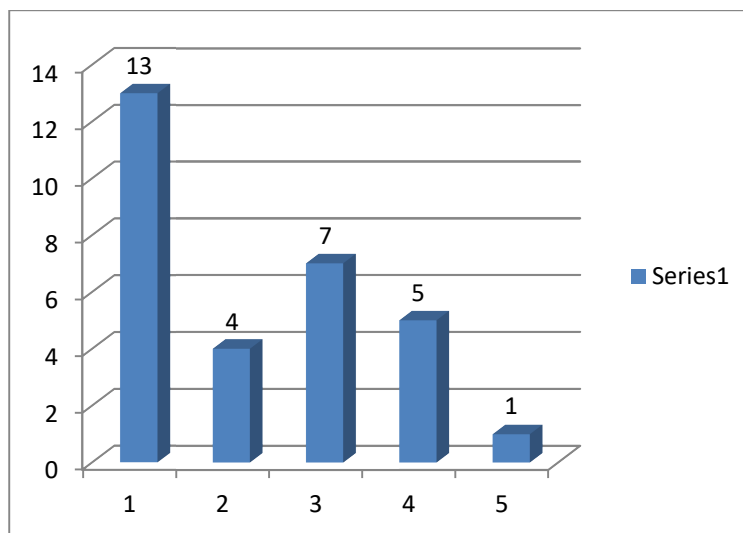
- Always: 6 students
- Often: 5 students
- Sometimes: 4 students
- Rarely: 3 students
- Never: 12 students



**Figure 9. I get someone to proof my read my writing.**

Question 10: I plan my writing before I start.

- Always: 13 students
- Often: 4 students
- Sometimes: 7 students
- Rarely: 5 students
- Never: 1 student



**Figure 10. I plan my writing before I start.**

Question 11: I use the media (e.g. radio, TV or movies) to practice my listening skills. The eleventh question shows that students use the media to practice their listening skills. Listening skills can be more motivating to learn the language more easy while watching TV, listening to music in the same time they get meaning of speech on how native people speak and pronounce the language.

- Always: 12 students
- Often: 6 students
- Sometimes: 5 students
- Rarely: 4 students
- Never: 3 students

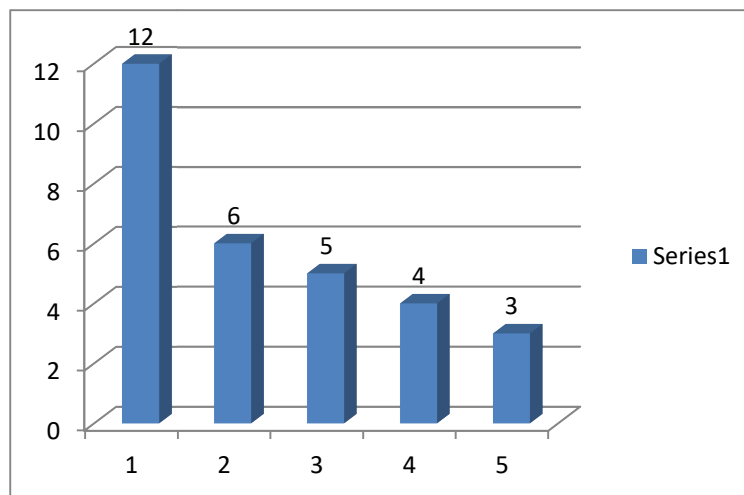


Figure 11. I use the media (e.g. radio, TV or movies) to practice my listening skills.

Question 12: I ask the speaker to slow down, repeat or clarify if I do not understand. The twelfth, thirteenth and fourteenth questions show the students ask the speaker to slow down, repeat or clarify if they don't understand something. Even they avoid translating word for word and if they are unsure about meaning they guess.

