
A System Approach to Increasing the Level of Language Capacity: The Effect of Language Skills Interaction

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| ABSTRACT

The four interconnected and interdependent parts of language skills speaking, listening, reading, and writing, come into play while engaging in natural conversation. The system approach contends that interaction and coordination between these four skills, rather than a mere sum of the four abilities, lead to the development of total language capacity. The system theory is the cause of this coordination and interaction. This research examines how four language skills interact, and the findings show that these skills have a significant and direct impact on one another. This is made feasible using specific notions from physiology and psychology and those deriving from system theory. The study then examines if there is a demand for and whether it is possible to increase school students' full English language proficiency by fusing four language skills in a manner that is both more effective and affordable. The next step is an analysis of whether or not improving high school pupils' overall English language proficiency is necessary or even possible.

| KEYWORDS

Theory of systems, cognitive theory, linguistic abilities, teaching English, effective transfer, language skills

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1. Introduction

Four language skills must be developed simultaneously to acquire a language effectively. However, this isn't always the case. The pupils find it harder to produce than read, and it's harder for them to comprehend than listen. For instance, while listening, they are unable to comprehend the same passage of text, a phrase, or simply a word that they can when reading. They can also not utilize the knowledge they have gained to utilize the article effectively. In order to discover some practical means of combining these four language abilities, it is crucial to examine the tight interaction and influence among them. The four language skills of listening, speaking, reading, and writing have been the subject of earlier research. These studies can be categorized into two groups: those that examine relationships between two of the skills and those that teach one of the skills based on relationships between two of the skills, or those that examine relationships between input and output, or those that examine relationships between oral and written skills. The many ways of teaching speaking, listening, reading, and writing in college English have been examined using input and output theories (Han, 2016; Guan, 2015; Liu, 2014; Shen, 2012; Zheng, 2010). According to Krashen (2012), writing style comes from reading rather than an actual writing experience. Most reading-writing connection research in China has concentrated on enhancing high school students' English writing abilities, Although relatively few researchers have focused on improving reading comprehension (Cai, 2009; Zhang, 2014; Cheng, 2016), (Yang & Dong, 2010). The connection between hearing and reading has been widely covered in literature by (Zou, 1988; Lin, 1996; Nan, 1997) and Wei (1994). Studying reading in the classroom has been shown to increase students' English listening comprehension, according to Yang (2006) and Zhang (2012). A few scholars have also examined the separation and relationship between speaking and writing (Cook-Gumperz & Gumperz, 1981; Akiannso, 1982; Chen, 1991), as well as the influence of English oral abilities on writing (Bereiter & Scardamalia, 1982; Wang, 2007; Tang, 2011; Feng, 2017). General discussions of the relationships between the four language skills have been

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made by Xu (2004) and Lu (2006). Both oral and written communication abilities should be emphasized while teaching college English, according to Zhao (1980) and Zhang (1995). College students' oral English competency has been studied by Yang (1991), Wu (1998), and Gao (2001) based on an understanding of the interaction between speaking and listening.

Regarding the connections between reading and writing, Eckhoff (1983) conducted research whose findings indicate that children's writing incorporates elements of their reading texts, and Stotsky (1983) analyzed several correlational and experimental investigations. Shanahan (1984) explored the relationship between reading and writing and the effects of writing training on learning to read (1980). More research on authors' and readers' active techniques and interactions between them is recommended by Flower (1988). The system theory's wholeness principle states that "everything is seen as one component of a total that belongs to a portion of a larger whole. The links between whole and whole, part and part, and whole and part should thus be understood in their entirety (Yang, 1987). The improvement of a system as a whole, as opposed to just its pieces, results from the coordination of the interactions between its components and their proportional relationships. According to the system theory's integration principle, founded on the wholeness principle, "The function of a system is larger than the sum of the functions of its parts" (Yang, 1987) as long as the system's components are organically joined and merged. Communication requires many other sensory organs in addition to the necessary ones. Hearing and kinesthetic movement are both involved in reading. Reading transforms what is seen into something that can be heard and spoken (Zhu, 1997). Writing requires both visual and kinesthetic processing. Writing is reading. Reading schematics gives us the information necessary to discover the appropriate writing schema. After writing our work, we give it a last proofread. Hearing relies on the sense of sight. Because Chinese has many homophones, it is customary to verify what one hears by seeing it, especially when inquiring about a surname. Listening, speaking, reading, and writing are all related linguistic activities that contribute to forming a coherent whole. From a physiological standpoint, communication requires the participation of multiple distinct perceptions to carry out these activities.

