

2016-05-25

# Investigating teachers' practice of integrated language skills teaching and practical practical problems in its implementation

Berhanu, Zeru

---

<http://hdl.handle.net/123456789/5076>

*Downloaded from DSpace Repository, DSpace Institution's institutional repository*



✓ 4

# INVESTIGATING TEACHERS' PRACTICE OF INTEGRATED LANGUAGE SKILLS TEACHING AND PRACTICAL PROBLEMS IN ITS IMPLEMENTATION

(with Particular Reference to at Chiliga Woreda High Schools)

BY  
BERHANU ZERU

Department of English and Literature  
Faculty of Humanities  
Bahir Dar University



JUNE, 2011

# INVESTIGATING TEACHERS' PRACTICE OF INTEGRATED LANGUAGE SKILLS TEACHING AND PRACTICAL PROBLEMS IN ITS IMPLEMENTATION

Thesis

Submitted in Partial Fulfillment of the Requirements for the  
Degree of Master of Education in Teaching English as Foreign  
Language in TEFL

By

Berhanu Zeru

Adivisor

Abiy Yigzaw (Associate professor)

Department of English and Literature

Faculty of Humanities

Bahir Dar University



June, 2011

3253



The thesis titled "Investigating Teachers' Practice of Integrated Language Skills Teaching and Practical problems in its Implementation" by Berhanu Zeru is approved for the Degree of Master of Education in Teaching English as a Foreign Language (TEFL)

Board of Examiners

	Name	Signature
Advisor:	<u>Abiy Y. (Dr)</u>	<u>[Signature]</u>
External examiner:	<u>Amaze Secheldor</u>	<u>[Signature]</u>
Internal Examiner:	<u>Mulugeta T.</u>	<u>[Signature]</u>

Date \_\_\_\_\_

## Table of contents

Contents	Page
Acknowledgement	
Table of content.....	i
List of acronyms.....	iv
List of tables.....	v
Abstract.....	vi
<b>CHAPTER ONE: INTRODUCTION</b>	
1.1 Background of the study .....	1
1.2 Statement of the problem.....	4
1.3 Research questions.....	5
1.4 Objectives of the study.....	5
1.5 Significance of the study.....	6
1.6 Scope of the study.....	6
1.7 Limitation of the study.....	6
1.8 definitions of key terms.....	7
<b>CHAPTER TWO: REVIEW OF RELATED LITERATURE</b>	
2.1 The concept of integrated skills teaching.....	8
2.2 The rational for integrated skills teaching.....	9
2.2.1 Real world rational to integrated skills teaching.....	10
2.2.2 Pedagogic rational for integrated skills teaching.....	10
2.3 Theoretical bases to integrated skills teaching.....	11
2.4 Types of integrated skills teaching.....	12
2.4.1 Content based language instruction.....	12
2.4.1.1 Theme based language instruction.....	13
2.4.1.2 Adjunct language teaching model.....	14
2.4.2 Task based language instruction.....	15
2.4.2.1 The concept of language learning tasks.....	15
2.4.2.2 Types of language learning tasks.....	15

2.4.2.2.1 Pedagogic tasks.....	16
2.4.2.2.2 Real world tasks.....	16
2.4.3 Hybrid of content based and task based language instruction.....	17
2.5 Characteristics and benefits of integrated skills teaching.....	17
2.6 Techniques of integrating language skills in lessons.....	19
2.7 Teachers and students role in integrated teaching.....	20
2.7.1 Teachers, role in integrated skills teaching.....	20
2.7.2 Students, role in integrated skills teaching.....	21
2.8 Integrated skills approach: teachers practice and practical problems.....	21

### **CHAPTER THREE: METHODOLOGY**

3.1 Design of the study.....	24
3.2 Subjects of the study.....	24
3.3 Sample and sampling techniques.....	24
3.4 Instruments of data collection.....	26
3.4.1 Questionnaire.....	26
3.4.2 Classroom observation.....	28
3.4.3 Document analysis.....	28
3.5 Development of Data gathering instruments .....	29
3.6 Procedure of data collection.....	30
3.7 Data analysis and interpretation techniques.....	31

### **CHAPTER FOUR: PRESENTATION AND DISCUSSION OF DATA**

4.1 Results and Analysis of teachers' response.....	34
4.1.1 Part one: Analysis of background information.....	34
4.1.2 Part two: Teachers' theoretical orientations and understanding of integrated skills teaching.....	37
4.1.3 Part three: Teachers integrated skills teaching experience.....	42
4.1.4 Part four: Analysis of constraints that affect integrated skills teaching.....	58
4.1.4.1 External constraints.....	58
4.1.4.2 Internal constraints.....	59
4.1.5 Part five: Analysis of students' response.....	61

4.1.6 Document analysis.....	68
4.2 Discussion.....	73
<b>CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS</b>	
5.1 Summary of the results.....	78
5.2 Conclusions.....	81
5.3 Recommendations.....	83
Bibliography.....	85
<b>Appendixes</b>	
Appeased -A Teacher questionnaire.....	90
Appendix- B Student questionnaire.....	94
Appendix- C Amharic version of student questionnaire.....	97
Appendix- D Classroom observation checklist.....	100
Appendix- E Cronbackalpha formula.....	102

## **Acknowledgements**

First and for most I would like to express my deepest gratitude to my advisor, Dr. Abiy Yigzaw for his invaluable comments, suggestions, immediate feedback and endless professional support throughout the paper. Without his constructive comments and suggestions, the study would not have been a success. I am very much indebted to his kindness, immense patience and warm well come he has shown me in the course of time.

My gratitude also goes to my best friends Ato Eshetie Wubie and to all my family for their material, moral and financial supports. Their consistent encouragement has been worth mentioning from the beginning to the completion of this thesis. The contribution of Kasanesh and Henock is also worth mentioning. Moreover, my thanks also goes to all teachers and students who were the participants of my study

Last but not least, I would like to thank Hirut Atnafu for her computer writing and editing service.

### **List of Acronyms**

- TEFL- Teaching English as a Foreign Language
- EFL-English as a Foreign Language
- ELT- English Language Teaching
- ESL-English as a second Language
- ICDR- Institute for curriculum Development and Research
- ISA- Integrated Skill Approach
- MOE-Ministry of Education
- NOE- National Organization for Examination
- SLA- Second Language Acquisition
- SSI- Segregated Skill Instruction
- CBI- Content Based Language Instruction
- TBI- Task Based Language Instruction

## LIST OF TABLES

	Page
Table 1: Samples of the study across the three target schools.....	25
Table 2: Personal information of sample subjects.....	35
Table 3: Teachers' response concerning their theoretical Orientations and understanding of integrated skills teaching .....	37
Table 4: Teachers' response regarding their theoretical orientations and understanding of integrated language skills teaching in lessons.....	37
Table 5: Teachers' response concerning the merits of integrated skills teaching.....	39
Table 6: Teachers' response concerning whether or not they have taken training about integrated skills teaching.....	41
Table 7: Teachers' response whether or not they teach two or more language skill in integration.....	42
Table 8: Teachers' response concerning the practice of integrated skills teaching in reading lesson.....	43
Table 9: Teachers' response concerning the practice of integrated skills teaching in listening lesson .....	45
Table 10: Teachers' response concerning the Practice of integrated skills teaching in speaking lesson.....	46
Table 11: Teachers' response regarding the practice of integrated skills teaching in writing lesson.....	48
Table 12: Teachers' response concerning the practice of integrated skills teaching.....	51
Table 13: Teachers' response concerning the practice of integrated skills teaching .....	55
Table 14: Students' response whether or not they learn language skills in integration.....	61
Table 15: Students' responses regarding their interest and motivation to learn language skills in integration.....	62
Table 16: Response of the learners concerning their integrated skills learning in the classroom.....	63
Table 17: Students' response concerning constraints that affect integrated skills teaching...67	

### ABSTRACT

The study is about integrated skills teaching. It attempted to find out secondary school English teachers' current practice of integrated skills teaching and practical problems in its implementation. Thus, the study addressed the following three questions related to (a) teachers theoretical orientations and understanding of integrated skills teaching; (b) the practical aspect of integrated skills teaching and (c) the constraints that hinder integrated skills teaching in the classroom were answered. To achieve the objective of the study, descriptive survey method was employed. Three schools were selected purposefully. To this end all language teachers (n=20) who teach grade nine students and (n=160) students in the sample schools were taken as the source of data. Teachers were selected by comprehensive sampling technique whereas, the sample students were selected using simple random sampling (lottery) method. For in depth scrutiny of the practice of integrated skills teaching, nine teachers (three from each school) were subsequently observed while teaching in the classrooms. In order to attain the above objective data were collected through questionnaire, observation and document analysis. Observation and document analysis were the supplementary data collection tool for the study. The data obtained were tallied, coded, analyzed and interpreted by employing both qualitative and quantitative method such as percentage, frequency tables, mean values and narrative descriptions. The findings indicated that language teachers high relatively high awareness towards integrated skills teaching. The study disclosed that though teachers high awareness, the magnitude of practicing of integrated language skills teaching in the classroom was found to be insufficient. This still shows there is a big- gap between teachers theoretical knowledge and practical aspects of integrated skills teaching. Besides, the last findings disclosed that there are a number of constraints that hinder the effective implementation of integrated skills teaching such as problems related to schools, teachers and students. It is recommended that the implementation of integrated skills teaching can be effective if teachers fully aware of the theoretical as well as the practical aspect of integrated skills teaching. It is also suggested that teachers training institutions and other concerned bodies take in to account the gap and offer continuous and intensive short term and long term training to fully aware language teachers in both the theoretical and the practical aspect of integrated skills teaching and how to tackle the problems in the classroom.

## CHAPTER ONE: INTRODUCTION

### 1.1 Background of the study

Skills are the building blocks of language learning process. They are effective elements of teaching and learning process. Teaching language is a comprehensive and complex process. In order to make this process effective and simple, skills integration is an advisable way of teaching language (Oxford, 2001; McDonough and Show, 1993; Harmer, 1991).

The Integrated Skills Approach (ISA) which incorporates the four skills (listening, reading, speaking and writing) as well as subsidiary skills (grammar, vocabulary, punctuation and pronunciations) in language teaching learning process is viewed as the most effective and widely practiced in many countries of the world (Richards and Rodgers, 1986; Oxford et al, 1994). Celce- Murcia (1991: 67) further points out:

In the past one or two of the four skills were given a prominence in EFL classes where one language skill dominant over the others. This segregated skill approach is reflected in traditional EFL/ESL programs that offer classes more focused on discrete language skills. This approach was found to be contradictory to the natural way of acquiring a language and language experts have been moving in recent years from a segregated approach to integrated approach that encourages the teaching of all four skills within the general framework of using language for learning as well as for communication.

