

تدريب مدرسي اللغة الإنكليزية على دمج المهارات اللغوية الأربعة - أنموذج مقترح

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الملخص

لدمج المهارات اللغوية الأربعة، قد يعتمد المدرسون غير المدربين إلى انتقاء تقنيات متضاربة من طرق تعليمية مختلفة؛ لذا تقترح هذه الدراسة تدريبهم على استعمال أنموذج تكاملي مضبوط بدقة. ولاستكشاف ميزات وعيوب هذا الأنموذج من وجهة نظر مدرسي الإنكليزية كلغة أجنبية للبالغين، اتبع الباحث ثلاثة نماذج تدريبية؛ أولها أنموذج العلوم التطبيقية، فزود عشرة مدرسين بالمعرفة الأكاديمية وراء الأنموذج المقترح. وثانيها الأنموذج المهني، فعرض للمدرسين كيفية استعمال الأنموذج المقترح مع طلابهم. وثالثها الأنموذج التأملي، فطلب من المدرسين استعمال الأنموذج المقترح مع طلابهم قبل أن يتلقى نوعياً آراء المدرسين في مقابلات غير منظمة. أظهرت المقابلات أن ميزات الأنموذج المقترح تفوق عيوبه بمراحل، مما يشجع مزيداً من المدرسين على استعماله والباحثين المستقبليين على إجراء دراسات كمية أوسع لتعميم نتائج الدراسة، أو دراسات تجريبية حول تأثير الأنموذج المقترح على تعلم البالغين، أو دراسات نوعية وكمية وتجريبية في سياقات أخرى كتعليم اللغة الإنكليزية للصغار أو كلغة ثانية.

الكلمات المفتاحية: تطوير مهني للمعلمين، تعليم المدرسين، الأسلوب التكاملي في تعليم اللغة.

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Training English Language Teachers to Integrate the Four Skills – A Proposed Model

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Abstract

Trying to integrating the four language skills, teachers might follow the eclectic approach. However, untrained teachers might create random combinations with conflicting techniques from different teaching methods. Therefore, this paper proposed training teachers to use a finely tuned model. To explore the advantages and disadvantages of the proposed model from the perspective of teachers who teach EFL adults, the researcher followed three models for teacher training. First, he followed the applied science model and provided ten trainee teachers with the academic knowledge behind the proposed model. Then, he followed the craft model and demonstrated to these teachers how to use it. Finally, the researcher followed the reflective model and asked the teachers to use the proposed model in their contexts before he qualitatively received their feedback through unstructured interviews. The reflections of the trainee teachers proved that the advantages of the proposed model far outweighed its disadvantages, which should encourage more teachers to use it and consequently future researchers to conduct quantitative, large-scale studies in order to generalise the findings of this paper or experimental studies that check the effects of this model on the learning of EFL adults. Other qualitative, quantitative or experimental studies can test the proposed model in other contexts such as teaching English to young learners and teaching English as a second language.

Keywords: teacher professional development, teacher education, integrated approach to language instruction

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1. Introduction:

A very important businessman hired three secretaries. The first secretary could not read or write because she was visually impaired. The second secretary could not talk on the phone because she was nonverbal, while the third secretary could not take phone messages because she suffered from hearing impairment. Therefore, the first secretary always answered the phone. Although she received what her employer wanted, she could not provide him with the information he requested from a specific file. She had to tell the nonverbal secretary to signal this request to the hearing-impaired secretary who read the information for the visually impaired one. Can anyone imagine such a bizarre situation in real life? This is exactly the result that language teachers should expect to see in their students' performance when they focus on developing one of the four skills of a target language and ignore the others. In the same way a businessman usually hires one secretary that can perform well in listening, speaking, reading and writing; teachers of a target language should maintain the interrelationships between these four skills in order to enable their students to use the target language in all the aspects of life. Since this integration of the four skills is a part of what language teachers should practise in the target situation, it should be an essential part of their training.