- Always: 8 students
- Often: 5 students
- Sometimes: 6 students
- Rarely: 5 students
- Never: 6 students

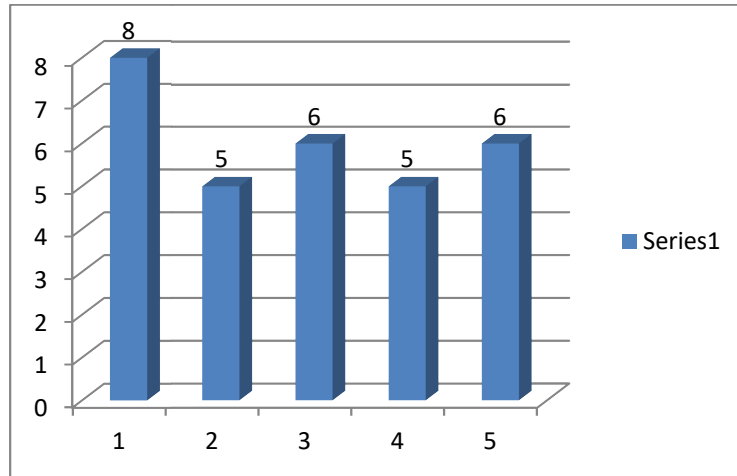


Figure 12. I ask the speaker to slow down, repeat or clarify if I do not understand.

Question 13: I avoid translating what I hear word-for-word.

- Always: 4 students
- Often: 6 students
- Sometimes: 14 students
- Rarely: 5 students
- Never: 1 student

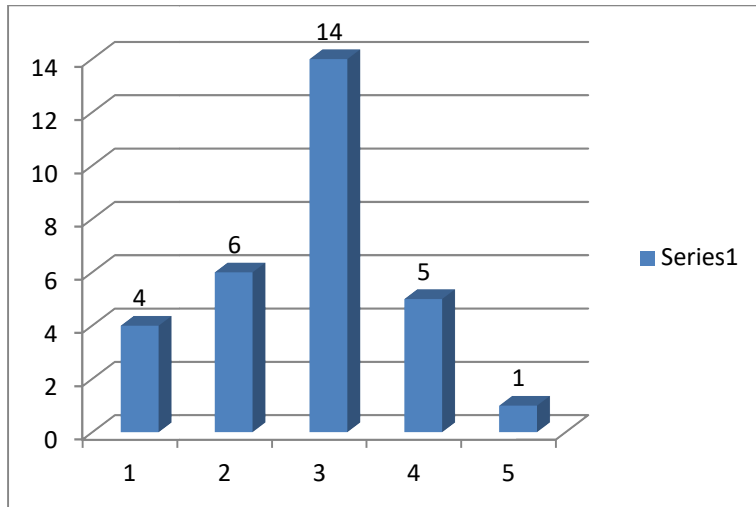


Figure 13. I avoid translating what I hear word-for-word.

Question 14: If I am unsure about meaning I guess.

- Always: 6 students
- Often: 9 students
- Sometimes: 6 students
- Rarely: 5 students
- Never: 4 students

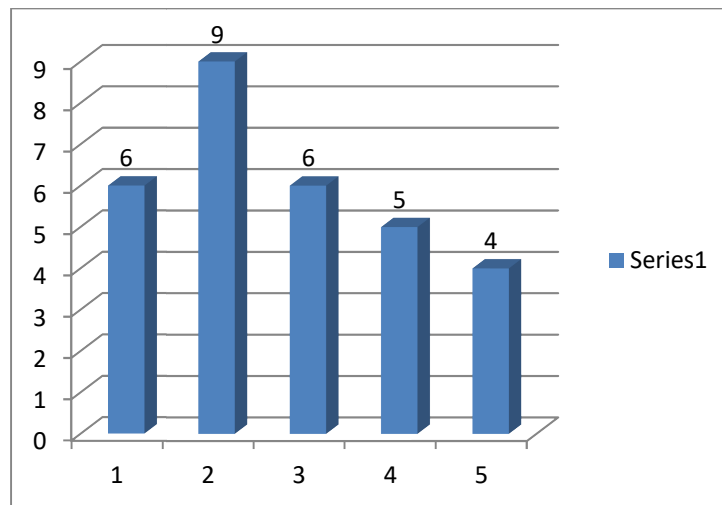


Figure 14. If I am unsure about meaning I guess.

Question 15: I listen carefully to how native speakers pronounce the language I am trying to learn. The fifteenth, sixteenth and seventeenth question show students learn the language while listening carefully to how native speakers pronounce the language. Moreover they seek out people with whom they can speak and practice the target language.