2. Interaction between four areas of language skills

Listening and reading are sequential activities; thus, they are not considered part of the four language skills of speaking, writing, listening, and reading. However, linguistic production includes the associated activities of speaking and writing. According to system theory, there are connections between speakers, listeners, readers, and writers in both the comprehension and production of language, due to the exact implications of the research method and such individual characteristics in the information process as the quantity of vocabulary, language proficiency, and other psychological and cognitive processes as well as the data exchange technique, constructs, mental skills, and such objective fact Language understanding. According to system theory, Speakers, listeners, readers, and writers are linked and conditioned by one another in terms of two dimensions of communication: knowing the language and creating; because of this, proper comprehension is the only thing that can lead to practical expression. Because successful language production will lead to improved language comprehension, proper comprehension is the basis for effective language production.

2.1 How Listening and Reading Are Related to Each Other as receptive skills

According to the system theory principles of completeness and integration, language comprehension development must benefit from a clear understanding of the relationships between hearing and reading. On the one hand, the psychological activity and decoding processes involved in hearing and reading, which are the fundamental means of language understanding and the powerful techniques of obtaining linguistic information, are similar. Reading and listening are sensory abilities, but listeners and readers don't passively take in information from their environment. Surface comprehension and deep understanding involve how actively readers and listeners take information by relating it to their knowledge, experience, and prior knowledge. Reading and listening, however, are complementary and support one another. First, listening may improve one's capacity for linguistic response, which encourages reading more rapidly. Because, unlike while reading, they are unable to halt or go back to understand what they just heard, listeners have little to no control over the speed at which listening material is inputted. As a result, they must process new information quickly and understand the speakers' true intentions. The capacity of listeners to comprehend linguistic meaning swiftly may advance thanks to such a quick and complex thought process. To read accurately and quickly in return, you need to be able to react quickly.

Second, given that reading is a game of psycholinguistic guesswork (Goodman, 1967), winning the game requires prior information stored in the brain as schema. Students' schematic knowledge may be expanded by reading, which helps enhance listening comprehension. Reading a lot allows pupils to get greater insight by presenting them with various linguistic resources to broaden their knowledge, build up their background information, and develop their non-linguistic and language skills. Invoking past information will become natural as you apply yourself repeatedly, improving your ability to utilize it effectively. As a result, listeners may adequately understand what is being said when they hear new information by swiftly activating the associated schema.

Thirdly, children can increase their vocabulary by reading aloud, which helps them grow better at listening. Language comprehension depends heavily on vocabulary quantity, recognition, and prediction. By reading many practical and contextual terms, students may increase their vocabulary in reading. This kind of quantity accumulation may result in a shift in quality, meaning

that increasing reading will advance the development of listening comprehension. Fourth, reading and listening are both micro-skills that may be used equally. Reading and listening both entail the same psychological processes and cognitive strategies, resulting in the adoption of identical micro-skills for reading comprehension and listening comprehension. These micro-skills may be used in listening and reading classes, respectively, and skills like predicting, referencing, and seeking essential words can be taught in various ways to improve comprehension in both. Fifth, reading gives kids additional chances to speak and think in English, improving listening comprehension. Students may gain knowledge of the cognitive differences between English and Chinese speakers via reading, and they may then be able to follow and react to different grammatical structures and idiomatic phrases quickly enough to enhance their listening comprehension.

2.2 The connection between speaking and writing as productive skills

Productive ability includes both speaking and writing. Speaking demonstrates the students' vocabulary, grammar, rhythm, and intonation, as well as their linguistic and pragmatic competency and capacity to employ these skills effectively and swiftly under time constraints. More complex grammatical patterns and logical reasoning are needed while writing. The two are connected and benefit from each other when used together. Writing is first indirectly activated by speech. Writing skill growth is not the sole factor in how well anything is written.

Writing skills may be improved via oral language learning. (Zhu, 1997) Specific language skills are enhanced due to effective cross-training with other abilities. Since what is used often in speaking will also be utilized fluently in writing, more speaking allows the pupils to get more comfortable with the language. Because there is a limit on the amount of time spent speaking, you should go through it as fast as possible. Revisions and adjustments cannot be made. It is expected that the speakers will be able to think swiftly and react quickly. Therefore, speaking more may help with writing since it can improve language skills, make language creation more fluid, and sharpen thinking. Third, writing more will help you talk more correctly as you increase your speaking skills. Rarely is writing time-constrained, but there are other constraints. Writing must have a logical structure, meaningful substance, correct representation, and solid logic. More writing may improve kids' word choice and grammar skills and ability to explain themselves coherently and compose effectively. Students can convey their views more effectively and precisely thanks to these factors.