The philosophy of integrated skills instruction is based on the concepts that in natural day-to-day experience skills are not kept separate and isolated in specific communication events. In the language learning process, listening, speaking, reading and writing should be taught as integrated, interdependent (Atkins, 1996; Byrne, 1981; Harmer, 1991; McDonough & Show, 1993; Peregoy & Boyale, 2001). Nevertheless, some EFL teachers may think it is instructionally difficult to teach two or more skills at a time. These teachers may thus prefer teaching segregated skills teaching to teaching integrated skills (Oxford, Snow, & Scarcela, 1994). There are a number of rationales for integrated skills teaching in schools.

Jing (2006) has referred to many real life situations outside the classroom or inside the classroom in which more than one language skill are used to communicate in our daily life. For example, students can listen to a lecture and take notes; read such notes to write a report and later tell to

their colleagues. So, Students rarely use only one skill rather they use integrated skills when they learn a language (Harmer, 1991; Blanton, 1992). In this regard, Oxford (2001:11) argue "...we should Look for opportunities to knitting skills together to be taught in a coherent way and practiced together because this is what happens in real life." Therefore, two or more language skills should be interwoven, and presented in context for foreign or second language learners. In this way, students can get the chance of practicing all the language skills in an integrated, natural, communicative way (McDonough and Show, 1993; Richards, 1995).

It is believed that integrating skills teaching can develop students' communicative competence, which includes both knowledge about the language and knowledge about how to use the language appropriately in communicative situation, linguistic competence (grammatical), strategic competence, socio linguistic competence and discourse competence (Atkins, 1996; McDonough and show, 1993; Jing, 2006).

Furthermore, studies conducted by many scholars, for example, Oxford (2001); McDonough and Snow (1993), Oxford (2001) describe the integrated skill approach as purely contrasted with the segregated approach that encourages the teaching of all four skills within the general framework of using language for learning as well as for communication. However, with segregated approach, it is difficult to use language in a meaningful way. For example, when students focused on only one skill at a time, such as punctuation, it is not very meaningful because they will focus only on just that punctuation while they are communicating (Jing, 2006; Harmer, 1991; Meltem, 1989).

Richards (2001) in his study further stressed that integrated approach is not just an object of academic interest or merely a key to passing an examination; instead, it is used as a tool to interact with other people.

In line with this, Richards and Rodgers (1986) and Oxford (2001) explained that there are plenty of benefits for using an integrated approach. Teachers are able to track students' progress in multiple skills at the same time. The integrations help a teacher add up more variety in the lesson because the range of activities will be wider. Successful integrative approach helps a language

teaching to make the lesson dynamic, involving the learners in diverse activities and interactions. This makes students actively participate in classroom activities.

Educationalists, for example, Long and Crooks (1992), McDonough and Show (1993) describe that integrated skills teaching provides authentic language learning environment in a classroom. This enables learners to learn language skills in a better way, make learners be successful academically, help them to become critical thinkers (to analyze, synthesize, and evaluate information), create motivation by avoiding a routine practice of forms of the language which creates burden in learners and brings learner-centered and humanistic approach to language teaching and learning.

Davies and Pearse (2002) as cited in Jing (2006) said that integration of skills also satisfies students' different learning style that the extroverts may speak a lot, the introverts prefer to listen or read and the analytically or visual oriented learners like to see how words are written and sentences constructed. It is true that learners have difference in their ability to learn through the ear, the eye and muscular movement. Integration makes use of all these abilities so that everyone can learn something from this process.

Educators such as Oxford et al (1994), Richards and Rodgers (1986) conducted a wide scale survey in USA whose goal was to determine the degree to which language programmes use an integrated skills teaching. The setting of their study was universities, colleges and vocational schools. Their research revealed that the integrated skills teaching practice was very common in many universities, colleges and vocational schools. Their research also indicated that usually skills integration occurred with two or three skills at a time rather than all language skills.

The new and revised English syllabus of Ethiopia, which was designed by ICDR in 2004, clearly shows that teachers should practice by incorporating the four language skills in integration to help students learn English in interesting, authentic and communicative ways. The syllabus further clearly reveals that the language skills to be taught in the classroom are mainly organized around topics.

Even though an integrated skills teaching is widely accepted and given due attention by the education and training policy of Ethiopia, its proper implementation is doubtful because there is no systematically collected evidence from informants, which shows how much the integrated skills teaching is being practically implemented in classroom as intended. For this reason, it seems worthwhile to investigate integrated skills teaching practice in Ethiopian context. The researcher believes that to make the best pedagogic decision for the learners, systematic study on the actual practice of integrated skills teaching at grade nine level may be important.

## **1.2 Statement of the problem**

In the past for various reasons traditional language teacher tend to teach the four language skills separately and materials as well as activities designed usually based on specific skills and other skills are ignored (Jing, 2006). In relation to this issue, Harmer (1991) indicate that one of the problems in the application of integrating skills teaching in the classroom is that teachers generally are not prepared to undertake such a change and are not familiar with the related teaching techniques.

Regarding integrated skills teaching, Oxford (2001) and Harmer (1992) also point out that EFL teachers and administrators think it is logistically easier to present courses of writing divorced from speaking, or listening isolated from reading. They may believe that it is instructionally impossible to concentrate on more than one skill at a time.

However, nowadays, a new paradigm shift is undertaking in the language teaching and learning system from the segregated skill instruction to the integrated skill instruction. The issue of integrated skills teaching is becoming a common language teaching and practiced in many countries of the world (Oxford et al, 1994; Snow, 1991; Meltem, 1989); Richards and Rodgers, 1986).

As far as the present researcher knows there is a very limited study conducted on integrated skills teaching in the Ethiopian context. Two studies were conducted in this area are Surafel (2007) and Amare (1995). Surafel's study was aimed to see the feasibility of integrated teaching of listening and speaking skills at a time at grade eleven level. This was done by designing tasks that unify listening and speaking skills in integration. Amare's (1995), on the other hand, aimed to see the

distribution and ratio of integration of skills in grade ten English for Ethiopia Book 1 and Book 2. His study showed that the integration of more than two skills was rarely seen in the books.

However, none of these two studies tried to examine the teaching practice of integrated skills teaching at grade nine level. As the result of this, it is difficult to know what secondary school English language teachers practice about integrated skills in language teaching. This study, therefore, was focus on assessing the practice of integrated skills teaching at grade nine level in the light of (1) teachers theoretical awareness and concept of the teaching of integrated skills (2) the practical aspect of implementation in the teaching of integrated skills in the classroom and (3) the constraints, if any, that act against to a successful implementation of the integrated skills teaching in the classroom.

Based on the above critical issues, the researcher tries to conduct a study on integrated skills teaching practice at grade nine level. The study is hoped to bridge the existing research gap in our country in the area.

The study, therefore, tries to answer the following three research questions.

### **1.3 Research questions**

1. Do English language teachers have adequate theoretical orientations and understandings of integrated skills teaching?
2. To what extent are integrated skills teaching practically implemented in classroom?
3. What are the major constraints that act against a successful implementation of integrated skills teaching in the ELT classroom?

### **1.4 Objective of the study**

Usually studies are conducted on the basis of certain objectives that the researchers set to accomplish or 'hit' their target. Hence, the general objective of the study was to investigate the actual practice of integrated skills teaching/learning process in three selected secondary schools and its practical problems in its implementation. Based on the general objective, the specific objectives of the study were to:

1. Explore whether or not language teachers have adequate theoretical orientations about integrated skills teaching.

2. Assess to what extent integrated skills teaching is practically implemented in secondary schools.
3. Explore the constraints that teachers face in implementing integrated skills teaching in ELT classrooms.

### **1.5 Significance of the study**

This study can be considered as significant in that it provides useful information about integrated skills teaching and creates awareness for EFL teachers. To be more specific, the study is assumed to be conducted for the following reasons.

1. The result of the investigation may have some relevant contribution for EFL teachers to revise their method of teaching and make necessary amendment in the implementation of integrated skills teaching.
2. The findings of this study will provide the necessary information to language teachers and other concerned bodies to recognize the constraints that exist in our secondary schools on the application of integrated skills teaching in the classroom. In doing so, the evidence, which was gained from the study, may help to bring the desirable quality in English language teaching in high schools.
3. The result of the study can serve as a base for language teachers, for syllabus designers, textbook writers and other concerned bodies to adapt and improve the teaching material based on integrated skills approach.
4. Since this study concentrates on all four skills of the English language, it will present a total picture about the integrated skills teaching and motivate learners to pay due attention in their language studies.
5. Finally, the study also serves as a 'spring board' for other researchers who are interested to take deep and comprehensive study in the area.

### **1.6 Scope of the study**

It is important for the researchers to limit the scope of their investigation to a manageable area and size (Best and Kahn, 1989). Accordingly, this study, as stated earlier, was to assess the practice of integrated skills teaching in EFL classroom. In addition, the study is limited to find out the possible constraints teachers face in implementing integrated skills teaching in the

Ethiopian context of English language teaching and learning. To keep the study manageable the study has been delimited only to three government secondary schools found in North Gondar, Chiliga Woreda namely Aykel, Seraba and Chonchock secondary schools.

The above three schools are chosen because all practice EFL teaching without plasma television which is convenient to observe the teachers' direct involvement in the practice of integrated skills teaching in the classroom. The researcher has also acquaintance with school principals and English language teachers. He, therefore, selected them with the anticipation of getting support from the principals and teachers during the administration of the instruments.

### **1.7 Limitation of the study**

This study is believed to have certain constraints. Primarily, it is worth keeping in mind that the sample size of the study was only limited to grade nine students and EFL teachers in three selected schools, as stated earlier, at Chiliga Woreda. Thus, the findings of the study can not be generalizable to other zones or regions. It would have been better and more effective if a good number of schools and participants were included in the study to gather sufficient information and to obtain better results.

Moreover, the analysis of text documents was intended to be done on the learner's textbook, but due to constraints of time only the teachers guide was analyzed. Besides, the researcher faced a problem of getting local reference materials related to the study.

### **1.8 Definitions of key terms**

The following terms are defined as they are used in the study

Actual practice- refers to the exiting or real action

Internal constraints- refers to factors that come from within teachers themselves, such as poor knowledge

External constraints- refers to factors that come from structural and organizational factors, which teachers have no control over it (e.g. Lack of resources, administrative obstacles etc.

Secondary schools- schools with levels of 9<sup>th</sup> -10<sup>th</sup> grades

## **CHAPTER TWO: REVIEW OF RELATED LITERATURE**

This chapter deals with reviewing various literatures and research findings, which are assumed to have relevance to the study. Thus, it is organized based on the following topics.

### **2.1 The concept of integrated skills teaching**

The term “integrated skills teaching” refers to the linking of two or more macro language skills (listening, reading, speaking and writing) and subsidiary skills which are the necessary foundation for the four primary skills (vocabulary, punctuation, pronunciation, meaning and usage) in language teaching/learning process (Tomlinson, 1986; Johnson and Morrow, 1981; Cunningsworth, 1984; Harmer, 1991; Oxford et al, 1994; Oxford, 2001).