- Always: 12 students
- Often: 10 students
- Sometimes: 8 students
- Rarely: None
- Never: None

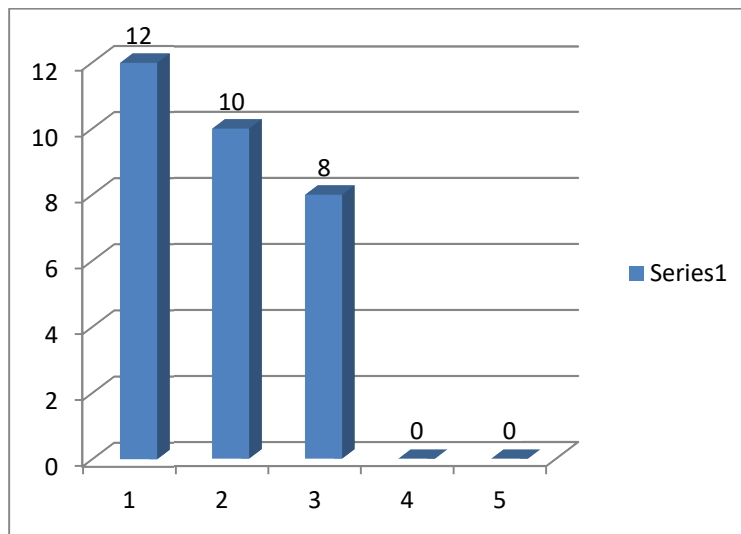


Figure 15. I listen carefully to how native speakers pronounce the language I am trying to learn.

Question 16: I seek out people with whom I can speak the target language.

- Always: 10 students
- Often: 7 students
- Sometimes: 4 students
- Rarely: 6 students
- Never: 3 students

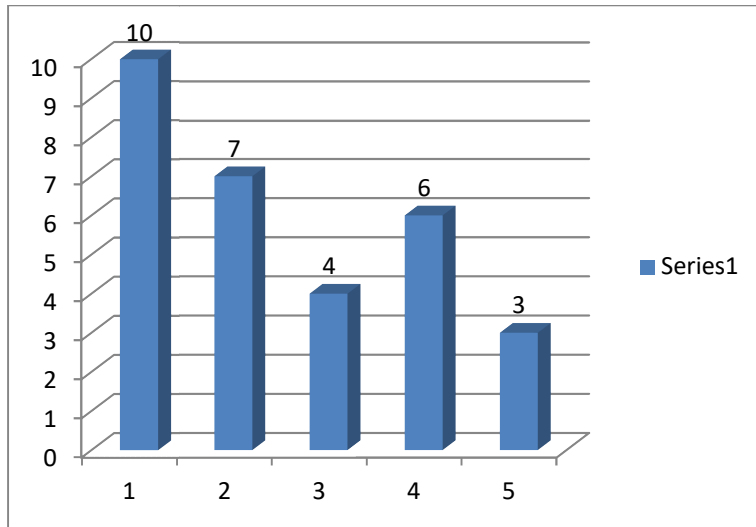


Figure 16. I seek out people with whom I can speak the target language.

Question 17: I practice the target language with other students.

- Always: 7 students
- Often: 10 students
- Sometimes: 6 students
- Rarely: 4 students
- Never: 3 students

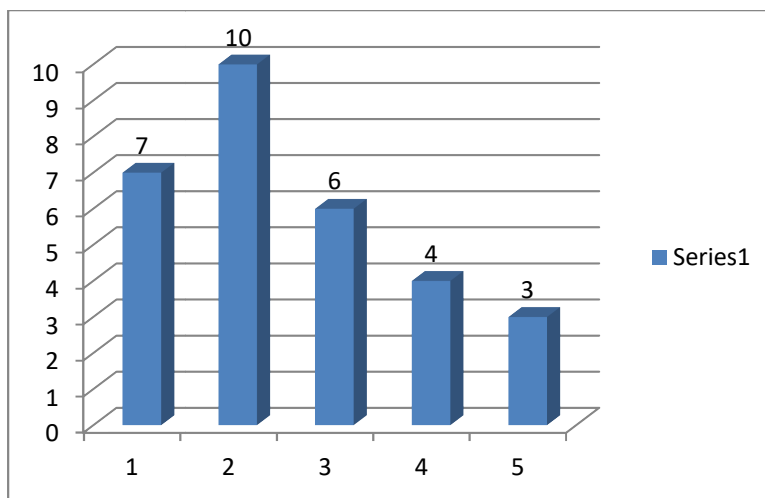


Figure 17. I practice the target language with other students.



