

## CONTENT AND LANGUAGE INTEGRATED LEARNING APPROACH IN TEACHING FOREIGN LANGUAGE

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**Annotation:** Through the years, pedagogical research, the discovery of different learning styles, and technological improvements have all contributed to a substantial evolution in the teaching of English. Innovative teaching strategies are essential in today's changing educational environment to keep students interested and help them acquire language effectively. This article examines some of the most cutting-edge approaches for teaching English, demonstrating how they can improve student and teacher empowerment and learning outcomes.

**Keywords:** integrative approach, language skills, integrative manner, content and language integrated learning (CLIL), interaction, realistic language, communication, subject-matter content.

**Аннотация:** За прошедшие годы педагогические исследования, открытие различных стилей обучения и технологические усовершенствования способствовали существенной эволюции преподавания английского языка. Инновационные стратегии преподавания необходимы в сегодняшней меняющейся образовательной среде, чтобы поддерживать интерес учащихся и помогать им эффективно овладевать языком. В этой статье рассматриваются некоторые из наиболее передовых методов преподавания английского языка, демонстрируя, как они могут улучшить возможности учащихся и учителей и улучшить результаты обучения.

**Ключевые слова:** интегративный подход, языковые навыки, интегративная манера, контент и языковое интегрированное обучение (CLIL), взаимодействие, реалистичный язык, общение, содержание предмета.

**Annotatsiya:** Yillar davomida pedagogik izlanishlar, turli xil o'rganish uslublarini kashf qilish va texnologik takomillashtirish ingliz tilini o'qitishda jiddiy evolyutsiyaga hissa qo'shdi. O'qitishning innovatsion strategiyalari bugungi o'zgaruvchan ta'lim muhitida o'quvchilarni qiziqtirish va tilni samarali o'zlashtirishga yordam berish uchun zarurdir. Ushbu maqola ingliz tilini o'rgatishning eng ilg'or usullarini ko'rib chiqadi, ular talabalar va o'qituvchilarning imkoniyatlarini kengaytirish va ta'lim natijalarini qanday yaxshilashi mumkinligini ko'rsatadi.

**Kalit so'zlar:** integrativ yondashuv, til ko'nikmalari, integrativ uslub, kontent va tilni integratsiyalashgan o'rganish (CLIL), o'zaro ta'sir, real til, muloqot, mavzu mazmuni.

An integrative approach is the approach of teaching language skills simultaneously. This means the four macro skills (reading, writing, speaking, and listening) are taught concurrently. Richards and Rogers [Richards, J.C. and T.S. Rogers., 2001] define it as "integrated language skills teaching approach is "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." According to Afnan [Afnan. M., 2014: 78], integrating language teaching approach is vital technique for effective language learning. This technique refers to including two or more than two language skills, in a lesson/ task.

In effective lessons language teachers must be integrate language skills simultaneously in order to make language learning as realistic as possible which is a requisite in communication. Often one skill will reinforce another; we learn to speak, for example, in part by modeling what we hear, and we learn to write by examining what we can read [Brown, H.D., 2001: 36]. For instance, teaching reading can be easily tied to instruction on writing and vocabulary, and oral skills readily lend themselves to teaching pronunciation, listening, and cross-cultural pragmatics [Lazaraton, A., 2001: 103]. Furthermore, other scholars confirm that language learning tasks should be designed in an integrative manner [McDonough, J. & Show, C., 2003: 26-43]. This helps students to be involved in language tasks that integrate different language skills and advance their skills. When the four primary skills of language: listening, reading, speaking and writing are interwoven during instruction, it helps us emulate real-life language use and it also paves the way for optimal language learning to take place [Oxford, R., 2001: 41]. That way language is integrated into the natural context and taught through real life situations in order to motivate students to acquire language for the sake of communication.

Moreover, educators argue that integrative language skill instruction can increase learners' opportunities for language learning and purposeful communication, interaction, real-life language use and diverse types of contextualized discourse and linguistic features, all of which have the goal of developing students' language proficiency and skills. When the four primary skills of language: listening, reading, speaking and writing are interwoven during instruction, it helps us emulate real-life language use and it also paves the way for optimal language learning to take place. In addition to these purposes, integration of four skills can develop communicative competence, because the real life demands from the learners not only immersion into the knowledge of language, but also into the knowledge about how to use the language appropriately in communicative situations [Murphy, J. M., 1991: 25].

The Integrated course of teaching foreign languages is an introductory course for students who have little or no previous English Language teaching experience. It may also be suitable for candidates with some experience but little previous training [Rivers, W.M., 1981: 56].

**Advantages of Integrative Language Skill Teaching Approach.** There are numerous 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 facilitates to coherent teaching and communication. It also brings variety into the classroom, when the teachers develop classroom instructions by integrating language skills cooperatively [Peregoy. S and O. Boyle., 1997: 32]. If the students use integrative approach, they may learn to operate the language and they can share the acquired knowledge to the others simply [Almarza. S, M.A., 2000: 21-44]. Implementing of all language skills promotes language learning and affects the L2 knowledge of learners positively [Nunan, D., 2005: 5-8]. When the language skills are integrated in language teaching, language learning comes closer to the way we do in real life [Hinkel. E., 2002: 17]. This means language integration is essential to communicate in effective and successful way in real life, and integrative the skills can give ample benefits to teaching English, it is advisable method in actual class room situation despite its higher demanding for teachers. Integrating the four skills emphasizes the focus on realistic language and can, therefore, develops learner's communicative competence in English. Nunan [Hinkel. E., 2003: 37] believes that integration of language skills

is very important to every day communication, language teaching-learning process and task outcomes.

**Disadvantages of Integrative Language Skill Teaching Approach.** Despite the above advantages, the teaching of integrated language skills via integrative approach can also have a number of disadvantages. First of all, a curriculum that focuses on a particular language skill at a time can enable more concentrated instruction and in-depth learning. Additionally, teachers and students have been known to oppose skill integration in a number of locales and cultures where teaching distinct language skills is highly valued. Due to a lack of resources, integrated training may not be the best fit in certain situations in developing nations like Ethiopia. In light of this, the current study examined the challenges faced by EFL teachers when instructing language skills holistically. Furthermore, complex integrated education that addresses more than two language skills places extra demands on the student and the teacher. It was expected of the teacher to be as proficient and well-trained as possible. Simultaneously, it is expected of teachers to invest more time and energy in creating resources suitable for integrated learning. Teaching integrated skills may not be a very realistic choice in many parts of the world, especially in developing nations where teachers are expected to teach very large classes. The fact that students' proficiencies in the four macro skills have not evolved equally is another drawback of integrated education.

Teachers who are interested in (or required to) implement CLIL in their classrooms must be proficient in creating and implementing lessons that teach the four language skills—reading, writing, speaking, and listening to non-native speakers—in an efficient and helpful manner for their students. CLIL is based on academic or other subject-matter content.

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