2.3 The association between listening and speaking as receptive and productive skills

Speaking is the second phase of output in language learning, whereas listening is the first step of intake. The output will be more precise, fluent, and diverse as there is a greater intake of linguistic information and expertise. Conversely, speaking as a practical skill belongs to the straightforward process, but listening as a total capacity is a component of the implicit process. In spoken communication, Two phases of psychological action, one from surface structure to deep structure and the other from schema to superficial structure, are closely connected yet opposed. The speaker said it catalyzes the listener to engage in complex psychological processes leading to ultimate expression and the topic that the listener should perceive and comprehend. Speaking and listening are intertwined throughout this challenging process. The two precede each other while speaking and listening. When one listens, one learns to talk. Speaking is necessary as a means of indicating and demanding improved listening conditions. Since communication is only possible when the other person understands what they hear, they may easily understand what they can explain well. Increased listening also aids in the development of correct English for oral communication and authentic linguistic context in kids. In a natural language scenario, the speaker and the listener must seek mutual reliance and communication. Both the speaker and the listener may pick up a lot of accurate and appropriate English. Listening more assures the high quality and quantity of language content. This aids in developing their linguistic intuition and capacity to interpret the speaker's emotions. Thirdly, speaking more promotes new information's internalization. Language is acquired via use. Increased speaking encourages the creative use of language and improves the absorption and integration of new knowledge. The objective of communication cannot be achieved via speaking or listening alone. Fourthly, speaking and listening are put to the test. Speaking allows for examining, assessing listening accuracy, and mastering listening skills. Listening allows one to assess the accuracy of their speech, fix their pronunciation, and determine whether their use of lexicon is suitable.

2.4 The relationship between reading and writing as input and output skills

According to the system theory, reading and writing are two complementary components of the written messaging system. Writing and reading are complementary skills, as stated by Stotsky (1983), who claimed that "better writers tend to be better readers, which better writers tend to read more than worse writers, and that better readers tend to generate more syntactically mature work than poorer readers." First, conceptual understanding is a prerequisite for both reading and writing. Similar information about language, content, genre norms, organization, and structure is used by both readers and writers (Aulls, 1985; Flood & Lapp, 1987; Kucer, 1987), which may help writers and readers both read and write more effectively. According to psychology, reading and writing use the same cognitive process in the human mind. (Kucer, 1987) Reading and writing involve schematic mental knowledge. Second, reading lays the groundwork for writing. The writer's "thought bank" is made out of reading material. (Kennedy, 1911). Reading a lot can help students develop their thoughts and give their writing more depth.

Additionally, they can recognize the distinctions between Chinese and English text models between the ways of thinking in English and China. Consequently, The ability of the pupils to understand how English literature expresses and communicates information. Smith (1983) asserts that reading like a writer fosters development. Reading will help you become a better English writer. Thirdly, writing enhances reading. The most excellent technique to signal and improve reading efficiency is via writing. Students will attempt to locate pertinent reading material following the writing challenges. Writing is thus essential for reading to be done more successfully and for more focused goals. Fourthly, writing that incorporates textual knowledge improves understanding of the text. When writing, people always pay close attention to the connections and feeling of progression between each section's elements and the whole, other sections, and other parts. Reading will become quicker, more accurate, and more productive with this sort of textual information in writing.

3. Implications for teaching and learning the four language skills

Listening, speaking, reading, and writing are the four core linguistic skills that form complete language competence. Together, they form a system that is interrelated and integrated. Any one of these four abilities has the potential to foster the development of the others, which ultimately results in an improvement in the speaker's overall language proficiency. As a result, the teaching of English ought to be built on the principles of system theory and make better use of the valuable learning that has occurred between them., with an assurance of more comprehensive and integrated English teaching and learning to boost the total language capacity of high school students.

3.1 A thorough curriculum that ensures the power of each skill is present throughout the whole learning process.

To develop complete language competence, we may employ the whole language strategy. This method combines and presents each of the four language skills in turn. When instructing a linguistic ability, we may combine it with learning another ability or use it as feedback. For example, speaking and writing abilities may be taught to pupils in classes focused on listening or reading, while the opposite may be trustworthy. The student's writing may be patterned after a book they have read, and the student's voice may be fashioned after a text they have heard. Instead, we may design a sequence of exercises that need a variety of abilities, each of which is closely related to a broad subject addressed in the activity. Encourage students to acquire the language and guarantee they can apply what they have learned in real-world scenarios.