Question 18: If I do not know the vocabulary I want to use, I use similar words or phrases. The eighteenth, nineteenth and twentieth question show while students don't know the vocabulary they want to use, they use similar words or phrases. Students always learn better when they are corrected while speaking because they avoid making the same mistake again. I can say that repetition is a key of success which improves the student's skills in learning the target language.

- Always: 8 students
- Often: 10 students
- Sometimes: 9 students
- Rarely: 1 student
- Never: 2 students

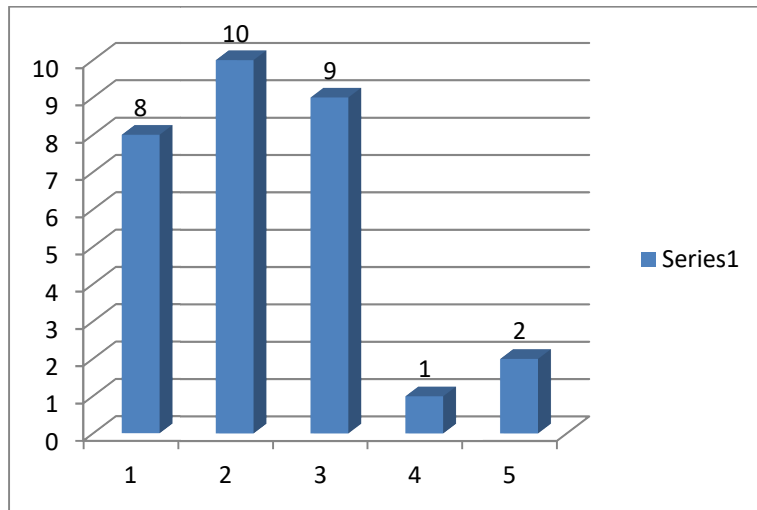
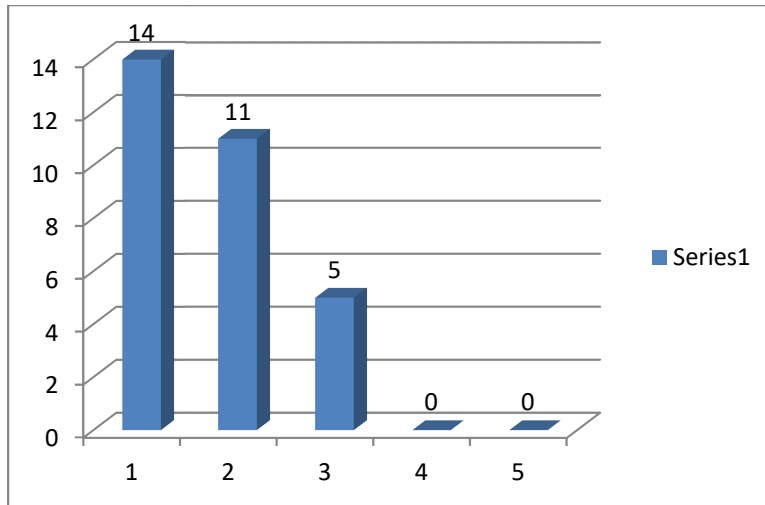


Figure 18. If I do not the vocabulary I want to use, I use similar words or phrases.

Question 19: If I am corrected while speaking, I try to remember the correction and avoid making the same mistake again.