In line with this, Jonson and Morrow (1981) asserts that learners should practice the four modalities in varying degrees and combination with the associated skills. According to Oxford, (2001) the skills strand of the tapestry can lead to effective communication when the skills are interwoven during instruction. It is true that if the language skills are effectively interwoven ESL/EFL learners are likely to become communicatively competent.

Traditionally, the notion of integrated skills teaching is closely related to the concept of 'reinforcement' and it has been more or less taken for granted by language teachers. In this regard, Byrne states the following:

The process of integrating language skills involves linking them together in such a way that what has been learned and practiced through the exercise of one skill is reinforced and perhaps extended through further language activities which bring one or more of the other skills in to use (1981:97).

This is to say that the learning of one skill leads to the learning of other skills. For instance, speaking may be followed by related to reading or writing in language teaching/ learning process (Harmer, 1991).

Basically, the integrated skills teaching as contrasted with purely to segregated skills teaching, two or more language skills are interwoven in positive ways and presented to the learners in context. The integration of four skills exposes language learners to authentic language and help

learners to develop communicative competence Atkins (1996). This is because the real life demands from the learners not only immersion in to the knowledge of the language but also in to the knowledge about how to use the language appropriately in communicative situations. Furthermore, the integration leads to focus on realistic language and can, therefore, lead the students to all round communicative competence (Atkins, 1996; Oxford, 2001).

According to Brown (1994) and Tomlinson (1986) the primary goal of integrated skills teaching is the teaching of the language uses for communicative purposes rather than teaching language forms devoid of context. In other words, through content based and task based teaching integrated skills teaching intends to help learners to use two or more language skills at a time (Tomlinson, 1986; Snow cited in Celce-Murcia, 1991)

## **2.2 The rational for integrated skills instruction**

Nowadays, it is believed that integrated skills teaching has been widely accepted and practiced in many countries of the world. Regarding to this point, Oxford et al (1994:213) state that "Language skill integration is popular concept these days throughout the world." The current trend in language skills teaching practice is also intends towards integrated skills in many countries." Oxford, similarly outline the following:

In the past EFL classes gave prominence to one or two of the four traditional skills discretely, each skill did not support or interact with each other. Rather, these segregated skills instruction (SSI) courses had language itself as the focus of instruction to the extent that excessive emphasis was given to rules and taught students a lot about the language at the expense of teaching language itself. In recent decades, however, a trend toward skill integration approaches in language teaching has ensured that the teaching of all skills within the general frame work of using language for learning as well as for communication (2001:13).

Generally speaking, there are a number of plausible reasons for integrated skills teaching to be practiced widely in many countries. One reason could be people have differences in their ability to learn through the ear, the eye and muscular movement. Integration makes use of all these abilities so that everyone can learn something from this process. The other main reasons could be categorized as a 'real world rationale for integrated skills teaching' and 'pedagogic rational for integrated skills teaching' (Harmer, 1991).

### **2.2.1 Real world rationale for integrated skills teaching**

It is important to remember that in real life language skills are rarely used in isolation. Rather there are many situations in which language users use more than one skill either simultaneously or in close succession (Atkins, 1996; Harmer, 1991; Cunningsworth, 1984). For example, we read about something in a newspaper or a journal, we tell a friend about it, and we may write important notes in the margin. The facts stated above require the use of skills together. Harmer (1991) pointed out that one of the teachers' responsibilities is that the students should practice all the skills in integrated way.

Byrne (1981) confirms this with other example, for instance, one can see an odd thing in the newspaper (for a job, holiday or device); talks about it to someone else or ring him up or write a letter. Similarly, Harmer (1991) adds that if students are able to read a short story, this skill will help to them to write down their own story. In the same way, if they can understand, a dialogue about buying things in a shop; they can use this model for practicing their own speaking skills in a similar situation. These kinds of activities could follow and provide a natural setting for language teaching and learning (Cunningsworth, 1984; MacDonough and Show, 1993).

In these cases and in many other instances, language users can use two or more language skills in their day-to-day interaction. Therefore, language skills should be interrelated with each other and taught in classroom. Language teaching in classroom should reflect integration of skills as it is in real life interactions (Harmer, 1991). Regarding to this point, Byrne as cited in Johnson and Miguel (2000) further argues, "We should be looking for opportunities to knitting skills together because this is what happens in real life."

### **2.2.2. Pedagogic Rationale for integrated skills teaching**

In an academic context, there are Pedagogic reasons for integrated skills teaching. In a lecture type of lesson, which is a common type of lesson in many schools, learners are expected to listen to the information provided by their teachers and to take notes so that they read it later on. The learners need to ask their teachers for clarification of points which they do not understand while they are attending a lecture. They may also read a text related to the lecture they attended in the classroom. Therefore, integrated skills teaching in classroom helps learners cope up with their

academic work, which demands them to use two or more skills at a time (Cunningsworth, 1984; Jing, 2006). In relation to this, Harmer describes as follows:

Someone who listens to a lecture may take notes and then write a report of the lecture. The same person might also describe the lecture to his friends or colleagues and follow it up by reading an article that the lecturer suggested (1991:47).

Thus, in reality whether outside or inside the classroom the macro skills are always integrated each other. Being multi language skill user at a time enable learners to be successful in their current or future academic learning, career related language use etc. This can be achieved through integrated skills teaching.

### **2.3. Theoretical basis for integrated skills teaching**

According to Blanton (1992), Breen (1980) and Stern (1993) any language teaching practice in English language teaching (ELT) ultimately can be related to theories. This means that any language teaching practice in ELT is rooted in either explicitly stated or implicitly implied in theories. This claim also holds true in integrated skills teaching practice. Thus, it is important to note that a systematic investigation and discussion of integrated skills teaching. It would be appropriate to look at theories (at least some theories) which the integrated skills teaching based on in integrated skills teaching process, learners are viewed to be active in information processors (learners apply their mental power in order to distill the input information presented to them). That is in integrated skills teaching- learning process it is believed that learners can analyze, synthesize, evaluate and judge the input information presented to them before they reach conclusions Atkins (1996). From this, it can be understand that integrated skills teaching is under pinned in the cognitive theory of learning.

On the other hand, integrated skills teaching help learners to use two or more skills in their day-to-day communication situation in classroom or outside classroom (Harmer, 1991; Oxford, 2001 and Tomlinson, 1986). From this, it could infer that integrated skills teaching is grounded in the linguistic theory of language, which claims language should be a means interpersonal interaction and a means of expressing functional meanings (Richards and Rodgers, 1986; Stern, 1993; McDonough and Show, 1993).

Meanwhile, integrated skill teaching aims to develop students' communicative competence McDonough and Show (1993) suggest the following:

One of the jobs of the teacher is to make the students communicatively competent in second language, and then this will involve more than being able to perform in each of the four skills interactively by giving learners tasks which expose them to these skills in conjunction. It is possible that they will gain a deeper understanding of how communication works.

From this, it follows that integrated skills teaching is rooted in the theory of communicative competence which claims (knowledge about the language and the knowledge how to use the language in appropriate context, strategic competence, i.e. knowledge about how to repair or mend communication breakdown and discourse competence (knowledge of understanding both in written and spoken language beyond sentences level) (Brown, 1994; Widdowson, 1978).

## **2.4 Types of integrated skills instruction (ssi)**

In contrast to segregated skill instruction (SSI), there are two common forms of instruction that are clearly oriented towards integrated skills. These are content-based language instruction (CBI) and task based language instruction (TBI) (Oxford et al, 1994). As Nunan (1989) furthermore stressed, the two models pull the direct attention of the students away from the separateness of the skills of the language and toward the meaningful purpose for which we use language.

### **2.4.1 Content based language instruction (CBI)**

Cunningsworth (1984:2) define CBI as "the integration of particular content with language teaching aims, or as the concurrent teaching of academic subject matter and second language skills."

The content based (also known as content centered) language teaching, emphasizes learning of specific subject matter content through language. Students are likely to get involved with all the language skills such as reading, discussing, problem solving, analyzing data, writing reports, note taking from texts and lecturers etc. Thus, students can practice all the language skills in highly integrated communicative fashion while learning such as science, mathematics and social studies (Cunningsworth, 1984)

The content based language teaching a theme /topic of the subject matter serves as a basic building block to unify language skills. That is language skills are interwoven around a common topic or theme (Atkins, 1996; Cunningsworth, 1984). For example, in business communication a course teacher may prepare a unit of work on the *theme of sales and marketing*. The teacher, in conjunction with a sales and marketing specialist, first identifies key topics and issues in the area of sales and marketing to provide the framework for the course. A variety of lessons are then developed focusing on reading, oral presentation skills, group discussion, grammar and report writing, all of which are developed out of the themes and topics which form the basis of the course.

As EFL teacher, we may question whether CBI is valuable at all levels of proficiency. Oxford (2001) point out that CBI is valuable at all levels of proficiency although the nature of the content may differ according to proficiency level. For example, the content in beginner courses may involve basic social and inter personal communication skills, but in the intermediate to advanced proficiency levels, the content can become more academic in nature.

There are two most common used of integrated skills approaches in language instruction that is theme-based language teaching model and adjunct language teaching model (Oxford et al, 1994; Oxford, 2001).

#### **2.4.1.1 Theme based language Instruction**

According to Cunningsworth (1984) and Oxford et al (1994) in theme based language teaching model language skills are integrated in the study of a particular aspect of content known as a 'theme' or 'topic' such as environment careers, foods, family customs, urban violence, cross cultural differences in marriage practices, natural wonders of the world, global warming or a narrow theme topic for instance, fire wood etc. The theme provides a context for language use in integrated skills teaching. That is the language skills revolve around a common theme/ topic and the theme serve as 'catalyst' to join two or more language skills. In a theme based course, the content is exploited and its use is maximized for the teaching skill areas (Anderson 1993). Besides, theme based approach provides coherence and continuity across the skill areas and

school curriculum. The theme must be very interesting to students and must allow a wide variety of language skills to be practiced, always in the service of communicating about the theme.

Theme based language teaching is applicable at all grade levels (for beginners, intermediate and advanced grade levels) and it is suitable for heterogeneous groups of learners. Thus, it is the most useful and widespread form of content based language teaching nowadays. It is found in many innovative ESL and EFL textbooks (Oxford, 2001).

#### **2.4.1.2 Adjunct language teaching model**

Snow as cited in Celce-Murcia (1991:2) remarks the following points about the nature of adjunct language teaching model. "It is content based approach in which students are currently enrolled in language class and content course." This model is mostly implemented in post-secondary settings where such linking between language and content department is feasible. A key feature of the adjunct model is the coordination of objectives and assignments between language and content teacher. As it can be realized from the above point, language and content course are taught separately but are carefully coordinated

Accordingly, in adjunct language teaching model, a language teacher works in collaboration with the psychology or biology teacher in providing language and content instruction in a way that optimizes learning in both areas simultaneously. The teacher may provide information pertaining to the language forms, language skills and students need to help for the language teacher. Then the teachers help the learners and develop their skills, which help them learn the content course.