3.2 The Crucial Role of Adequate Listening in the Education of English Language Learners in Secondary Schools

The amount of vocabulary a person has learned is a vital component in developing all four of the language as mentioned above skills. A limited vocabulary is one of the primary factors contributing to the underdevelopment of any linguistic skill. The ability to comprehend spoken language may be improved by expanding one's vocabulary via reading. Students in high school might successfully enhance their vocabulary by listening more, which is good for word memory. As a consequence of this, enhanced listening could be of assistance to these students in terms of memorizing more words and information more expediently. The four linguistic skills will therefore develop more quickly. One advantage of having a large vocabulary is the capacity to absorb words more quickly and accurately, which may improve reading comprehension. The ability to pronounce words correctly is essential for increasing speaking and listening comprehension, which may be improved by listening more.

3.3 Four language skills are developed via class discussion.

The transition from teacher-centered instruction to learner-centered instruction is reflected in the discussion, which serves as the link between linguistic input and output. In reading classes, the discussion may be planned to help students apply what they have read to vocal expression while also improving their reading comprehension. Writing assignments are taken from class discussions and "may turn writing into a form of social communication activity" (Zhang,1995). Students may provide feedback on one another's initial drafts of work or discuss the comments' raised issues. Through this kind of collaborative writing, students can get honest feedback from others in real time and use that feedback to improve their work. Consequently, writing skills will develop the relationship between speaking and listening more quickly. Discussions after listening might evaluate how well you listened.

3.4 More reading to overcome the obstacles to other skills training

The acquisition of other linguistic talents may be aided by reading, a challenging information-processing activity that calls for deep, active thought. Since reading with a purpose may encourage critical thinking and the development of other language skills, providing high school pupils with more reading resources in and outside of the classroom may aid their English language learning. Reading may help English-language learners in high school understand discourse patterns and the links between language and culture, which is the beginning point for researching linguistics and enhancing language skills. Therefore, developing reading abilities may provide more straightforward ways to process linguistic input and ways to absorb more and better knowledge. The deliberate and purposeful placement of much in-depth reading in high school English lessons may produce qualitative change and provide the groundwork for developing other abilities. Students perform at their best when given more time for reading and writing in class and are exposed to a corpus of literature that spans many genres, themes, and styles (Comstock, 1992). It is essential to put reading and writing emphasis in the classroom since reading influences learning in general (Ferris & Snyder, 1986; Shanahan, 1984)

3.5 The Importance of Writing throughout the Entire Teaching Process

Writing is a crucial part of teaching English while being one of the most challenging components of the subject. One may increase their writing skills in one of two ways: either by increasing the number of teaching hours devoted to writing or presenting or by honing their writing abilities in other workshops for developing specific particular talents. Given the realities of teaching English in secondary schools in China, increasing the number of hours spent on English lessons is challenging. In order to have more effective writing, writing skills should be included in other areas of instruction. For instance, combining the presentation of reading with the display of writing, especially the presentation of reading material, is one of the most effective strategies for improving writing abilities. When a reader or writer starts to question, test, mold, and reshape a book rather than just comprehending its content or utilizing it as a template to be mimicked, this process of developing a feeling of authorship may also result in the development of critical literacy. In other words, the capacity to analyze, evaluate, and alter the text is critical literacy (Flower, 1990). Throughout the procedure, there is an "interplay of mind and text that raises new interpretations, reformulations of ideas, and new learnings." (1986; Langer). Independent of the student's prior knowledge, essay writing is more successful in the subject areas than taking notes or responding to questions (Newell, 1984).

4. Conclusion

In actual communication, reading, writing, speaking and listening all depend on one another. Both the transfer theory of learning and the system theory contends that the synchronization of relationships and ratios among the system's constituent parts is essential for the system to evolve. A system of four interconnected and integrated linguistic skills is called a system. The four subsystems cannot be combined to improve the system; instead, improvement comes from the interaction and coordination of the four subsystems, each depending on the others to varying degrees. Speaking comes from hearing, reading comes from listening, speaking and writing help each other, and vice versa. To optimize the benefits of teaching and learning, high school English teachers should incorporate the fundamental ideas of system theory. Four language abilities should be naturally joined and amalgamated to guarantee that English education is cohesive and thorough. In this method, we may achieve the best possible language learning integration and more effectively enhance English instruction in high school. Preparing pupils for dialogue in various language skills should be naturally included in the English curriculum during high school. This may accomplish successful teaching by "less time, more efficiency" and make English education in high schools comprehensive using cost-effective teaching and communication methods.

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