2. Statement of the Problem

To integrate the four skills, teachers might follow the eclectic approach (Gao, 2011, p.1) by putting together teaching techniques from methods each of which emphasises on different language skills (Aslam, 2003, p. 69). However, the researcher, as a head teacher, noticed that a wide percentage of teachers tended to randomly put together a bundle of contradictory techniques from different methods and call it eclectic. This form of unsystematic integration leads to unprincipled eclecticism that gives rise to all kinds of conflicts (Kumaravadivelu, 1994, p. 30) between the techniques and the rationales behind the methods from which they were derived. Therefore, teachers should be trained to integrate the four skills in a finely tuned way that achieves integration without creating conflicts. To do this, a trainer needs to provide teachers with an eclectic model to apply and understand its principles.

3. Research Questions

To address the problem above, the researcher, as a teacher trainer, developed an eclectic model that helps teachers integrate the four skills in a finely tuned way. However, he had to answer two questions:

RQ1: How valid is this model in integrating the four skills?

RQ2: What are the advantages and disadvantages of the proposed model from the perspective of English language teachers?

4. Research Objectives

To answer the research questions, the researcher had to achieve the following objectives:

- a. validating the proposed model against the literature by some ELT professionals.
- b. training some teachers to use the proposed model with students.
- c. exploring the advantages and disadvantages of the proposed model by interviewing the teachers who used it with their students.

5. Research Methodology

To validate the proposed model, the researcher derived a list from the literature on teaching the four skills. This list (Appendix A) contained the types of language performance under each one of the four language skills. Then, he asked two holders of PhD in ELT to tick the types of language performance the proposed model integrated.

To explore the advantages and disadvantages of the proposed model, the researcher trained ten EFL teachers to use it with their adult learners. First, he provided the teachers with the academic knowledge behind the model before he demonstrated how to use it. Then, the researcher asked the teachers to use the model in their contexts before he received their feedback through unstructured interviews (Appendix B). “Unstructured interview ... happens to be the central technique of collecting information in case of exploratory ... research studies” (Kothari, 2004, p. 98). Such interviews belong to qualitative research that seeks to explore a problem in its real context in order to “obtain a deep understanding” (Creswell, 2012, p.19) by both researchers and interviewees who will be reflecting on the phenomenon under investigation. This involvement of interviewees belongs to the reflective model of teacher training.

6. Purpose and Significance of the Study

The purpose of this study is to propose an eclectic model that can be used in training teachers to integrate the four skills in a finely tuned way. If proved to be valid and advantageous, this model might provide local and international teacher trainers and curriculum developers with a matrix to use in order to help language teachers integrate the four skills.

7. Limitations

This qualitative, small-scale study explores the perspective of English language teachers on the advantages and disadvantages of an eclectic model that integrates the four skills while teaching EFL adult learners. Futures researchers might conduct quantitative, large-scale studies to generalise findings, experimental studies that check the effects of this model on the learning of EFL adults or various studies in other contexts such as teaching English as a second language or to young learners.

8. Literature Review

Sesnan (1997) mentioned that different skills often have different slots on the timetable, and in advanced classes, they often have different teachers, who might have a couple of "legitimate" reasons for this segregation of skills (p. 98). Anyway, Brown (2000) confirmed, "Even in those courses ... your goal will be best achieved by capitalizing on the interrelationships of skills" (p. 298).

This recommendation is in line with Equals Framework for Language Teacher Training and Development, which includes "the key professional competences in terms of attitudes, knowledge and skills needed by language teachers" (Equals, 2016, p. 4). This list draws on sources like the Professional Standards for Teachers (UK) and the Competency Framework for Teachers (Australia) and shows that English language teachers should have the knowledge of the importance of integrating the four skills and the ability to design activities that integrate these skills (p. 12). Consequently, integrating the four skills should be an essential part of teacher training, so English language teachers can develop and deliver such activities. The question is how.

Brown (2000) claimed that the integration of the four skills is successful only "within a communicative, interactive framework" (p.234). Then, he presented five models from the communicative approach, namely content-based instruction, theme-based instruction, experiential learning, the episode hypothesis and task-based teaching.

Although communicative language teaching aims at integrating the four skills, empirical evidence is needed to confirm its effectiveness. However, the results of research are inconclusive. For example, Ellis (2012) considered seven studies and found that "three failed to find any clear differences in the learning outcomes of communicative language teaching and traditional language teaching. Two studies produced results that generally favoured a task-based approach. Two studies were found in favour of traditional language teaching" (p.64).