Adjunct language teaching model is rarely used at lower grade levels; rather it is more limited to higher institutions such as universities and colleges. It is the most suitable for advance students who have higher proficiency level (Oxford et al, 1994). On the other hand, content based language teaching model stress the content chosen to link the language skills to be interesting for the students and to relate with students language proficiency level, culture and background (Blanton, 1992; Cunningsworth, 1984; Nunan, 1991).

## **2.4.2 Task based language Instruction (TBI)**

In task based language teaching, tasks help unify two or more language skills together (Byrne, 1981; Nunan, 1989; Parrott, 1993). Here, it is important to ask two basic questions (1) what are the language learning tasks? (2) What are the different kind of tasks which could be used to integrate language skills?

### **2.4.2.1 The concept of language learning task**

Educators such Nunan (1989) and Richards (1995) characterized language learning tasks to be activities that make learners use the target language or second language in meaningful communication. Nunan (1989) in particular defined communicative tasks as activities that can stand-alone, as fundamental units and that require learners to achieve real outcome, and engage learners in comprehending, manipulating, producing or interacting in the target language. Long and Widdowson (1978) and Wills (2000) state that tasks are meaning focused activities rather than form, and they have a great relationship with outside activities or actual life of students. According to Nunan (1989) in TBI, learners have an opportunity to negotiate either individually or in group tasks. This situation helps learners to activate their cognitive and affective process, which make them to communicate actively.

Similarly, Wills (2000) added that tasks are activities, which have a non-linguistic purpose or goal with a clear out come. Students can use any or all of the four language skills in their accomplishment by conveying meaning in a way that reflect real world language use. For instance, buying a plane ticket, doing a project work such as ways to eradicate global warming.

According Nunan (1989) in analytic terms, tasks have four components, namely, goals (implicit/explicit outcomes of tasks), input (verbal and non-verbal data) presented to learners for instance, a reading passage, pictures) activities (what learners actually do with input, for example, reading, discussing) and teachers' and learners' roles).

### **2.4.2.2 Types of language learning tasks**

From the point of view of TBI, we can classify tasks in to two broad categories of language learning that could be used to integrate language skills on the continuum of language learning process (Seed house, 1999; Nunan, 1989, Richards, 1995).

#### **2.4.2.2.1 Pedagogic tasks**

As Oxford (2001) describe, the pedagogic task refers to the tasks that represent the real world tasks and are practiced in the classroom. In the tasks that students practice in the class should be similar as it is used in the real world to enable the students use the foreign or second language in practical context (Nunan, 1989, Richards, 1995).

While learners are carrying out in pedagogic tasks they might develop language skills that they probably transfer to perform real world tasks (Nunan, 1989). Pedagogic tasks could be problem-solving tasks, information gap tasks, jigsaw tasks, sorting, comparing, sharing personal experiences and creative tasks etc (Long and Crooke, 1992; Nunan, 1989; Parrott, 1993; Richards, 2001)

#### **2.4.2.2.2 Real world Tasks**

Real world tasks are identified through learners' needs analysis. In other words, real world tasks are tasks that are brought in to a classroom after the learners need has been analyzed. Real world tasks are communicative acts in which the students achieve outside classroom or they are tasks in which the learners are required to perform in actual situations, for example, reading technical manual, reporting an experiment, which are directly related to their needs of tasks in the real word (Long and Crookes, 1992; Nunan, 1991; Richards, 2001). Nunan (1989) also proposes different types of tasks as the base for TBI such as information gap activities, reasoning gap activities, opinion gap activities, problem solving, sorting and ordering activities in language teaching.

Similarly, Oxford (2001) describes the applicable model framework of task-based instruction in the classroom. In task-based instruction, basic pair work and group work are often used to increase students' interaction and collaboration. For instance, students work together to write and edit a newspaper, develop a television commercial enact scenes from a play, or take part in other joint tasks.

According to Nunan (1989), more structured cooperative learning formats can also be used in task-based instruction. Task based instruction is relevant to all levels of language proficiency,

but the nature of the task varies from one level to the other. Tasks became increasingly complex at higher proficiency levels. For example, beginners might be asked to introduce each other. More advanced students might do more intricate and demanding tasks, such as taking public opinion poll at school; in the university, or a shopping mall (Snow, 1991; Nunan, 1989; Wills, 2000).

### **2.4.3 A hybrid of content based and task based language instruction**

Although it may be appropriate to review content based language teaching and task based language teaching as two broader integrated skills teaching models on the continuum of integrated skills teaching, the distinction between content based language teaching and task based language teaching does not mean that we cannot use a blend of content based and task based language teaching. Indeed language skills may be organized around both topics and tasks in a unit or lesson. In this case, a hybrid of content language teaching and task based language teaching could be used to teach language skills in combination (Cunningsworth, 1984; Oxford, 2001; Seedhouse, 1999).

Here, it is important to notice two main points for in integrated skills teaching both pedagogical and real world tasks could be used as a 'nucleus' around which language skills might be combined. That is two or more language skills could be derived out of both pedagogic and real world tasks and presented in combination to students so that they learn two or more language skills at a time (Nunan, 1989). Second, tasks that are used as a 'glue' to unify language skills together need to relate with the learners' background, linguistic competence, goal and culture (Nunan, 1989, Richards, 2001).

### **2.5 Characteristics and benefits of integrated skills teaching**

Integrated skills as contrasted with purely segregated teaching it provides plenty of benefits to foreign /second language learners (Oxford et al, 1994; Oxford, 2001; Seedhouse, 1999).

By involving learners in different tasks which demand the use of two more language skills at a time, integrated skills teaching expose the learners to authentic language and enables them to interact naturally with the target language meaningfully (Byrne, 1981; Snow, 1988). Integrated skills teaching also assist students to develop (a) their communicative skills (b) help learners to

become critical thinker to analyze, synthesize and evaluate information (c) create motivation in students by avoiding a routine practice of forms of the language which creates burden in students and (d) brings students to centered and humanistic approach to language teaching (Cunningsworth, 1984; Gower, Phillips and Walters, 1995; Oxford, 2001). In this regard Atkins (1996: 226) also confirms that:

The learners are not only sharing their communicative skills, but also developing their understanding of the course they learn. In other words, by learning to integrate the skills, the students not only develop their ability to express themselves but also they develop their thinking power, they get mental training.

Moreover, by engaging learners in meaningful tasks and interesting topics/ themes that demands the learners to use two or more language skills at a time, integrated skills teaching could create an authentic language-learning environment and create positive cooperation and interaction among learners and teachers in a classroom. In other words, integrated skills teaching produce authentic language learning environment, which characterized by active and positive Students to Students and teachers to students interaction in a classroom (Oxford, 2001). Furthermore, integrated skills teaching develop learners' motivation, attitude and positive self esteem (Atkins, 1996; Byrne cited in Johnson and Morrow, 1981; Frazee, 1995; Nunan, 1989; Oxford et al 1994). Integrated skills teaching engages learners in meaningful communication process through tasks and topics which are selected based on students' background experience and culture. In doing so, it could provoke motivation in students. The motivation that is provoked through integrated skills teaching in students, in turn creates a willingness to ask questions, self evaluating, analyzing, synthesizing, planning, to think how to learn, to accept correction, to take responsibility. It also indirectly facilitates students' confidence, success, and independent study, positive attitude towards their learning, peers, school and growth towards self-fulfillment (Atkins, 1996; Harmer, 1991; Oxford, 2001).

In general, integrated skill teaching give EFL students greater motivation that converts to better retention of principles of effective speaking, listening, reading and writing and lead the students to all round development of communicative competence in English (Jing, 2006).

## 2.6 Techniques of integrating language skills in lesson(s)

In integrated skills teaching learning process, language skills should be sequenced and chained/unified within a framework of in the lesson (Atkins, 1996; Johnson and Morrow, 1981). There are different ways of unifying language skills around a common topic or tasks in a lesson. However, according to Tomlinson (1986) and McDonough and Show (1993), the common and convenient skill integration pattern in a unit and lesson is from receptive skills (listening and reading) to productive skills (Writing and Speaking). Burgess (1994) suggests the receptive-productive skills patterns of skills integration to be the best method to unify skills. He says:

Skills can be best integrated in a model where practice of receptive skills of listening and reading leads in to practice of the productive ones of speaking and writing. Such integration can be achieved with a body of information the learner read or listen to a discourse expressing the body of information and latter reproduce at least some of its content in spoken and/ or written techniques (Cunningsworth, 1984:32) state the following.

Accordingly, skills can be integrated around topic in the lesson and taught in a classroom in such a way that first the listening passage may be provided for students. Then, the students may be asked to discuss the major issues in the listening text after they perform listening task. After this, the students may be asked to read an article with the listening text they heard in the classroom and take a short note. In this way, and in many other instances, students could learn two or more Language skills in a lesson or sequence of lessons

On the other hand, a task may be used as a nucleus around which language skills could be organized in lesson and taught in classroom. A jigsaw task for example, could be used to chain skills in lesson, and teach in classroom in such a way that first students to read a discourse paragraphs, and arrange them in their correct order. Then, the students might be asked whether they accept the views in the passage or not. After this, students could be asked to write passage they discussed. In this way, and in many other instances, it is possible to unify two or more language skills around tasks in lesson and teach students two or more language skills at a time (Nunan, 1989; Parrot, 1993).

Meanwhile, it is important to notice two points here. First, the receptive productive skills sequence for integrating skills in a lesson is not the only pattern of skills integration. In fact,

skills could be also integrated in productive- receptive pattern in lesson. For example in pre reading and pre writing activities, students may begin with discussion, speaking and then move on to reading or writing (Atkins, 1996; Parrot, 1993). The relative importance of skills, the view taken of the optimum ordering of the skills, the level of students determine the pattern of skills integration in a lesson (Byrne, 1981; Tomlinson, 1986). Second, for lessons to reflect the desirable characteristics of integrated skills teaching, the lesson should facilitate language learners' acquisition process; create motivation, cooperation in classroom (Nunan, 1989; Frazee, 1995).

## **2.7 Teachers and students role in integrated skills teaching**

The integrated skill approach requires a shift in roles and responsibilities at different set of rights and obligations on the part of the teacher and learners. Richards and Rodgers (2001) in their extensive discussion of approaches and methods in language teaching point out that any language teaching practice reflects the role of teacher and learners. Students and teachers' roles refer to the part that teachers and learners are expected to accomplish in a language teaching and learning process (Nunan, 1989). Integrated skills teaching in particular, presupposes that teachers and learners have crucial roles in integrated skills teaching and learning process (Atkins, 1996). Teachers and Students' role are one of the major determinant factors for the effective integrated skills teaching in schools (Oxford, 2001).

