

CHAPTER II

LITERATURE REVIEW

This chapter consists of discussions related the topics of this study includes; Perception, English language skill, Integrated Skills, Discrete/Segregated Skills, and followed implementation of “English for Social Communication” and “English in Social Discourse”.

2.1 Perception

Perception is the brain’s process of organizing and interpreting sensory information to give it meaning (Santrock J. W., 2005). The brain uses past experience (information previously extracted) as a basis for making educated guesses, or interpretations, about the state of the outside world (Santrock J. W., 2005).

Perception refers to opinions, attitudes, views and beliefs towards a phenomenon and the knowledge or sets of belief about something shapes our expectations and hence what we perceive (Bett & Sigilai, 2013). According to Schiffman (1990), perception involves the physiological processing and integration of sensory data (Bett & Sigilai, 2013). Perception is the process by which individuals organize and interpret their impressions in order to give meaning to their environment (Langton, Robbins, & Judge, 2009).

Perception seems to provide us with experience of a reality that is integrated and complete when, for example, we look around us, watch

television, talk or eat (Dunn & Stacey, 2015). Perception brings *meaning* to sensation, so perception produces an interpretation of the world, not a perfect representation of it (Reviews, 2014).

Based on Passer & Smith (2009) to create our perceptions, the brain carries out two different kinds of processing functions. In *bottom-up processing*, the system takes in individual elements of the stimulus and then combines them into a unified perception. Your visual system operates in a bottom-up fashion as you read. Its feature detectors analyze the elements in each letter of every word and then recombine them into your visual perception of the letters and words. In *top-down processing*, sensory information is interpreted in light of existing knowledge, concepts, ideas, and expectations. Top-down processing is occurring as you interpret the words and sentences constructed by the bottom-up process (Passer & Smith, 2009).

In the book of Sensation and Perception (Matlin & Foley, 1992) the perceptions are reasonably accurate mirror of the real world for three reasons:

1. Stimuli are rich information
2. Human sensory systems are effective in gathering information
3. Concepts help shape our perceptions

2.2 Integrated Language Skills in Higher Education

The term integrated means language learning where all four skills (speaking, listening, writing, reading) take place at the same time and with teacher, learner, and setting as playing their roles in the learning (Hungyo & Kijai, 2009). When the instructor delivers speaking, listening, writing, and reading in the same time, it means the learner get integrated skills in their language learning. All these four skills are integrated for the development of communicative skills in a coherent way, and practiced together, with a distinction of the importance of one upon the other (Hungyo & Kijai, 2009). The skill strand of the tapestry leads to optimal ESL/EFL communication when the skills are interwoven during instruction (Oxford, 2001). Based on Brown (2000) integration is designing a curriculum to teach many aspects of a whole language approach whereby reading is treated as one of two or more interrelated skills. Integrated language teaching and various integrated pedagogical paradigms are usually associated with outgrowths of communicative teaching (Hinkel, 2006)

As cited in Corder (1971, 1978), Kaplan (1970), and Stern (1992) the early of 1970s, many researchers and methodologists noted that the teaching of language skills cannot be conducted through isolable and discrete structural elements (Hinkel, 2006). In reality, it is rare for language skills to be used in isolation; e.g., both speaking and listening comprehension are needed in a conversation and, in some contexts, reading or listening and making notes is likely

to be almost as common as having a conversation (Hinkel, 2006). Integration of the four skills is the only plausible approach within a communicative, interactive framework (Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2000). The central innovative characteristic of the communicative approach in second or foreign language teaching was the integration of the four macro-skills and their components. (Hinkel, 2006).

The whole-language theoreticians strongly imply that all aspects of language interrelate and intertwine (Aydogan, 2014). Brown (2000) said the real world of language use in whole language not only the integration of one or more skills, but connections between languages.

According to Richards and Rodgers (2001: 165), integrated language instruction that engages learners in meaningful communication and enables them to attain their learning objectives can be found in an "unlimited" array of models, teaching materials and techniques (Kecira & Shllaku, 2014). Besides, the learning and use of any one skill can trigger cognitive and communicative associations with others. (Kumaravadivelu, 1994) Krashen (1989) said reading exposure alone, for instance, may be "the primary means of developing reading comprehension, writing style, and more sophisticated vocabulary and grammar". (Kumaravadivelu, 1994).

As cited Oxford (2001) to integrate the language skills in ESL/EFL instruction, instructor 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 so on.
- Even if a given course is labeled 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.