On the other hand, Ellis (2012) explored studies that compared methods of traditional teaching. He referred to a large-scale comparative method study (Colorado Project) that was conducted in 1964 by Scherer and Wertheimer. He stated, "While the Audiolingual Method group did better at speaking, the Grammar-Translation Method group did better in reading, writing and translation. In other words, each method resulted in learning products that reflected its instructional emphasis" (p. 55).

Since the results of the seven comparative studies that investigated the communicative approach and traditional language teaching were inconclusive and since different traditional methods of language teaching focus on different skills, one way to accomplish the goal of integrating the four skills is to follow the eclectic approach.

The eclectic approach refers to when teachers refrain from adhering to one teaching method. That is, they develop a finely tuned combination of techniques from different methods to respond to their learners' needs and aims behind learning a new language. Aslam (2003) explained, "An eclectic teacher is supposed to be dynamic in using new techniques as they suit him so that the learners find the classroom interesting and motivating ... Another argument put forward by eclecticists in favour is that no method is exclusive in itself" (p.69). Since each method enhances the learning of the skill emphasised in its instructional techniques, the eclectic approach that combines these techniques from different methods can achieve the integration of the four skills.

However, critics of eclecticism believe that teachers who are not professionally prepared to be eclectic tend to randomly put together a bundle of techniques from different methods and call it eclectic. This leads to unsystematic and unprincipled pedagogy that gives rise to all kinds of conflicts (Kumaravadivelu, 1994, p. 30). That is, teachers should be trained to integrate the four skills in a principled way by providing

them with the academic knowledge related to the corresponding teaching methods, which echoes Wallace's (1991) applied science model of teacher training. The other two teacher training models described by Wallace are the craft model where teachers imitate the teaching techniques of "professional practitioners" and the reflective model where teachers reflect on how they practise the academic knowledge they receive and the teaching techniques they imitate (pp. 6-14). These three models of teacher training justify the research methodology the researcher used to explore the advantages of the proposed model. The researcher trained ten teachers to use this model by providing them with the academic knowledge and rationale behind it before he introduced it and demonstrated how to use it. Then, the researcher asked the teachers to use the model in their contexts before he received their reflections through unstructured interviews.

9. Description of the Proposed Model

The researcher adapted this model from Gay's model for teaching writing through reading. Gay (1920) suggested that one learns to write effectively by reproducing another person's ideas through the techniques of transcribing, translating, paraphrasing, condensing and imitating (p. XV). That is, Gay focused on helping learners to produce their original expressions and develop their own style through the written channel. However, he ignored the oral channel and originality of thoughts or helping learners to produce their original ideas. Moreover, Gay (1920) clarified that since all the chapters covered rewriting another persons' ideas, "there is no mysterious significance in their order. The teacher using the book will begin with any chapter or part of a chapter that suits his purposes. Naturally, I had to adopt some order" (p. X).

Therefore, the proposed model (Figure 1), which is adapted from Gay's model, helps learners reproduce not only in writing but also in speaking the written and spoken thoughts of others, which helps learners achieve originality of expressions in both skills. Moreover, the proposed model helps learners produce original thoughts in both skills.