### **2.7.1. Teachers role in integrated skills teaching**

With regard to the roles of English language teachers in integrated skills teaching, Atkins (1996: 27) described the basic role of the English teacher is departing from the separatist mentality and therefore, help students to deal with the skills integration process not only as a means of developing communicative skills in English but also to help them achieve deeper understanding of the course content of their objectives.

Consequently, English language teachers should play their crucial roles in helping students deal with the skills integration process. Teachers should organize students in to different groups and/or pairs, monitor students, involve in skills learning process, advise students, participate in students group/ pair discussion, establish a positive atmosphere and encourage learners to deal

with problems sensitively (Harmer, 1991; Edge, 1983; Nolasco and Arthur, 1988; Oxford, 2001; Richards and Rodgers, 2001). English language teachers also have a responsibility for planning, implementing and evaluating appropriate activities that reflects integrated skills teaching. They are also responsible for selecting and adapting instructional materials that promote the integration of four language-learning skills. The teacher may begin with one skill and latter on integrate the other language skills through proper activities (Nolasco and Arthur, 1988; Oxford, 2001; Davies & Pearse, 2002; Jing, 2006). In integrated skills teaching process, Oxford (2001) further advises English language teachers should identify the various ways, for example, content based and task based activities for integrating language skills in a classroom, evaluate the extent to which skills are independently taught, choose and use appropriate teaching aids that promote the integrated teaching of language skills and teach language learning strategies that are helpful in enhancing students' performance in multiple tasks.

### **2.7.2 Students role in integrated skills teaching**

Teachers and students' roles in integrated skills teaching are complementary (Oxford, 2001; Nolasco and Arthur, 1988). Integrated skills teaching presupposes that the students also have crucial roles in integrated skills learning (All Wright, 1988; Dublin and Olistiain both cited in Nunan, 1989). In integrated skills teaching, students are expected to take the responsible for their own learning. They are expected to interact with other people. That is they can express their own opinions, experiences and feelings in pair or groups discussions. Learners are also expected to (a) ask and answer questions (b) show interest and effort, and (c) use different learning strategies and learning styles (Atkins, 1996; Bygate, 1987; Harmer, 1991). Above all, since the teacher's role is less dominant, the teaching learning process is student centered rather than teacher centered. In other words, the learners should play a great role in a large proportion of the process of learning (Larsen Freeman, 1981; Richards, 2001).

### **2.8 Integrated skills Approach: teachers' practice and practical problems**

We may hear from Language teachers that they are following integrated skill approach (ISA) to their EFL teaching. However, scholars like Harmer (1991) and Meltem (1989) point the fact that there is a low correlation between what the teachers sate (say) and their actual classroom practice (especially referring to integrated skill approach). The paradoxical disparities that exist between



what teachers believe and they actually practice in the ESL classroom is noted by many scholars. Among them Karavas (1996) despite the wide spread adoption of integrated skill approach by text books and curriculum around the world, research suggests that integrated skills teaching principles in the classroom are rare. Most teachers professing commitment the integrated skill approach but follow more traditional segregated skill instruction approach. In addition, when it comes to the level of practice, teachers often encounter many difficulties. Their desire to implement integrated skills teaching practice which is manifest through efforts to promote ISA through practice such as pair work and group work conflicts with many contextual factors.

In general, a growing body of classroom based researchers of actual integrated skill practices can lead to some inclined conclusion that there are a few opportunities for genuine integrated language teaching in foreign language classrooms and even those teachers who are committed to integrated skills teaching, fail create genuine practice in their classroom (Seed House, 1999; Nunan, 1991). We can mention a number of factors for ISA not to be practical or hard to practice such as traditional examination, large class size, cultural constraints characterized by beliefs about teachers and students role and classroom relationship, personal constraints such as students' low motivation and unequal ability to take part in independent active learning and even teachers' limited expertise creating communicative activities like in pair/ group work (Jing, 2006).

Positive attitudes towards integrated skills teaching and positive intentions to do it in the classroom may be also influenced by many other factors. For simplicity, it is possible to divide in to three categories (1) teachers factors, (2) school factors and (3) learner factors (Richards, 2001; Byrne, 1981; Oxford, 2001). These three sets of constraints are interdependent.

English language teachers may not have adequate knowledge and skills as to how to teach language skills in integration (Frazee, 1995). Thus, they have not played their managerial roles. That is to mean they many not act as facilitator, organizer, consultant in classroom (Nolasco and Arthur, 1988; Richard, 2001). English teachers may further think that it is logistically simple to teach language skills in isolation than to teach two or more language skills at a time. They may also believe that it is instructionally impossible to teach more than one language skills at a time. Oxford (2001:37) describes the effect of teachers' attitude on integrated skills teaching as follows:

Skill segregation is reflected in traditional ESL/EFL programs that offer classes focusing on segregated language skills. Why they offer such classes? Perhaps teachers and administrators think that is logistically easier to present courses on writing divorced from speaking or listening isolated from reading concentrate on only on one skill at a time.

Such an approach would not ensure adequate preparation for later success in academic learning, career-related, language use or every day interaction in the language. An extreme example is the Grammar translation method which teaches students to analyze Grammar and to translate (usually in writing) from one language to another. This methods restricts language learning to a very narrow, non-communicative that does not prepare students to use the language in everyday life (Byrne, 1981; Harmer, 1991; Ur, 1996). In addition, teachers may not get conducive situation in school for effective integrated skills teaching to occur in classrooms. For instance, there may be lack of resources such as books, newspapers; magazine, photocopying machine; overhead -projector, computers, and videocassettes in schools. Furthermore, the presence of large numbers students crate overcrowded classrooms which leave hardly any room for free integrated skill activities, especially which require moving around and unsuitable settings such as chairs, table and desks may restrict integrated skills teaching (Richards, 2001; Edge, 1983). Besides, learners' factors, for example, lack of motivation, lack of language proficiency, negative attitude towards their teachers and/ or peer etc may hamper integrated skills teaching (Breen, 1980; Oxford et al, 1994).

The other draw back in using the ISA for many teachers is the testing system. The testing system whether teacher made or national examination could impede integrated skills teaching. In principle, integrated skills teaching, demands integrative tests. However, in practice, if only discrete item tests which measures only a single language skills (for instance, a test that assess only reading skill and/ or a test that assess only grammar skill) at a time are not used to measure learners' performance in other language skills. So that the discrete point testing system may have negative wash back effect on integrated skills teaching/ learning process (Brown, 1994; Heaton, 1988; Hughes, 1989; Bachman, 1990).

In sum, it is worth noticing the fact that the impediments that have been discussed so far are not inclusive factors that impede integrated skills instruction in ELT classroom.

## **CHAPTER THREE: METHODOLOGY**

### **3.1 Design of the study**

As stated earlier in chapter one, the aim of this study was to investigate the practice of integrated skills teaching/learning process in English language teaching and its practical problems in its implementation. In order to achieve this objective, a descriptive survey design involving both qualitative and quantitative technique was chosen as it is used to specify or describe the present condition without conducting an experiment. Besides, it also helps the researcher to show immediate states of phenomenon (Selinger and Shohamy, 1989).

Hence, in this chapter, the sample of the study and how they were selected, data gathering instruments and how they were administered, development of instruments, the procedure followed to collect the data and methods of data analysis used in the entire study are presented.

### **3.2 Subjects of the study**

The subjects of the formal questionnaire were twenty Secondary School language teachers male 15(75%) and female 5(25%) and 160 randomly selected students (100 male and 60 female) from three government secondary schools namely Aykel, Chonchok and Seraba secondary schools which are located in north Gondar Zone at Chiliga Woreda. All the twenty participant teachers experienced in teaching English, as a foreign language. The student participants were selected from grade nine randomly. As it was reported, their age ranged from 14-18 years old. Because it was difficult and inconvenient to observe all the participants, nine selected teachers out of the twenty participants were subjects to observation.

### **3.3 Sample and sampling techniques**

The three schools namely Aykel, Chenchok and Seraba secondary schools were selected through purposive sampling techniques as the research settings. According to the statistics obtained from each school, 2835 students (1330 male and 1505 female) were registered in 2003 E.c. academic year in the aforementioned schools. To be more specific, there were 1330 students in Aykel, 834 students in Chonchok and 671 students in Seraba Secondary schools.

As a matter of fact because of time and resources limitations, it is hardly possible to make the entire population of (2835) students as the source of the data. So, representative sample students were taken through random sampling techniques since random since Koul (1984:131), “delivers equal chance for everyone to be a member of the sample”. The sample size of the students identified from three schools was proportionally determined based on the total sample size of the study; this is to say the researcher determined how many students to be taken from each school and he took 65 students from Aykel, 55 students from Chonchok, and 40 students from Seraba secondary schools. The sample students from each section were chosen by simple random sampling techniques, using a lottery system.

All the language teachers (20 in number) who teach in the selected schools were taken through non-probability sampling technique, which is a comprehensive sampling technique since their number was small and easily manageable. Of all the language teachers involved in regarding to the questionnaire, nine randomly selected teachers from the three schools (3 teachers from each school) were selected as subjects for observation.

It is believed that this much sample size is determined by the purpose of the study and the nature of the population (Selinger and Shohamy, 1989). Thus, since the nature of the population is attributed to homogeneous group, it is believed that the existing sample size is assumed to be sufficient (Best and Kahn, 1989).

**Table 1: Samples of the study across the three target schools**

School Name							Sample teachers		
	Population			Sample			Teachers		
	M	F	T	M	F	T	M	F	T
Aykele Secondary school	569	731	1300	40	25	65	6	2	8
Chonchok Secondary School	411	438	849	35	20	55	5	1	6
Seraba Secondary School	350	336	686	25	15	40	4	2	6
Total	1330	1505	2835	100	60	160	15	5	20

### **3.4 Instruments of Data Collection**

In order to obtain important and reliable information for this study, questionnaire, observation and document analysis were used as data gathering instruments. As indicated by Koul (1984), questionnaire, observation and document analysis jointly could make the findings of a study more meaningful, precise and representative. In this study, the questionnaire and the document analysis were used as the main instrument and the classroom observation was a complementary instrument for triangulating the data.

#### **3.4.1 Questionnaires**

According to Selinger and Shohamy (1989), a questionnaire is widely used in second language acquisition (SLA) researches to solicit information about certain conditions and practices. It is also used to collect data from large groups of subjects with a short period of time and easy to administer to a number of subjects in one place at a time. Thus, two sets of questionnaires were developed for two groups of respondents i.e. for teachers and students (See appendix A and B) in this study.

The questionnaire for teachers has a total of 56 items which consist of different parts having in 53 close ended items and limited number of open ended (3 items). From the 56 items 40 items were adapted from Lin's (1985) English Learning Attitude, Belief and Practice Survey (ELABPS), Horwitz's (1986) Foreign Language Classroom Anxiety scale (FLCAS, 1986) and Karava's (1996) attitude scale. The remaining 16 items of the questionnaire were developed by the researcher based on the related literature reviewed.

