



**FACULTY OF ENGLISH LANGUAGE**

MASTER THESIS:  
**TEACHING/ DEVELOPING THE FOUR MAJOR SKILLS  
(WRITING, SPEAKING, LISTENING, READING)**

Mentor:

Dr.Sc. Qatip ARIFI

Student:

Fitore GEXHA

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“Words are a pretext.  
It is the inner bond  
that draws one person  
to another, not  
words.”

— Rumi

## **Abstract**

Teaching and developing four major skills (Writing, Reading, Speaking and Listening) or also known as macro-skills in education system in Kosova are not practiced well in contrary to microskills that concentrate more on grammar, vocabulary, pronunciation & spelling. Teachers teach 4 major skills to students to help them understand and learn English language better and properly and thus give them required skills in order to enroll to better and quality universities abroad and find better and suitable jobs within local and international institutions. Students at schools are not exposed to the environment of learning and developing these 4 skills through restrictions from national curriculum and textbooks available in our schools that are printed and published long time ago which lack updates. Teaching and also assessing major skills focuses on making students more active learners by teaching them how to learn and develop themselves into language and how to use what they have learned in order to be successful as individuals after school in their private and professional lives.

Numerous studies around the world have contributed to both theory and teaching by showing fruitful results supporting the significant role of teaching & developing four skills for effective and successful language learning. Factors related to English language skills teaching/learning use range from cultures and educational contexts to individual learner variables, such as motivation, learning styles, years of learning, proficiency, and achievement. The majority of researches have focused on importance of teaching and developing macro-skills among young adult and adult learners.

## **Conclusion and recommendations**

*“Reading is a complex process that must be modeled, taught, practiced, and evaluated on a daily basis... As professional educators, we must strive to teach our children to be true readers. If we can succeed in this area, we will truly have reached our goal of developing lifelong readers”* (Stone, 2009:42).

*“Listening and speaking are absolutely critical to success—in school, in jobs, and in life. And every student would improve if we increased our commitment to teaching the core skills of effective oral communication”* (Palmer, 2014:189).

- Teachers have to attend training, seminars, webinars and conferences in order to develop their teaching skill in order to get best from English language teaching
- New technology and software to be implemented in classrooms; students to be taught of using and learning from them.
- Research finding suggest that teachers have to use more activities, games and contemporary topics in order to stimulate and motive students’ language skills development
- Motivation being important part of teaching/learning processes, teachers have to motivate in every possible way and time their students
- More knowledge, requirements and importance about international tests as TOEFL and IELTS to be offered to students
- Further work on textbooks and other materials to be prepared for 4 major skills development in classrooms
- During their leisure time, students to be exposed to English language through TVs, music, internet and other technological developments in order to improve their language skills and knowledge
- Promoting cooperation between schools in Kosova and Peace Corps office in order to bring a Peace Corp into their schools and community
- Further cooperation with KETNET through their already established network of ELTs in Kosova and region

- Promoting further development of four major skills of students at home through extra reading, listening to special audio materials, writing for pleasure and speaking with members of family, friends and native speakers, when possible.