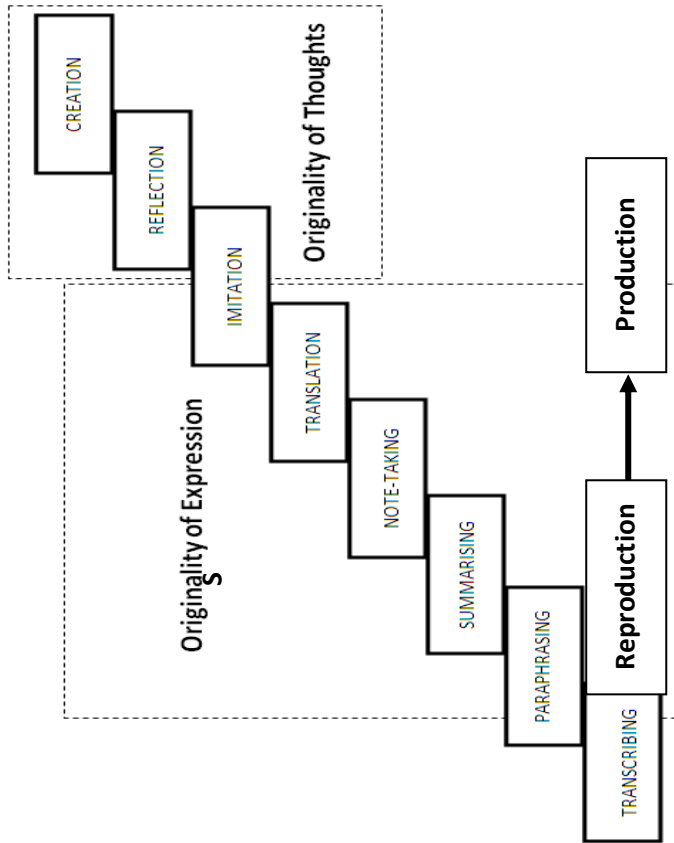


Figure 1: The proposed model as adapted by the researcher.

To achieve the two goals above, the researcher expanded the five techniques of Gay's model to cover the oral channel and added the techniques of note-taking and reflection. Unlike Gay's model, the proposed model suggests covering the techniques by teachers and learners in the same order proposed in Figure 1 because these techniques proceed from controlled to guided and free speaking and writing in order to grade automatization.

In elementary and pre-intermediate courses, the techniques below can be spread over the units of a course. In higher courses, these techniques can form the matrix of every unit in a course.

9.1 Transcribing

Transcribing is the first step of reproduction. It involves receiving a stretch of language and reproducing it verbatim after observing its structure and looking up new words in a dictionary. In this way, students learn to write through reading with awareness, i.e. observing the word choice and paying attention to the way words are linked together in sentences. In the same way, students learn to speak by listening with awareness to what is said.

While going through an oral/written passage in class, teachers highlight some sentences for students to notice the structures they need to acquire. Next, teachers ask students to repeat a chosen structure orally several times. Then, teachers ask students to copy the chosen structure verbatim without looking at the source text. Having mastered the practised structure, students use it to convey new ideas.

Book: Never before have so many people packed into cities.

Students: Never before have so many people packed into cities.

A student: Never before have so many doctors emigrated to Europe.

Teachers can encourage students to do the same with famous quotes and examples given in dictionaries under each entry.

Proverb: Laughter is brightest in the place where food is.

Dictionary: He looked shocked, then burst into laughter.

Adopting transcribing as a daily exercise and throughout the proposed model, students will certainly enlarge their repertoires of vocabulary, expressions and structures, which helps them develop their own writing and speaking style.

9.2 Paraphrasing

Paraphrasing is translating an English text into a clearer English text. This second technique of reproduction serves as an aid to listening and reading comprehension because students need to read/listen for meaning when they are requested to write/speak in their own words what an author conveyed in his/her work.

Paraphrasing is a basic skill that is highly needed in academic contexts where students need to repeat a certain idea in a different way, or it becomes monotonous. To do this they can rely on the repertoires of

vocabulary and structures they have been building while transcribing. That is why paraphrasing comes after transcribing.

Original: Smoking cigarettes is an **expensive** habit.

Paraphrase: Smoking cigarettes **can burn a hole in your pocket**.

The steps of paraphrasing are as follows: (1) Read or listen to the source text carefully and repeatedly until you are sure you have digested the main ideas and how they are organised. (2) Without referring to the source text, quickly reproduce in writing or speaking the main ideas in the order they were presented. (3) Use synonyms, change parts of speech and change the sentence structure. (4) Keep the connotations of the source text. (5) Do not leave out anything that is expressed or implied in the source text, and do not add anything.

Teachers can pave the way for paraphrasing by asking students to choose the best paraphrase from a group of possible choices.

Example: Even ten years ago, cloud computing would have seemed pretty unrealistic.

Tick the sentence that paraphrases the example above.

- Cloud computing has evolved a lot in the last decade.
- Ten years ago, cloud computing was not very realistic.
- Cloud computing is ten years old.
- In ten years, there have been few cloud computing services.

9.3 Summarising

Summarising is a common type of reproduction in academic contexts. It also serves as an aid to reading comprehension because students need to read for meaning when they summarise in writing what an author conveyed in his/her work. Summarising is similar to paraphrasing because one needs to rephrase information in one's own words. However, a summary is shorter than the source text or its paraphrase. That is why summarising comes after paraphrasing in the proposed model because it builds on it and on transcribing.