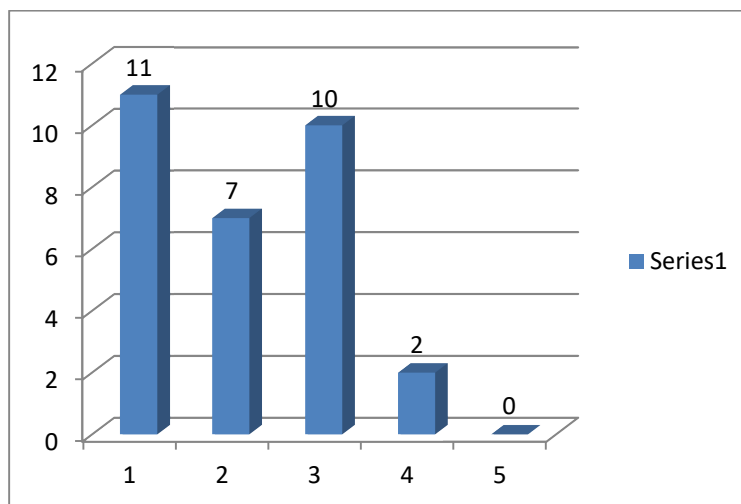
- Always: 14 students
- Often: 11 students
- Sometimes: 5 students
- Rarely: None
- Never: None



**Figure 19. If I am corrected while speaking, I try to remember the correction and avoid making the same mistake again.**

Question 20: I repeat new language to myself in order to practice it.

- Always: 11 students
- Often: 7 students
- Sometimes: 10 students
- Rarely: 2 students
- Never: None



**Figure 20. I repeat new language to myself in order to practice it.**

## 4.2 Observation results

The observation was done to notice language skills influence in learner's knowledge during the lesson and how language skills help students to acquire the foreign language correctly.

### 4.2.1 Group work observation

The below presented tables, demonstrate learners' participation in different activities in group work. The student's participation is marked with: high, average and low.

Group 1	Student 1	Student 2	Student 3	Student 4
High		√		√
Average	√			
Low			√	

**Table 1. Students' participation in reading.**

Group 2	Student 1	Student 2	Student 3	Student 4
High	√			√
Average		√	√	
Low				

**Table 2. Students' participation in speaking.**

Group 3	Student 1	Student 2	Student 3	Student 4
High	√			√
Average		√		
Low			√	

**Table 3. Students' participation in grammar exercises.**

Group 4	Student 1	Student 2	Student 3	Student 4
High	√			√
Average		√		

Low			√	
-----	--	--	---	--

**Table 4. Students' participation in vocabulary.**

High participation: 8 students

Average participation: 5 students

Low participation: 3 students

Based on group work observation, there was a different participation of students in different activities in the lesson and they showed different results of their skills in the language.

#### 4.2.2 Results from the pair work

The results presented below show students' performance in pair work. Students were observed during one class about present progressive tense exercises. The same instruction and task was explained to every pair. The observation will evaluate learners' involvement in pair work activities.

Pair 1	Student 1	Student 2
High	√	√
Average		
Weak		
Pair 2	Student 1	Student 2
High	√	
Average		√
Weak		
Pair 3	Student 1	Student 2
High		
Average	√	
Weak		√
Pair 4	Student 1	Student 2
High		

Average	√	
Weak		√
Pair 5	Student 1	Student 2
High	√	√
Average		
Weak		
Pair 6	Student 1	Student 2
High		
Average		√
Weak	√	
Pair 7	Student 1	Student 2
High		√
Average	√	
Weak		
Pair 8	Student 1	Student 2
High		
Average		
Weak	√	√
Pair 9	Student 1	Student 2
High	√	√
Average		
Weak		
Pair 10	Student 1	Student 2
High		
Average	√	
Weak		√

**Table 5. Students' participation in grammar exercises.**

High participation: 8 students

Average participation: 6 students

Weak participation: 6 students

#### 4.2.3 Results from the individual work

Students' participation in listening activities by working individually was observed and the data is presented below.

Students	High	Average	Low
Student 1	√		
Student 2		√	
Student 3		√	
Student 4	√		
Student 5	√		
Student 6	√		
Student 7	√		
Student 8		√	
Student 9			√
Student 10		√	
Student 11			√
Student 12	√		
Student 13	√		
Student 14			√
Student 15	√		
Student 16	√		
Student 17			√
Student 18		√	
Student 19			√
Student 20	√		
Student 21		√	
Student 22	√		

Student 23		√	
Student 24			√
Student 25	√		
Student 26			√
Student 27		√	
Student 28	√		
Student 29	√		
Student 30		√	

**Table 6. Students' participation in writing activities.**

High participation: 14 students

Average participation: 9 students

Low participation: 7 students

### **4.3 Interview results**

Phase three of the research included the interview with teachers. There were 4 teachers involved. The interview consisted of (10) questions. Each teacher expressed their opinions about language skills usage in the lesson based on their working experience. Some of them claimed that four language skills plays an important role in the classrooms and helps learners to acquire the language correctly, while other teachers stated that some skills should not be used in the classroom in every lesson; teachers should teach their students to communicate and try to teach the language based on students' needs. Different opinions will be illustrated below on using teaching techniques in their teaching classrooms.

