

Students' Changing Views and the Integrated-Skill Approach in Taiwan's EFL College Classes

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Abstract:

The integrated-skills approach (ISA), which incorporates the four language skills—reading, writing, speaking, and listening—has become a dominant trend in FL college instruction in Taiwan. The purpose of the study was to examine how the ISA is being used in Taiwan's EFL college classes, develop an understanding of students' satisfaction with the integrated-skill class and authentic activities, and determine if students' views about separated-skill instruction changed during the year of coursework. Data were collected from a questionnaire survey, interviews of students, and classroom observation. The results indicated that the instructor provided a wide range of authentic materials and class activities, allowing students to interact with texts and each other in a seamless integration of the four language skills. 90% of students recommended continuing to implement the ISA in class for the next academic year. Survey and interview data revealed that under teachers' class structures, students changed their views on EFL instruction

Keywords: Integrated-skill Approach, EFL teaching, college students, Taiwan