Following are the steps of summarising: (1) Read the source text carefully and repeatedly to ensure you fully understand it. (2) Highlight the main ideas and the important details and examples. (3) Transform these ideas, details and examples into keywords in a graphic organiser that helps you show relationships among ideas. (4) Write the summary by expanding the graphic organiser without looking at the source text. This

defuses the temptation to copy. (5) Use the techniques of paraphrasing to write the summary in your own words (6) Revise the summary to ensure that it is 25% of the length of the source text.

Teachers can make summarising easier for students in different ways. Teachers may ask students to read a text and then chose the best summary out of three choices. They can also ask students to complete a gapped summary or a concept map that is semi-filled. Moreover, they can provide students with a text that is followed by a number of comprehension questions. These questions ask about the main ideas and the important details in the text. When students link the answers together, they get a good summary of the text. However, teachers should ask students to write the answers in their own words and not to copy them from the text.

Summarising can also integrate reading and speaking. This happens when students orally retell a story they read.

9.4 Note-taking

When students listen to a radio programme, watch a TV show or attend a classroom lecture, they cannot write down the speaker's sentences verbatim. They would do that if they had the luxury of time. That is why students need to summarise instantly and paraphrase simultaneously. In other words, they need to use note-taking that integrates listening and writing.

Students can follow these steps for note-taking: (1) Listen carefully in order to make sure that you understand very well. (2) Put your hands on the umbrella idea as early as possible. (3) Write down important details and examples. (4) Decide which details and examples are not important to record. (5) While taking notes, use a graphic organiser that helps you show relationships among ideas. (6) Transform the graphic organiser into a piece of writing as soon as possible because a graphic organiser might be misinterpreted after a while.

There are different graphic organisers that help students in note-taking such as Venn diagram for similarities and differences, the fishbone diagram for causes that lead to an effect, plot curves for fiction and timelines for non-fiction. Students should become able to choose the suitable graphic organiser by training them to locate the umbrella idea as soon as they start listening or watching. Students can use the graphic organisers they develop to deliver presentations about the oral stretches

they receive but in their own words. In this way, note-taking will be integrating listening and speaking.

Note-taking can be made easier by grading. In the early stages, teachers can provide students with a gapped summary to complete it by choosing words from a word bank. Later, they can do the same but without the word bank. Teachers can also present an incomplete outline or diagram and ask students to complete it while listening or watching. Another technique for grading note-taking is dictogloss. This procedure “involves the speedy dictation of a short text ... The students take notes during the reading of the text” before they work on expanding these cues into full structures (Wajnryb, 1989, p.16). Having practised note-taking using these grading techniques, students will be able to perform note-taking on their own.

9.5 Translation

Translation is the last step that focuses solely on originality of expressions. Translation is also a proof of comprehension because writing a good translation of a source text shows that one completely mastered its thoughts. Moreover, translation reduces the pressure of writing because students are provided with the ideas they are going to write down. However, when students translate a text, they tend to copy its structures as well. They should not. For these two justifications, it will be a good exercise if students translate an English text into a mother language and then translate the mother language version back into English. By doing this, the original English text will serve as a yardstick against which students are going to check how many ideas they managed to convey and how much they mastered the English structures and avoided the mother language ones.

Students can follow these steps when translating: (1) Master the thoughts of the source text. (2) Look for objective equivalents for vocabularies and expressions. For example, the Arabic word “Dakhm” is more than big in English. It is equivalent to huge. (3) Use the English structures acquired during transcribing instead of cloning the structures of the mother tongue. (4) Revise the translation to ensure that it conforms to the thoughts of the source text.

Most of the reading passages in class can be used for translation. Teachers can ask students at the end of a reading comprehension session to translate the passage into a mother language on a piece of paper and to hand it in. At the end of the unit, teachers can give the papers back and ask students to translate the passage back into English while making use of what they have learned. Translating back into English can be more authentic in content-based courses because students work on conveying genuine information.

Translation can also integrate listening and speaking. Teachers can ask students to listen to an audio recording of a reading passage or watch a video. While listening or watching, students write down the mother language translation. The teacher can replay the audio recording several times. When a mother language version is ready, a teacher can read it aloud with pauses in order to enable a student to perform instant interpretation into English.

This task might seem difficult, but it builds on the techniques of transcribing and paraphrasing. Transcribing helps students with retaining a sentence before reproducing it verbatim, while paraphrasing helps with retaining a sentence before reproducing it in their own way.