#### **Question 1: Which strategies have you found useful for developing students skills in English?**

Three teachers claimed that depending on students' skills and preference they can find some useful students skills. For example, for their hyper active students they prefer to use strategies

that are practiced while using their body parts. Some students like to learn from listening to music or dialogues from the books and others like reading and speaking. However, as teachers they use two or three strategies just to help their students perfectly. While the other two teachers stated that they use cooperative learning, vocabulary building and writer's workshop.

**Question 2: Which skills students find most difficult when learning English?**

Three of the teachers claimed that when learning English, the most difficult skill for their students is speaking because students find it hard to pronounce and spell the language as native speaker. On the other hand, one of the teachers reported that writing and speaking are the most challenge skills during learning the foreign language because some students find it difficult to express themselves during the lesson.

**Question 3: Which strategies have you used to help students overcome these difficulties?**

Two of the teachers stated that they cooperative learning to help their students to overcome difficulties during the lesson. While the other two teachers claimed that they usually repeat the words most of the time until they remember the pronunciation of different words.

**Question 4: Do you think that four language skills should be integrated in the classroom?**

In this question, four of the teachers claimed that it is necessary to integrate the four skills in the classroom since students have to learn all of them, and if they combine those skills it would be perfect. They also reported that each skill is as important as the other. Listening skill is the most important followed by speaking as the enabled students to comprehend, pronounce and express themselves and reading and writing.



**Question 5: Mention some of the activities you use in the classroom that engage students in the process of learning English?**

Teachers' feedback about this question is very important as each of the teachers use different activities to help their learners during the learning process. Depending on the class, they tend to use reading and writing, as they also require the other skills too. Teachers also use games, group work, songs, dialogues and other activities.

**Question 6: Mention some of the characteristics of listening, speaking, reading and writing?**

Four of the teachers stated some of the characteristics of four language skills such as listening as skill pay attention and focus on the statement or conversation and picking up what is most important. Writing helps learners to create, express ideas correctly and organizing the structure in an appropriate way. Reading helps to develop critical thinking, fact analyzing and gathering information, and speaking helps to improve tone voice, time and style depending on the situation.

**Question 7: How do you react when students make mistakes while communicating in the second language:**

Four teachers claimed that most of the time students tend to correct themselves and knowing and understating that they have made a mistake. Teachers state that they tell to students that everyone makes mistake, and impotent is to improve them.

**Question 8: How would you define language skills?**

According to teachers, language skills are the most important parts of learning languages because if we do not include language skills it means that we are not learning a language.

**Question 9: Which is the advantage of learning a second language?**

The teachers stated that the advantage of limitless adventure where creativity, culture confidence concept and understating improve social skills between students. They also claimed

that there are many advantages of learning a second language, especially if we learn English because it is an international language and we can communicate with the world.

**Question 10: Mention some of the techniques you use in the classroom that promote students' independence.**

Some of the teachers claimed that some of the techniques that they use are research projects that give students the opportunity in collecting and analyzing data and become critical thinkers. The other technique is teaching, asking students what they have understood and explain it to the class. The other teachers try to create a good and happy environment, reward initiative and encourage brainstorming.

**CONCLUSION**

In conclusion the interview showed that teachers use different techniques and strategies in the lesson in order to use the language skills and to help students acquire the language skills correctly. Moreover, teachers use many activities during the teaching process in order to teach their learners in the best way and to be successful in acquiring the target language. They also try to integrate the four language skills in the lesson through different strategies in the classroom in order to help their learners to face with challenges during the learning process.

## Chapter V

During the research regarding instruments used in this study, different opinions and results were described separately. In this part, research questions will be presented and explained carefully. The research questions are related to teachers' perceptions, language skills usage in the classroom.