The questionnaire covered the main aspects of integrated skills teaching and all the items of the questionnaire were drawn out from these aspects and the contents of the teachers' questionnaire have been divided in to three major parts.

Part one: In this part of the questionnaire attempts have been made to 'glean' the subjects' background information such as their age, sex, area of specialization, qualification, experience and so forth. This information helped to determine whether the samples of the people are representative to the schools.

Part two: This portion of the questionnaire consist of teachers' theoretical orientations and understanding of integrated skill teaching and consists of 1 item, ways of integrating language skills teaching in lessons 3 items (2 to 4), the importance of integrated skills teaching which consist of 8 items (5 to 13) and related to teachers' training about integrated skills teaching comprises of 1 item (2.2)

Part three: This section of the questionnaire was designed to examine the practice of integrated skills teaching: that is teachers were asked to document whether they teach more than one language skills in integration which are organized around the same topic/ tasks (item 3.1), to what extent they teach two or more language skills in integration in reading, listening, speaking and writing lessons (item 3.2) and their experience in the integrated skills teaching (item 3.3). In this part, teachers were also asked three questions to documents the major constraints that curbed the study participants in integrated skills teaching i.e. problems related to schools, teachers and students.

The questionnaire for students has 19 items which consist of three items (1 to 3) of these, one item was open-ended. The content of the items were divided in to three selections. In section one, learners were asked if they learn two or more language skills in integration. In part two, learners were asked to report how often they practice language skills in integrated way in English lesson (item1 to 8). Moreover, the last part of the students' questionnaire focused on problems that learners faced during the practice of integrated skills teaching in the classroom (item 3.1).

A number of techniques are used to collect data through questionnaire. The likert scale is one of them, in which subjects respond to statements between the extreme on the continuum: that is five point likert scale options to which the subjects showed their reaction were given to each item. In part two of the teachers' questionnaires, the option ranged from "strongly agree" to "strongly disagree". Another set of questionnaire part three (items 3.2 and 3.3) were rated on a five point frequency scale from "always" to "never" (See appendix- A). Likewise students' questionnaire of section two (item 1 to 8) and section three (item 1 to 8) were designed based on five point frequency scale ranging from "always" to "never" and the three point scale rated from "very severe problem" to "not severe problem" respectively (See Appendix-B).

### **3.4.2 Classroom Observation**

Observation is one of the supplementary data collecting instruments in this study. It was conducted in order to ascertain (make sure) whether teachers practice the principles of integrated skills teaching (besides what they professed in the response to the questionnaire) in ELT classroom while teachers teach and learners learn in the actual classroom. The checklist include the activities of teachers and students during integrated skills teaching/learning process, the instructional materials used during integrated skill teaching and constraints that impede integrated skills teaching (See appendix-D).

The researcher developed 25 items of observation checklist in line with review of related literature ahead of time before he began observing. The checklist format was adapted from Nolasco and Arthur (1988). The first draft was given to the researcher's advisor and four language teachers. Based on their comments some modifications were made and finally the advisor approved it and then the instrument was applied for final use.

Classroom observation was made on nine sample teachers (who took questionnaire) who were selected on random base for observations and each of them have been observed two times. Thus, the total number of observation was 18. The observation had been made at different times and the data was computed using qualitatively.

To avoid the potential personal bias that might occur in the meaning to be given to what was being observed, the researcher and one EFL teacher as co-observer conducted the observation. The observation was made before students' and teachers' questionnaire had been distributed in the sample schools.

### **3.4.3 Document Analysis**

It is believed that documents are important source of data for qualitative research (Best and Kahn, 1989). Consequently, it was found out important to examine the teachers' guide to look at whether or not it significantly encouraged integrated skills teaching and learning in classroom.

### 3.5 Developments of Data Gathering Instruments

The research instruments used in this study include questionnaires (for both teachers and students) and classroom observation. Most instruments adapted from Lin's (1985) ELABPS Horwitz's (1986) FLCAS and Karava's (1996) attitude scale and some of the items were designed in line with literature review, which deals with integrated skills principles.

Prior to the field test, the data gathering instruments that were adapted and developed by the researcher were submitted primarily to the research advisor and then to four high school language teachers hold first degree in English language. This was done in search of valuable comments on the appropriateness of the items if they are fit to measure the target objectives of the study especially to check the content validity, logical flow, clarity of items etc. Based on the comments given by the advisor and language teachers, some ambiguous statements (words) were crossed out and some others were modified and improved since they lack clarity, specificity and representativeness.

Furthermore, to validate the data gathering instruments a pilot study was conducted before the actual data gathering began. Regarding teachers questionnaire in March 2011, the researcher administered a pilot study at Angerb Senior Secondary School to seven English teachers who were teaching at grade nine. The researcher selected this school for pilot study because the school is similar in every aspect with the sample schools in this particular study. Based on the data gathered, the reliability of the instruments that was computed by Cronback alpha was found to be 0.85, which is a good indicator of reliability See appendix- E).

Similarly, the learners questionnaire was prepared first in English supposing that almost all the learners would easily understand Amharic language than English language. Thus, the items of the questionnaire were translated in to Amharic by the researcher and with the help of two language experts and then checked by the advisor. In Amharic translation, some specific terms are presented both in English and Amharic (See Appendix-C). Teachers' questionnaire, of coursers, was prepared and offered in English. Then, a pilot study for the learners' questionnaire was made in March 2011 in Angereb Secondary Schools with 30 students randomly selected at grade nine. The reliability was found to be 0.7624.

The researcher also developed a checklist for classroom observation and it was given to the thesis advisor and two language teachers. On the basis of their comments, some modifications were made. Finally, the researcher conducted three observations to check the content of the checklist items before applied to the main study.

According to Best and Kahn, the main purpose of a pilot study is to “*try out the instruments*” (1989:195). Therefore, the pilot study helped the researcher to assess the quality of the instruments and revise them before they were used in the main research. Every possible effort has been made to avoid ambiguities on the tools and to make the items as comprehensive and representative as possible to the major tenets of integrated skills approach.

### **3.6 Procedures of Data collection**

According to Selinger and Shohamy (1989:37), once the researcher has selected a specific design for the study, which is consistent with the objectives of the research, the next step is to collect the research data. In collecting the data, it is important to use procedures, which elicit high quality data, since the quality of any research study depends largely on the quality of the data collected, and the data collection procedure.

Before conducting the research, a pilot study was undertaken on thirty randomly selected students from the sample schools and seven language teachers at Angereb Senior Secondary School.

Prior to the administration of the questionnaire and observation, the researcher made serious contact with each school, principals and teachers. Then, the data collection session was arranged at times suggested by high schools permission and willingness of participants.

The sample students selected from each section were taken in to convenient or silent place to avoid disturbance. A short orientation was given about the purpose of the study and how the questionnaire can be filled. Students who needed explanation about the questions were given a

clarification: that is to say, the participants were encouraged to ask questions so that they did not have any problems with respect to the content, language and the way to deal with the questions.

Finally, the Amharic questionnaire (See appendix-C) was distributed among 170 students of which 160(94.2%) were correctly filled in and returned. The students wrongly filled ten questionnaires so that the returned copies of questionnaires were found to be sufficient to draw inference for the study. The administration and collection of questionnaire was done by the researcher himself and by two collaborative subject teachers and department heads in the study area. Another questionnaire (See appendix- A) was distributed to twenty EFL teachers and all of the items 20(100%) were filled and returned. Concerning classroom observation, the researcher prepared a checklist (see appendix-D). Among those teachers who filled the questionnaire nine teachers were selected on random base and subsequently observed while teaching. In general, the data collection process took over one month's period beginning with classroom observation followed by administering questionnaire.

### **3.7 Data analysis and interpretation techniques**

To see the extent of EFL teachers' understanding in integrated skills teaching principles and frequency they practice in EFL contexts, the data gathered through questionnaire, classroom observation and document analysis were analyzed using the following procedure.

The data obtained from the sample subjects through questionnaire of both teachers and students were first tallied. The tallies were counted and registered as frequency that showed the number of respondents. Then, the percentages and the mean scores were computed and presented with the help of illustrated tables. The percentages were used to show the proportion of the responses; whereas the mean values were computed to describe the characteristics of the given items.

Most parts of teachers and students questionnaire consist of a likert type item analysis procedure. Part two of the teachers' questionnaire was designed based on a five point likert scale to identify teachers' theoretical orientations and understanding of integrated skills teaching. It was given numerical scores and coded as: Strongly Agree (SA) =5, Agree (A) =4, Undecided (U) = 3, Disagree (D) =2, Strongly Disagree (SD) =1. Similarly, part three of teachers questionnaire (See Appendix-A) and part two of learners questionnaire for the practice were constructed based on

five points verbal frequency scale (see appendix-B). It was coded as Always(A)=5, usually (U)=4, Sometimes (St)=3, Rarely (R)=2, and Never (N)=1. Moreover, the last part of students' questionnaire was prepared based on three point rating scale and rated as, 3=very severe problem, 2= severe and, 1=not a severe problem.

To illustrate the respondents' reaction to each scale value, the frequency and percentages were computed. For example, the computation for item number 1 about teachers' theoretical orientations and understanding of integrated skills teaching was as follows.

Responses	Values	Frequency (Fr.)	Percentages (%)
SA	5	15	75
AG	4	4	20
U	3	1	5
D	2	-	-
SD	1	-	-

The results indicated that 75% of the teachers strongly agree, 20% agree, and 5% are undecided to the given statement. The same procedure was applied to compute the percentages for the rest of items.

Meanwhile to illustrate the respondents' reaction to each statement, the sum and mean scores of each item were computed in line with the coding numerals. For example, the frequencies of 20 respondents for item numbers one was

Item	SA	A	U	D	SD	Total	Mean
1	15	4	1	-	-	94	4.7

The mean for item member 1 was computed as:

$$\begin{aligned}
 \text{Mean (x)} &= (15 \times 5) + (4 \times 4) + (1 \times 3) \\
 &= 75 + 16 + 3 \\
 &= \frac{94}{20} = 4.7
 \end{aligned}$$

The mean score 4.7 indicates the average number of teachers' response on the given statement. It shows teachers' high agreement with the idea of theoretical orientation and understanding of integrated skills teaching (Best and Kahn, 1989) and vice-versa. The same method was applied for the rest of the statements.

In addition, the data gathered by classroom observation were analyzed descriptively, triangulated and narrated in an intermingled way with the data collected through questionnaire. For the observation, nine English language teachers were selected and for the purpose of presentation, the teachers randomly given numbers T<sub>1</sub>, T<sub>2</sub>, T<sub>3</sub>... T<sub>9</sub>. Furthermore, the qualitative data drawn from open-ended items were also organized and included in to the textual discussion of the analysis of the questionnaire. The teachers guide was also analyzed qualitatively. Eventually, based on the findings, conclusions and recommendations were made.