9.6 Imitation

With all the previous techniques, originality of expressions rather than originality of thoughts was emphasised. With imitation, students need to start producing some original ideas.

Through imitation, students read or listen to different passages in order to identify rhetorical relationships and conventions. Later, students imitate these relationships and conventions while providing original ideas. This way of imitation can be the first serious step towards future creative production.

Coursebooks used for teaching English are full of opportunities where imitation can be used. For example, students can read a story in order to fill in a plot curve with details and events from the story. Having done this, students can write their own stories by imitating the plot curve. The same applies to different forms of writing. Students can analyse the rhetorical structure of an email, a recipe, a descriptive paragraph or a cause-and-effect essay before they imitate these structures to convey their own original ideas.

Coursebooks also provides opportunities in which students are supposed to analyse the rhetorical structures of oral stretches such as a listening track or a video before they imitate these structures while recording their own tracks or videos that contain their original ideas.

Whether imitating the rhetorical structures of oral or written stretches to convey their own ideas, students can also imitate the style of the author of a source text. This is why imitation is an interconnecting stage, for it connects originality of expressions and originality of thoughts as illustrated in Figure 1.

9.7 Reflection

Whether a writer/speaker expresses his/her opinion objectively, subjectively, directly or indirectly, the opinion itself is a catalyst that creates ripples on the lake of the reader/listener's thoughts. In other words, it provokes new ideas in the receiver's mind. Whether those ideas are for or against the producer's own opinion, they are the receiver's ideas. Reflection is all about recording those provoked ideas.

After each reading passage, a video or a listening track in coursebooks, teachers can use some critical thinking questions to facilitate a discussion that serves as a pre-writing or pre-speaking activity. When every student has gone through the passage and made his/her mind, they can develop a reflective piece of writing or a reflective speech about the reading passage or listening track.

The procedure of reflection is as follows: (1) Before reading/listening, check what you know about the topic being discussed. (2) Highlight or record the main ideas in order to understand the opinion of the writer/speaker. (3) Make inferences to understand the messages between the lines. (4) While reading/listening, take notes of what you think and how you feel about what the writer/speaker is presenting. (5) After reading/listening, reread your reflections and decide what they have in common in order to generate your umbrella idea. (6) Choose a suitable way of organisation from the ways you identified during the stage of imitation in order to present your ideas.

Having mastered reflection, students reach the highest step in the proposed model where they become able to create their own writings and speeches using their own ideas and their own styles, for they have achieved originality of expressions and originality of thoughts.

10.RQ1: How Valid Is the Proposed Model in Integrating the Four Skills?

To validate the proposed model, the researcher explored the literature for a list of the types of language performance under each one of the four language skills. The researcher found a detailed list (Appendix A) of 20 types in Brown (2000).

After providing the two judges with a detailed description of the proposed model, the researcher asked them to mention the types of language performance this model integrated under each one of its techniques. The two judges showed that the proposed model integrated all the 20 types demonstrated in Table 1, which proved that the proposed model is valid in integrating the four skills.

Table 1: The types of language skills performance integrated under each technique.

Technique	Types of Language Skills Performance
Transcribing	reactive listening, intensive listening, imitative/intensive speaking, interpersonal speaking, oral reading, intensive reading, imitative writing and display writing
Paraphrasing	responsive listening and speaking, intensive reading, controlled writing and display writing
Summarising	intensive/extensive reading, silent reading, controlled/guided writing, display writing and extensive speaking
Note-taking	selective listening, extensive listening, controlled/guided writing, self-writing and extensive speaking
Translation	intensive/extensive reading, silent reading, controlled/guided writing, display writing, extensive listening and extensive speaking
Imitation	intensive/extensive reading, silent reading, guided writing, display writing, extensive listening, interpersonal speaking and extensive speaking
Reflection	intensive/extensive reading, silent reading, real writing for different purposes, self-writing, display writing, extensive listening, extensive speaking, interactive listening and transactional speaking

Note: This table is developed by the researcher.

11. RQ2: What Are the Advantages and Disadvantages of the Proposed Model From the Perspective of English Language Teachers?