### Research questions

#### ***Q1: Is skills integration a good way to engage learners more in learning?***

-Teachers have different opinion about skills integration in the classroom because all of them use different strategies and activities in the lesson in order to teach their students correctly. Teachers claim that integrating four language skills in the learning process is very useful because help learners to develop their critical thinking, performing their knowledge appropriately during the lesson and improving the foreign language.

#### ***Q2: Will skills integration be helpful for students to develop the vocabulary of 2<sup>nd</sup> language?***

-Using the language skills in the lesson is an appropriate strategy for learners because help learners to develop the vocabulary of 2<sup>nd</sup> language. Also helps teachers to use different activities in the lesson in order to help learners to acquire the target language through language skills. Moreover, integrating skills in the classroom is very important because each skill has its own characteristics and using them during the lesson will help learners to communicate freely with each other and be prosperous.

#### ***Q3: Will skills integration be more motivated and useful in the classroom?***

-Learning a foreign language is a challenge process and learners find it very difficult to acquire and for this reason using the language skills in the lesson is more useful. Language skills differ with each other and for each of them teachers use different activities in order learners to be more interested in acquiring the language. In this way, learners will be more motivated and open minded in the same time because they express their knowledge, share their ideas in the

classroom and developing their skills. Using the language skills during the learning of the foreign language is very useful and effective for learners.

### **Conclusions**

Important conclusions can be brought from the data obtained by the instruments of this research. The following conclusions are a confirmation of the important issues in teaching and different methods such as language skills used in the classroom which should be taken into consideration by future researches. These are the conclusions brought from the first instrument:

The majority of the students' claim that they read most of the time for pleasure in the target language and they read extensively for information. Based on the research, students use library to find materials, some of them use dictionary to get the exact meaning and the others reading materials based on their level that can be more helpful and efficient in learning the target language.

Then most of the students say that they write letters and e-mails to friends. They share information by writing a variety of text types in the target language as notes, messages, lists etc. The technology allows students to have access in writing letters, texts and e-mails in the target language.

Moreover, students claim that they use the media to practice their listening skills. Listening skills can be more motivating to learn the language more easy while watching TV, listening to music in the same time they get meaning of speech on how native people speak and pronounce the language. Then students ask the speaker to slow down, repeat or clarify if they don't understand something. Even they avoid translating word for word and if they are unsure about meaning they guess.

The conclusions from the observation show that students' participations vary in group, pair and individual work. The following conclusions are brought from the second instrument of the research:

**Group work:** It has been discovered that group work has totally different influence on students during the learning process in the classroom. Advanced are very active to give their contribution on an exercise, while lower students lack the challenge to participate in group work.

**Pair work:** It has been observed that when two learners of the same level work together, their level of participation is higher. When two lower students work together, their participation is lower. And when two different students work together, their level of participation is average.

**Individual work:** Lower proficiency students show low participation in this type of work in the lesson, while advanced students show high participation in the individual work.

The reason of having different level of students' participation in group work, pairs and individual work is that:

Advanced learners demonstrate higher participation when they face difficult situations. These students' are interested to participate when they work with students' of the similar level.

Introvert students do not participate in the group work because of the lack of knowledge in target language and because of the advanced students.

The following conclusions from the interview show that teachers' opinions differ based on their work experience. The following conclusions are brought from the third instrument of the research:

The majority of the teachers use different strategies in the classroom.

Many of the teachers find some of the language skills very effective such as reading and speaking skills.

The majority of the teachers use cooperative learning, vocabulary building and writers' workshop in the lesson.

Teachers use strategies to overcome difficulties during the learning process by using cooperative learning.

Integrating four language skills in the classroom help learners to improve the target language and acquire the language correctly.

Teachers use different activities during the teaching process in order to engage students in the process of learning English.

Teachers define language skills as the most important parts of the language.

Teachers use different techniques to promote students' independence such as research projects, dialogues, brainstorming etc.

Teachers claim that language skills have different characteristics and they vary from each other. Language skills are very useful to acquire the target language.

Teachers use language skills in the classroom to help learners acquire the target language in the best way.

***Hypothesis 1: Integration of the four skills is an opportunity for students to engage them in learning the foreign language, in an environment that learning will be more real than academic.***

-The first hypothesis was proven because language skills are very important and useful for students to engage them in learning the target language.