## **CHAPTER FOUR: PRESENTATIONS AND DISCUSSION OF DATA**

Once the research data have been collected using different types of data collection procedures, as described in the previous chapter, the next step is to analyze those data. This section generally consists of presentation of statistical results, illustrated tables and discussion of results obtained from teachers and students of the sample subjects through questionnaire, classroom observation and document analysis. 170 questionnaires were distributed to the sample students from which 160(94.2%) were correctly filled in and returned.

Similarly, 20 questionnaires were administered to language teachers and all of them were correctly filled in and returned. Depending on the objectives of the study, the analysis and discussion of the results are categorized in three major parts. The first part deals with the analysis of teachers' response. The second part presents the analysis of students' response and in part three content analysis of teachers guide is presented.

### **4.1 Results and Analysis of teachers' response**

#### **4.1.1 Part one: Analysis of background information**

The researcher believed that it is necessary to discuss the personal information provided by the teacher respondents in part one of the questionnaire prepared for them. This helped the researcher to determine whether the samples of the teachers are representative for the sample schools. The personal information of the sample subjects is summarized in table 2 below.

**Table 2: Personal information of sample subjects (N=20)**

no	Characteristics	Responses	
		Frequency	Percentage (%)
1	Sex:-		
	Male	15	75
	Female	5	25
	<b>Total</b>	<b>20</b>	<b>100</b>
2	Age:-		
	20-24	5	25
	25-32	10	50
	33-39	3	15
	40 and above	2	10
	<b>Total</b>	<b>20</b>	<b>100</b>
3	Years of service in teaching		
	0-5 years	10	50
	6-10 years	5	25
	11-20 years	3	15
	21 and above years	2	10
	<b>Total</b>	<b>20</b>	<b>100</b>
4	Academic qualification		
	Diploma	1	5
	Bachelor of education	10	50
	Bachelor of arts	9	45
	Master of arts	-	-
	Master of education	-	-
	<b>Total</b>	<b>20</b>	<b>100</b>
5	Area of qualification		
	Major(English)	19	95
	Minor (Amharic)	1	5
	<b>Total</b>	<b>20</b>	<b>100</b>

As indicated in table 2, the background information of teachers under study indicated that 15(75%) of the respondent were males while 5(25%) of respondents were females. This shows that there are more male teacher respondents than female teacher respondents. This phenomena still depicts that males constitute the overwhelming majority of teachers and females constitute small proportion in the sample schools.

With respect to age, in the same table 2, item 2 indicated that 5(25%) of the teacher respondents are located in the range of 20 to 24 years old; whereas 10(50%) and 3(15%) of them falls in the range between 25 and 32 years and 33 to 39 years range respectively. Similarly, 2(10%) of the respondents are 41 and above years old. Based on the gathered data, it is possible to conclude that the majority of the secondary school teachers in the Woreda are relatively young teachers.

As can be seen from the above table 2, item 3, regarding years of service in language teaching, 10(50%) of the respondents fall between the range of 0 and 5 years of teaching experience; whereas 5(25%) and 3(15%) of the teacher respondents have the service from 6 to 10 and 11 to 20 years respectively and the rest 2(10%) of the respondents have 21 and above years of service in teaching English language.

Regarding the academic qualification of teacher respondents the same table 1, item 4 above shows that there is no MA/MED holders; whereas 10(50%) and 9(45%) of the teacher respondents had the minimum qualification required that is BED/BA degree respectively which is proclaimed by Ministry of Education MOE (2004) for secondary level. The majority of the respondents' result reveals that the minimum requirement for senior secondary school teacher is first degree with having the necessary qualification for the level. Perhaps this may enable language teachers to teach language skills in integration. Eventually, in item 5 of the same table respondents were requested concerning their field of specialization. Accordingly, almost all 19(95%) respondents reported that they graduated majoring in English language. On the other hand, 1(5%) of the teacher respondents graduated in English minor that is Amharic.

**4.1.2 Part two: Teachers' theoretical orientations and understanding of integrated skills teaching.**

**Table 3: Teachers' response concerning their theoretical orientations and understanding of integrated skills teaching**

NO	Statement	Response obtained from three schools								
			SA(5)	A(4)	U(3)	D(2)	SD(1)	Total	Fr	Mean
1	Language consists of macro skills (reading, writing, listening and speaking) and subsidiary skills (grammar and vocabulary). These skills should be taught in integration.	N	15	4	1	-	-	20	98	4.7
		%	75	20	5	-	-	100		

As indicated from table 3 of item1, the majority of the teachers who account 15(75%) responded that they strongly agreed; while 4(20%) respondents agreed to the issue raised in the statement. The rest 1(5%) of the respondent did not show either agreement or disagreement with the issue raised. The mean value for this item was 4.7 which is high and indicate that the relative inclination of teachers' response is towards 'strongly agree'.

**Table 4: Teachers' response regarding their theoretical orientations and understanding of integrated language skills teaching in lessons**

No	Statement	Responses obtained from three schools								
			SA(5)	A(4)	U(3)	D(2)	SD(1)	Tota	Fr	Me
2	Language skills can be integrated around tasks in lessons	N	16	3	1			20	95	4.7
		%	80	15	5	-	-	100		
3	Language skills can be integrated around a topic/theme in the lessons	N	13	7				20	93	4.6
		%	65	35	-	-	-	100		
4	Language skills can be integrated around both tasks and topic or theme	N	14	6				20	94	4.7
		%	70	30	-	-	-	100		

As it is vividly indicated from table 4, item number 2, 16(80%) and 3(15%) of the teacher respondents show their level of agreement by saying strongly agree and agree respectively with the claim of "Language skills can be integrated around a task in lessons."

In addition, the same table 4, item 3, 13(65%) and 7(35%) of the teacher respondents respectively reported that they strongly agree and agree with the assumption of “Language skills can be integrated around a topic/theme in lessons”. Furthermore, as it is clearly shown in table 4, for item number 4, 14(70%) and 6(30%) of the teacher respondents indicated that they strongly agree and agree respectively with the issue raised “Language skills can be integrated around both task and topic/theme in lessons. ”Besides, the mean values for items 2 to 4 are relatively very high. These mean values show that teachers’ response tended towards ‘strongly agree’. language skills at a time.

**Table 5: Teachers' response concerning the merits of integrated skills teaching**

No	Statement	Responses obtained from three schools										
		SA(5)	A(4)	U(3)	D(2)	SD(1)	Total	Fr	Mean			
5	Integrated skills teaching enable students to be successful in their current and future academic learning	N	16	4						20		
		%	80	20	-	-	-	100	96	4.8		
6	Integrated skills teaching helps learners learn English language in a better way	N	17	3						20		4.9
		%	85	15	-	-	-	100	97			
7	Integrated skills teaching motivates students to learn English language	N	12	5	3					20		4.6
		%	60	25	15	-	-	100	89			
8	Integrated skills teaching create positive interaction among students to students and teachers to students in the classroom	N	17	3						20		4.9
		%	85	15	-	-	-	100	97			
9	An integrated skill teaching creates a good classroom discipline	N	6	8	4	2				20		3.9
		%	30	40	20	10	-	100	78			
10	Integrated skills teaching help students develop positive self esteem and independent learning	N	6	9	2	3				20		3.9
		%	30	45	10	15	-	100	78			
11	Integrated skills teaching help learners develop their communicative competence	N	5	8	4	3				20		3.8
		%	25	40	20	15	-	100	75			
12	Integrated skills teaching help students develop their thinking ability	N	4	13	3					20		4.05
		%	20	65	15	-	-	100	81			
13	Integrated skills teaching enable learners to be multi-language skills users in their day-to-day communication	N	10	8	2					20		4.4
		%	50	40	10	-	-	100	88			

As it was outlined in the review of literature part, English language teachers need to know the various merits of integrated skills teaching/learning so that they help their students to be beneficiaries of the integrated skills learning (Oxford, 2001). Having this in mind, questions as shown in table 5, item 5 to 13 were posed to sample respondents to find out their awareness of the various uses of integrated skills teaching / learning.

In table 5, item 5 to 13 some questions were posed to sample respondents to find out their awareness of the various uses of integrated skills teaching / learning.

As it is indicated in table 5 of item 5, 16(80%) and 4(20%) of the respondents indicate their response by rating strongly agree and agree respectively on the assumption that integrated skills teaching provides multiple benefits for learners for their current as well as future academic learning. Similarly, in item 6, almost all of the respondents 17(85%) show their level of agreement by saying strongly agree as integrated skills teaching help students to learn English language in a better way. The other 3(15%) also agreed on the issue.

Towards this assertion, Atkins (1996), Jonson and Morrow (1981), Frazee (1995) describe that integrated skills teaching provoke motivation in students. The motivation that provoked through integrated skills teaching in students in turn crates willingness to ask question, self evaluating, analyzing, synthesizing. Similarly, Atkins (1996) and Harmer (1991) indicate that integrated skills teaching facilitate students' confidence, independent study, and positive attitudes towards their learning, peers and self fulfillment.

In item 7 of the same table, 12(60%) and 5(25%) of the respondents respectively accepted that the integrated skills teaching increase learners' motivation to learn English. Similarly, almost all of the respondents 17(85%) strongly agreed on the issue of item 8 that integrated skills teaching creates positive relationship among students' and students and teachers' interaction in the classroom.

The response to item 9, in table 5, 6(30%) and 8(40%) of the respondents show their level of agreement by rating strongly agree and agree respectively with the idea that integrated skills

teaching creates a pleasant atmosphere in language learning. In addition, item 10, 11, 12 of the same table also depicted that 9(45%), 8(40%), 13(65%) of the teacher respondents indicated their level of agreement by saying 'agree' respectively on the issue that integrated skills teaching help students develop positive self-esteem and independent learning, develop their communicative competence and increase their thinking ability. Eventually, in items 13 of table 5, 10(50%) of the teacher respondents believed that integrated skills teaching would help learners to be multi-language skill users in their day-to-day communication. Besides, the above table portrays that the mean scores of the teachers to each item incline towards 'agree'. This shows that teachers have a mild agreement towards the given items

In general, the results table 3 to 5 about teachers' theoretical orientations and understandings of integrated skills teaching principles, ways of integrated skills teaching in lessons, benefit of integrated skills teaching reveal that English language teachers who were included in the study have high awareness about the integrated skill instruction.

**Table 6: Teachers' response concerning whether or not they have taken training about integrated skills teaching**

Item	Question	Responses					
		Yes		No		Total	
		N	%	N	%	N	%
2.2	Have you over taken adequate preserves and in-service training about integrated skills teaching?	3	15	17	85	20	100

The first questions on table 5 was concerning on the language teachers pre-service and in-service training about integrated skills teaching. The respondents reveal the following response.

