Investigating the Effectiveness of the Integrated Language Skills Approach on Speaking Skills of 10th Grade High School Students in Gia Lai Province

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This study investigates the impact of integrating listening with speaking skills on 10th-grade students' speaking improvement at Le Loi High School in Gia Lai province. The research seeks to provide insights into English language teaching and learning practices, particularly within the framework of the Communicative Language Teaching (CLT) and the Integrated Language Skills Approach (ILSA) as outlined in the Program of General Education 2018 by the MOET in Vietnam. Employing a mixed-method approach, questionnaires and interviews were utilized as data collection instruments. A total of 239 10th-grade students responded to the questionnaire, with twenty-four of them subsequently participating in interview. Data analysis including statistical analysis and content analysis methods, aimed at exploring students' perceptions of listening and speaking classes, the effectiveness of teaching methodologies such as CLT, Task-Based Language Teaching (TBLT) and Content and Language Integrated Learning (CLIL), and the challenges the students encountered during these classes. This study sheds light on the effectiveness of ILSA in motivating students to engage in real-life English communication and improving speaking skills among 10th-grade students, although challenges such as shyness and limited vocabulary hinder their interaction during classes. The research findings indicate that some activities implemented by teachers, including TBLT, CLT, and CLIL, are effective in enhancing students' English language proficiency and communication skills.

Online Profile

Biography

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