***Hypothesis 2: Integration of the four skills will help students to develop the vocabulary of 2<sup>nd</sup> language and the process of speaking a new language.***

-The second hypothesis was proven because language skills help learners to improve the vocabulary properly.

***Hypothesis 3: Integration of the four skills will be more motivating, flexible, interesting in the classroom, the teacher will be using listening, reading, writing and speaking activities.***

-The third hypothesis was proven because language skills usage in the lesson is very effective for learners and teachers to improve the target language.

## **Chapter VI**

### **Limitations and recommendations**

The posed limitations and recommendations will serve as a tool of reference for the future researches and research of this field.

#### **6.1 Limitations**

This research has been conducted with the highest dedication for giving insights to the supreme issues related to teaching. However, the shortcomings of the research will be demonstrated, so that the future researchers will take them into consideration in order to increase the chances for more qualitative researches.

Although the research was conducted very carefully, again obstacles were unpreventable. To begin with, the number of the participants was limited for making generalizations for all of the students in this school.

A limited number of researches have been conducted in this field; there is a very small number of data and results which vary because of the sample. A need for a study in this field is needed, especially with Albanian students. This research will enrich the data for future researches. The results of this research cannot be generalized, because the number of sample does not allow bringing conclusions for the entire school.

## **6.2 Recommendations**

Important factors that should be taken into consideration for a better flow of the research are: the number of students within the same class, teachers' support, and teachers' opinion on classroom language skills usage in the classroom and what benefits there are on implementing four skills in the second language classrooms. Moreover, teachers' techniques usage to accommodate language skills in the lesson in order to help learners acquire the foreign language appropriately.

During the research, there was a lack of group work in the classrooms and based on this, students did not have the opportunity to perform accurately. Moreover, the teachers did not mix the students with each other such, as advanced students with lower students during the exercises; this strategy brought different participation of students. We recommend that teachers be aware of using better instructions in the classroom and they have to motivate students more. It was notable that students and teachers participated and responded to each instrument with the fullest transparency. The instruments helped in gaining reliable and truthful results.



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## Appendices

### Appendix 1

#### The questionnaire

Questions	Always	Often	Sometimes	Rarely	Never
1. I read for pleasure in the target language					
2. I read extensively for information in the target language					
3. I use a library to obtain reading material					
4. I use a dictionary to get the exact meaning					
5. I find reading material at my level					
6. I write letters or e-mails to friends in the target language					
7. I write a variety of text types in the target language (e.g. notes, message, lists)					
8. I use reference materials (e.g. a dictionary, thesaurus or grammar book) to check that what I am writing is correct					
9. I get someone to proof read my writing					
10. I plan my writing before I start					
11. I use the media (e.g. radio, TV or movies) to practice my listening skills					
12. I ask the speaker to slow down, repeat or clarify if I do not understand					

13. I avoid translating what I hear word-for-word					
14. If I am unsure about meaning I guess					
15. I listen carefully to how native speakers pronounce the language I am trying to learn					
16. I seek out people with whom I can speak the target language					
17. I practice the target language with other students					
18. If I do not know the vocabulary I want to use, I use similar words or phrases					
19. If I do not know the vocabulary I want to use, I use similar words or phrases					
20. I repeat new language to myself in order to practice it					

Adapted from: Griffiths. C (2004). Studying in English: Language Skills Development. Retrieved 28 June, 2019 from:

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**Appendix 2**  
**Observation checklist**

Group number: \_\_\_\_\_

Students	Asking questions	Giving suggestion about the overall work	Sharing ideas with their peers



### **Appendix 3**

#### **Interview questions**

1. Which strategies have you found most useful for developing students skills in English?
2. Which skills students find most difficult when learning English?
3. Which strategies have you used to help students overcome these difficulties?
4. Do you think that four language skills should be integrated in the classroom?
5. Mention some of the activities you use in the classroom that engage students in the process of learning English?
6. How do you react when students make mistakes while communicating in the second language?
7. How would you define Language Skills?
8. Which is the advantage of learning second language?
9. Mention some of the techniques you use in the classroom that promote students' independence.
10. Mention some of the characteristics of listening, speaking, reading and writing.

Adapted from: Griffiths. C (2004). Studying in English: Language Skills Development. Retrieved 28 June, 2019 from:

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