2.3 Segregated Language Skills in Higher Education

As cited by Oxford (2001) Mohan (1986) said in the segregated-skill approach, the mastery of discrete language skills such as reading and speaking is seen as the key to successful learning, and language learning is typically separate from content learning. From Abbatiello (2005) Reading is taught as a separate skill as if writing and listening had nothing to do with speaking (Hungyo & Kijai, 2009). Skill segregation is reflected in traditional ESL/EFL programs that offer classes focusing on segregated language skills (Oxford, 2001). The instructors believe that it is instructionally impossible to concentrate on more than one skill at a time (Oxford, 2001).

Frequently, segregated-skill ESL/EFL classes present instruction in terms of skill-linked learning strategies: reading strategies, listening strategies, speaking strategies, and writing strategies (see Peregoy & Boyle, 2001) (Oxford, 2001). Examples are guessing meaning based on context, breaking a sentence or word down into parts to understand the meaning, and practicing the language with someone else (Oxford, 2001). Structural segregation of language teaching in the four skill aims at imitating the native speaker (Kecira & Shllaku, 2014).

Brown (2001) mentioned several reasons where segregated skill approach might be necessary to use. One reason is it might make administrative issues easier to program separate courses and hire teachers for each course. Another advantage of segregated skill approach is the possibility of having students studying English for specific purposes, especially at high intermediate to advanced levels (Hungyo & Kijai, 2009)

2.4 English Language Skills

In English language skills the learners usual is taught the skill in the language learning process. There are two types of the skills in general; major language skills and micro language skills. Skills are the building blocks and effective elements of language teaching and learning process (Oommen, 2012). For effective communication in any language, we need these four skills (Oommen, 2012). Four skills which are speaking, writing, listening, reading is included as major skill. The natural way of learning our first language begins with listening, then speaking, after that reading, and finally writing (Oommen, 2012). Harmer (1999, 16) makes the following definition with respect to language skills:

“Speaking and writing involve language production, and are therefore, often referred to as *productive skills*. Listening and reading, on the other hand, involve receiving messages and are therefore often referred to as *receptive skills* (Kecira & Shllaku, 2014).

In other hand, the micro skills, such as grammar, punctuation, pronunciation, and vocabulary are also taught in the class

2.5 The Implementation of English for Social Communication and English in Social Discourse as the subject.

Until the end of 2012, English Department changed the subjects skills that learn skill in segregated language skill such as; Basic Speaking skill, Basic Writing skill, Critical Listening skill, Basic Grammar and etc. The subjects’ skills focused only one skill for example; In Basic Speaking class the learners were taught how to speak well then also the pronunciation (micro skill) was included in this learning process. But, since 2013 the subject skill has changed. The macro skills and the micro skills were mixed into 11 subjects’ skill; two of them are English for Social Communication and English in Social Discourse.

The implementation can be described as the carrying out of a plan for doing something (Burke, Morris, & McGarrigle, 2012). The implementation of “English for Social Communication” and “English in Social Discourse” was seen by the lecturers as the instructors, the evaluator, and the planner.

2.6 Previous Studies

Many researchers built a research about integrated and segregated language skills at higher education. They found out about the implementation of these method and some other to evaluate the using these method at the university level.

Mohamed Amin Mekheimer on his researched *Evaluating an Integrated EFL Teaching Methodology in Saudi Universities*. He said that integrated skills teaching improved students overall communication proficiency in all the skills, especially writing. Then, he found some findings on his research, there are;

1. Language skill teachers should be trained to use “integration of skills” even if they are assigned to teach only one skill.
2. For the effective teaching using the “integration of skills” language teachers should be trained to adopt the materials of Oxford series to make them comprehensible to the underprepared students of KKU.
3. The language teachers should be trained to manage the classroom time efficiently. For using the “integration of skills” a teacher needs more time than teaching a single skill.
4. The department of English should extend each class-time from 1 hour to 2 hours. It can be done easily by decreasing the number of classes.
5. Language instructors should employ language learning strategies and emphasize that a given strategy can often enhance performance in multiple skills, and reflect the integration of the skills in any language evaluation test.

Ya-Chen Su on his research *Students' Changing Views and the Integrated-Skills Approach in Taiwan's EFL College Classes* found the majority of students strongly believed that all four language skills should be integral components of EFL courses.