To explore the advantages and disadvantages of the proposed model, the researcher trained ten EFL teachers to use it with their adult learners. First, he followed the applied science model of teacher training and provided the teachers with the academic knowledge behind the techniques of the proposed model. The researcher achieved this with the trainee teachers through covering a number of the ELT methods such as the grammar-translation method, the direct method, the audio-lingual method and the communicative approach. Then, the researcher followed the craft model of teacher training and demonstrated to the trainee teachers how to use the proposed model with EFL adult learners. Finally, the researcher followed the reflective model of teacher training and asked the trainee teachers to use the proposed model with their EFL adult learners before he received the teachers' feedback through one-on-one, unstructured interviews.

To present the findings from the interviews, the researcher followed the theme discussion model that was mentioned by Creswell (2012). In a theme discussion, a researcher interrelates the interviewees' ideas according to a theme hierarchy that is built from major and minor themes derived from the perspectives of different interviewees (pp. 250-256). In other words, reflections and quotations are presented according to themes rather than interviewees. However, interviewees should be coded whenever they are quoted under different themes. In this study, the ten interviewees were coded from (T1) to (T10). Moreover, a researcher using the theme discussion model can incorporate personal comments and past literature with quotations from interviewees (p. 258). The teachers' reflections (in italics) and the researcher's personal comments along with supporting references from the literature are as follows:

The proposed model integrated the four skills and consequently responded to different needs of EFL adult learners (T7). Since the instructional emphasis of each teaching method leads to the development of a different language skill or skills, the proposed model accomplishes the goal of integrating the four skills by following the eclectic approach that allows teachers to adopt a finely tuned combination of techniques

from different teaching methods, which responds to different needs of EFL adult learners.

Like the grammar-translation method, the technique of translation satisfies the instrumental purposes of students who often need to translate into English a text written in their mother tongue or the other way round (T5). When this technique allows an English text to be translated into a mother language, it makes students look for the right equivalent of a word they are translating (T8). When students translate the mother language version back into English, they learn the English patterns and grammatical structures by contrast (T2), which is in line with what Mukalel (2005, p.45) explained about the grammar-translation method. When students revise the second translation to make it resemble the structures of the original English text, they might ask their teacher to explain some grammatical points (T1). Similarly, the techniques of paraphrasing and summarising allow for some grammatical explanation (T6) because in these two techniques students are supposed to transform sentences, for example, from passive to active or from direct speech to reported speech. This might lead students to ask their teacher for “long elaborate explanations of the intricacies of grammar” (Prator & Celce-Murcia, 1979, p. 3). All of this helps with reading comprehension and producing different pieces of writing (T10). Unlike the grammar-translation method that does not pay enough attention to listening and speaking, the proposed model helps students develop their skills of comprehending oral input and producing different stretches of spoken language (T3) because translation in the proposed model is also used with oral stimuli.

Like the direct method with its “exclusive use of the target language ... and avoidance of explicit teaching of grammatical rules” (Hummel, 2013, p. 109), various techniques in the proposed model immerse students in the target language (T4) not only by extensive listening but also by extensive reading. This immersion helps students think in the target language, acquire vocabulary in full sentences and produce the acquired language patterns in speaking and writing (Larsen-Freeman, 2003, pp.27-28). Even intensive reading and reactive listening in transcribing allow grammatical structures to be inductively learned (T7) because students are required to observe a structure and the relationships among its parts.

The proposed model also conforms to the structural-situational approach which is somewhere in between the grammar-translation method and the direct method. This approach carefully selects and sequences vocabulary and grammar like the grammar-translation method, but it also presents vocabulary and grammar in context like the direct method (Richard & Rodgers, 2014, p. 46). When the proposed model is applied to coursebooks that consist of thematic units, its successive steps ensure that higher steps of writing and speaking such as in imitation and reflection are introduced only after students have acquired a sufficient lexical and grammatical basis through listening and reading in steps such as transcribing and paraphrasing (T9).

By establishing a sufficient lexical and grammatical basis through reading and listening before introducing higher steps of writing and speaking, the proposed model conforms to one aspect of the cognitive approach that was mentioned by Carroll (1965), namely the notion of language as a “rule-governed system” (p.278). The proposed model does not contradict with the notion that students should be in "conscious control" of this system. It just gives students the chance to succeed in acquiring the language components before – in case of failure – consciously learning them when they ask for teachers’ support. The same principle applies to rhetorical conventions. These rules of organisation are acquired inductively through the techniques of summarizing and note-taking before students consciously focus on them through imitation (T1).