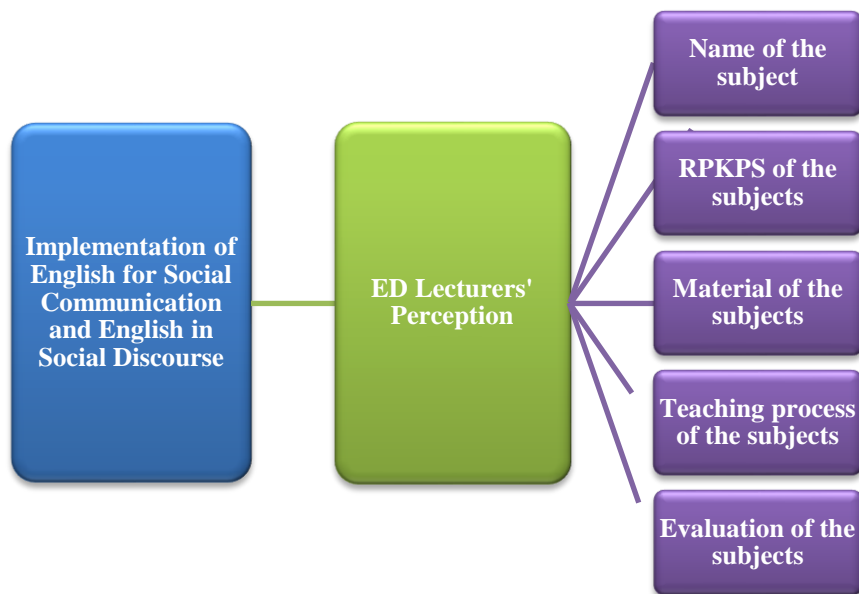
Pei-ju Huang on his research *Integrating the Language Skills By Collaboration In A Task-Based Project Through A Theme* found that the observation of the experimental instruction indicates that the combination of task-based and theme-based mode generates highly positive student attitudes and motivation. It means the integrated language skill that he used while he was researched has positive findings.

2.7 Conceptual Framework

Lecturer as the instructor is the main actor of the implementation of the subjects. Lecturer has the main role of the subjects to deliver the subjects to the students should be understand about the approach which he/she use in the class.

The importance to know the lecturers' perception toward the implementation of English for Social Communication and English in Social Discourse in this study is to get the authentic data about lecturers' response and judgment about English for Social Communication and English in Social Discourse which are the lecturers deliver in their class using Integrated skills or Discrete skills.

Based on the explanation above, a theoretical framework is built to serve the purpose of this study, investigating how the implementation of English for Social Communication and English in Social Discourse by lecturers' perception. This building framework will be utilized to construct the instrument.



Schema 2.7 The Conceptual Framework

| Name of The Subjects | Syllabus of The Subjects | Material of The Subjects | Teaching-Learning Process of The Subjects | Evaluation of The Subjects |
|----------------------|---|---|---|---|
| | <p>a. Integration is designing a curriculum to teach many aspects of a whole language approach whereby reading is treated as one of two or more interrelated skills (Brown, 2000)</p> <p>b. The four “macro skills” (listening, speaking, reading, writing) are all in integral part of typical language proficiency and use. They can also work together in language acquisition and the phrase “integrated skills” is commonly used to describe curricula that develop the skill in parallel fashion. (Xue-Ping, 1997)</p> <p>c. Segregated-skill ESL/EFL classes present instruction in terms of skill-linked learning strategies: reading strategies, listening strategies, speaking strategies, and writing strategies (see Peregoy & Boyle, 2001) (Oxford, 2001).</p> | <p>a. Integrating the language skills also promotes the learning of real content, not just the dissection of language forms. (Oxford, 2001)</p> <p>b. The central innovative characteristic of the communicative approach in second or foreign language teaching was the integration of the four macro-skills and their components. (Hinkel, 2006).</p> <p>c. Traditional English language teacher tends to teach the four language skill separately, and materials and activities designed usually focus on one specific skill and others are ignored (Jing, 2006)</p> | <p>a. Learn more about the various ways to integrate language skills in the classroom (e.g., content-based, task-based, or a combination). (Oxford, 2001)</p> <p>b. Segregated-skill ESL/EFL classes present instruction in terms of skill-linked learning strategies: reading strategies, listening strategies, speaking strategies and writing strategies (Peregoy & Boyle, 2001)</p> | <p>a. Integrated skill is established that language use is holistic in the real world, this demands from the LT to provide learners with an environment where they can immerse in reading, writing, speaking and listening. - (Schurr et al., 1995)</p> <p>b. Structural segregation of language teaching in the four skill aims at imitating the native speaker (Kecira & Shllaku, 2014)</p> |

Table 2.7 The Theory Used as the Based to Conduct the Questionnaire