Resembling the audio-lingual method that “relied heavily on repetition and language drills” (Hummel, 2013, p. 110), the technique of transcribing allows for some sentences with important grammatical structures to be highlighted and consequently acquired through loud reading by teachers and loud repetition by students (T4). Repeating the sentences of a professional author or speaker helps students master the production of oral and written sentences, especially when teachers ask them to multiply a model sentence “by substituting for any of its words or word-groups, including others of the same grammatical family and within certain semantic limits” (Palmer, 1916, p. III). Moreover, paraphrasing allows for repetition along with additional techniques such as restatement, contraction and transformation (T7), which are some drills of the audio-lingual method.

The proposed model also resembles communicative language teaching, which – according to Aslam (2003) – develops the communicative competence or students' ability to use language appropriately in real-life situations (p.56). Through the technique of imitation, students imitate the rhetorical structure of oral or written real-life productions after identifying them. For example, they can respond to an authentic email by imitating it. They can also summarise the authentic speech of somebody making a case before they imitate the same rhetorical structure to provide a counter-argument orally. Moreover, through the technique of reflection, students become involved in authentic discussions regarding intrinsically motivating contents that teachers present via the oral or written channel (T2). This echoes real-life communication that does not result from using segregated portions of reading, writing, speaking, or listening (Enright & McCloskey, 1988, p. 127).

If a teacher designs a thematic unit using a number of these techniques – such as transcribing, imitation and reflection – in the same order they appear in the proposed model, this unit can mirror the sequence highlighted by Littlewood (1981:86) under communicative language teaching where teachers and students move from the pre-communicative and quasi-communicative stages to the communicative stage (T5). These three stages help with proceeding from controlled and guided practice to free practice (Richards, 2006, p.16), which achieves automatization in a graded way.

Unlike Gay's model, the proposed model works through the oral and the written channels, which increases retention and helps learners use the skills they are good at to develop the skills they suffer with (T3). For example, a learner who loves reading stories can use this passion to develop speaking through retelling. Unlike the different teaching methods, the proposed model allows teachers to use various techniques, which increases learners' motivation because this variety of techniques responds to their different learning styles (T1).

However, applying the proposed model to a coursebook that is not designed to accommodate it might become an exhausting task for teachers (T8). Such a task might be time-consuming as well (T10) because teachers have to redesign or adapt the units of such a coursebook. In order to do this, teachers should be very knowledgeable in the different teaching methods in addition to educational psychology and curriculum design (T4). That is why the researcher did not only follow the craft model of teacher training while training the ten trainee teachers for this study. The researcher started the training by following the applied science model in order to acquaint the trainee teachers with the academic knowledge they need in order to adapt or redesign a coursebook according to the proposed model.

Following the applied science model and the craft model while training teachers to use the proposed model will also help them rejuvenate the proposed model itself because after an extended period of continuous use of the techniques of this model, these techniques might become boring to students (T6).

12. Conclusion

This paper addressed the inability of inexperienced teachers to integrate the four skills in a principled way and proposed a model that integrates the four language skills in a finely tuned way while following the eclectic approach.

After proving that the proposed model was valid in integrating the four skills, the researcher explored its advantages and disadvantages from the perspective of some English language teachers that he trained to use this model. The reflections of the trainee teachers proved that the advantages of the proposed model far outweighed its disadvantages, which should encourage more teachers to use it.

Enlarging the scale of applying the proposed model will help future researchers to conduct quantitative, large-scale studies in order to generalise the findings of this paper or experimental studies that check the effects of this model on the learning of EFL adults. Other qualitative, quantitative or experimental studies can test the proposed model in other contexts such as teaching English as a second language, teaching English for specific purposes and teaching English to young learners in public and private schools.

In order to enlarge the scale of applying the proposed model by teachers and consequently enlarge the scale of testing it by future researchers, the researcher encourages teacher trainers to follow the three models of teacher training while training teachers to use the proposed model. The craft model will demonstrate to teachers how to use the proposed model. The applied science model will provide them with the knowledge they need in order to adapt the proposed model to suit their contexts. Finally, the reflective model will encourage teachers to feed back on the application of the proposed model in their contexts, which helps in amending or refining the proposed model accordingly.

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