As depicted in the table above, the majority of teachers who account 17(85%) of the respondents answered 'no'. They confirmed that they had not been given adequate pre-service and/or in-service training about the principles of integrated skills teaching. On the other hand, a few respondents who account 3(15%) responded 'yes'. They ensured that they had been given both pre-service and in-service training on integrated skills teaching principles. However, few respondents who have got training claimed that the training was insufficient because it was not

given on the continuous base. Therefore, from this data one can conclude that most language teachers at secondary level were not well trained to teach using ISA and they may not properly implement it in the classroom. Indeed, it seems that it is hardly possible to expect teachers properly implement integrated skills teaching in the classroom in the situation where they had not gained adequate training on the integrated skills teaching principles.

#### 4.1.3 Part three: Teachers' integrated skills teaching experiences

**Table 7: Teachers' response whether or not they teach two or more language skill in integration**

Item	Question	Responses					
		Yes		No		Total	
		N	%	N	%	N	%
3.1	Do you teach your students two or more language skills, which are organized around the same topic and or tasks at a time?	6	30	14	70	20	100

Table 7, item 3.1 was concerned with teachers' response whether or not they taught two or more language skills, which are unified or chained around the same topic and/or tasks at the same time. Accordingly, 6(30%) of the teacher respondents answered "yes"; whereas the majority of respondents 14(70%) responded "no". As the data shows, a great majority of the respondents reported that they did not teach two or more language skills in integration at a time. Similarly, the observation result disclosed that most of the language teachers rarely taught more than one skills at a time.

**Table 8: Teachers' response concerning the practice of integrated skills teaching in reading lesson**

item 3.2	practice	Responses obtained from three schools								
			Al(5)	U(4)	St(3)	R(2)	N(1)	Total	Fr	Mean
1	I teach reading and vocabulary	N	-	4	9	7	-	20	57	2.8
		%	-	20	45	35	-	100		
2	I teach reading and Grammar	N	1	4	9	7	-	20	62	3.1
		%	5	20	45	35	-	100		
3	I teach reading and writing	N	2	4	14	-	-	20	68	3.1
		%	10	20	70	-	-	100		
4	I teach reading and listening	N	2	3	10	5	-	20	62	3.1
		%	10	15	50	25	-	100		
5	I teach reading and speaking	N	1	2	11	6	-	20	58	2.9
		%	5	10	55	30	-	100		
6	I teach reading, speaking, writing and listening.	N	-	-	1	8	11	20	30	1.5
		%	-	-	5	40	55	100		

Table 8 above portrays that the informants teach language skills in integration in reading lesson. Accordingly, table 8 for items 1, 9(45%) and 7(35%) respondents reported that they sometimes and rarely did it respectively. Similarly, 4(20%) of the respondents replied that they teach usually reading and vocabulary skills in integration in reading lesson at a time.

Item 2, of table 8, further reveals that 9(55%) and 7(35%) of the teachers answered that they sometimes and rarely did it respectively the teaching of reading and grammar skills in integration in reading lesson. The other 4(20%) of teachers reported that they usually teach the two skills in integration at a time. The result of item 3, 14(70%) teachers replied that they sometimes teach reading and writing skills in integration in reading lesson; whereas 4(20%) respondents answered that they usually practice the two skills inclusively in reading session.

In addition item 4, disclosed that and 10(50%) and 5(25%) of teachers respectively rated that they sometimes and rarely teach reading and listening skills in integration in reading lesson. The

rest 3(15%) of respondents reported that they teach the two skills usually in reading lesson at a time.

Furthermore, item five of the same table reported that 11(55%) and 6(25%) of respondents respectively admitted that they sometimes and rarely teach reading and speaking skills in integration in reading lesson. The other few respondents 2(10%) replied that they usually practice the two skills at a time in reading lesson.

As portrayed in table 8, item 6, 11(55%) of respondents claimed that they never teach the four skills in integration in reading lesson at a time. The other 8(40%) of the informants replied that they rarely teach the four skills at a time in reading lesson.

Besides, the mean scores for item numbers 1 to 5 falls in the 'sometimes' region. This attests that the teachers sometimes teach two language skills in integration in reading lesson. In addition, the lowest mean score was recorded in item number 6(1.5) which shows that the teachers hardly teach the four language skills in integration in reading lesson.

In relation to reading lesson, what was seen practically in the real classroom during observation was that the three teachers (T<sub>1</sub>, T<sub>2</sub> and T<sub>3</sub>) did not deliberately teach reading skill in integration with the other language skills in the pre-reading stage and post-reading stage, which is according to Ur (1996) a typical stage to integrate reading skill with the other language skills. That is the three teachers did not let the learners perform a pre- reading activity in the pre-reading stage and; after the learners performed the comprehension questions, which were multiple-choice exercises, based on the text under the title 'the role of woman in rural development'. The three teachers did not purposefully let the learners reflect their opinions in writing and/or speaking tasks in the post reading stage.

**Table 9: Teachers' response concerning the practice of integrated skills teaching in listening lesson**

NO	Practice	Response obtained from three schools								
			Al(5)	U(4)	St(3)	R(2)	N(1)	Total	Fr	Mean
1	I teach listening and vocabulary	N	-	6	9	5	-	20	62	3.1
		%	-	30	45	25	-	100		
2	I teach listening and Grammar	N	2	4	8	6	-	20	56	2.8
		%	10	20	40	30	-	100		
3	I teach listening and reading	N	-	4	12	3	1	20	59	2.95
		%	-	20	60	15	5	100		
4	I teach listening and speaking	N	1	5	8	6	-	20	62	3.1
		%	5	25	40	30	-	100		
5	I teach listening and writing	N	2	3	8	7	-	20	60	3
		%	10	15	40	35	-	100		
6	I teach listening, speaking, reading and writing	N	-	-	-	11	9	20	31	1.5
		%	-	-	-	55	45	100		

In table 9, six questions were raised to know whether or not English language teachers in the sample schools teach two or more language skills in integration in listening lesson. Accordingly, 9(45%) of teachers confirmed that they sometimes practice listening and vocabulary skills at a time when they teach language skills in integration; whereas 6(30%) and 5(25%) of them said that they usually and rarely did it respectively.

Items 2, asked the teachers if they teach listening and grammar skills in integration at a time. In responding to this item 8(40%) and 6(30%) of the teachers rated that they did it sometimes and rarely respectively. In addition, in table 9, for item 3, 12(60%), 3(15%) of them answered that they sometimes and rarely teach the two skills in integration at a time in listening lesson.

In responding to item 4, that is "I teach listening and speaking skills in integration in listening lesson" 5(25%) and 8(40%) of the informants replied that they usually and sometimes did it respectively; whereas 6(30%) of the subjects confirmed that they rarely did the practice of the two skills in integration at a time. Besides, table 9, for item 5, 8(40%) and 7(35%) of the subjects rated that they sometimes and rarely practice the teaching of listening and writing

skills in integration in listening lesson at a time. This would mean that the subjects do not always teach their students two or more language skills at a time in integration. On the other hand, in the same table item six, 11(55%) and 9(45%) claimed that they rarely and never teach respectively the four language skills in integration in listening lessons.

Besides, mean values of table 9, respectively tended towards in the “sometimes” region. This indicated that the teachers sometimes teach listening and vocabulary (item1), listening and grammar (item 2), listening and reading (item 3), listening and speaking (item 4) and listening and writing (item 5) in integration in listening lesson. This would imply that language teachers do not always teach two or more language skills at a time. In contrast, the mean scores of item 6(1.5) which is low. This implies that language teachers hardly teach the four language skills in integration in listening lessons.

**Table 10: Teachers' response concerning the Practice of integrated skills teaching in speaking lessons**

no	Practice	Responses obtained from three schools								
		A(5)	U(4)	St(3)	R(2)	N(1)	Total	Fr	mean	
1	I teach speaking and vocabulary	N	2	3	10	4	1	20	61	3.05
		%	10	15	50	20	5	100		
2	I teach speaking and grammar	N	1	5	8	4	2	20	59	2.95
		%	5	25	40	20	10	100		
3	I teach speaking and writing	N	3	4	11	2	-	20	68	3.4
		%	15	20	55	10	-	100		
4	I teach speaking and reading	N	1	4	9	5	1	20	57	2.85
		%	5	20	45	25	5	100		
5	I teach speaking and listening	N	2	4	8	5	1	10	61	3.05
		%	10	20	40	25	5	100		
6	I teach speaking, writing, reading and listening skills	N	-	-	1	10	9	20	32	1.6
		%	-	-	5	50	45	100		

Do the teachers in the sample schools teach two or more Language skills in speaking lesson?

As observed in table above, 3(15%) and 10(50%) teachers reported that the practice was exercised usually and sometimes respectively in speaking and vocabulary skills in speaking lessons.

Item 2 asked the teachers if they teach speaking and grammar skills in integration at a time. In responding to this item, 5(25%) and 8(40%) of the informants reported that they usually and sometimes practice respectively the two skills in integration in speaking lesson at a time. In addition, item 3 of the same table disclosed that 11(55%) teachers replied that they sometimes teach speaking and writing skills at a time when they teach language skills in integration. Concerning the practice of speaking and reading skills 9(45%) of the respondents reported that they did it sometimes. On the other hand, 5(25%) of the subjects claimed that they rarely did it the two skills in integration.

Moreover, in the same table, item 5, 4(20%), 8(40%) and 5(25%) of the respondents rated that they practice usually, sometimes and rarely respectively in speaking and listening skills in integration in speaking lesson. This implies that the teachers do not always teach their students two or more language skills at a time in integration.

In Contrast, item 6 of the same table revealed that most of the respondents 10(50%) claimed that they hardly teach the four skills in integration in speaking lessons at a time. The other 9(45%) of the respondents replied that they never practice the four language skills at a time in speaking lesson.

Furthermore, the mean scores of items 1 to 5 respectively incline towards in the 'sometimes' region. This indicted that the subjects teach sometimes the two skills in integration in speaking lessons. The mean score for item 6(1.6), on the other hand, was low and shows that the respondents hardly teach the four language skills in integration in speaking lessons.

In relation to speaking lessons, the researcher observed that the two teachers (T<sub>4</sub> and T<sub>7</sub>) were observed while they are teaching speaking skill in integration with the other skills. That is by organizing listening, speaking and reading skills around the task "*offering and accepting help*". T<sub>4</sub> not consciously tried to teach the three skills in integration in two subsequent speaking lessons. On the other hand, T<sub>7</sub> deliberately attempted to teach speaking and listening skills in integration in two consecutive speaking lessons by telling stories.

**Table 11: Teachers' response regarding the practice of integrated skills teaching in writing lesson**

no	Practice		Responses obtained from three schools							
			A(5)	U(4)	St(3)	R(2)	N(1)	total	Fr	mean
1	I teach writing and vocabulary	N	-	1	13	6	-	20	56	2.8
		%	-	5	65	30	-	100		
2	I teach writing and grammar	N	2	5	7	6	2	20	65	3.21
		%	10	25	35	30	10	100		
3	I teach writing and reading	N	1	4	9	6	-	20	60	3
		%	5	20	45	30	-	100		
4	I teach writing and speaking	N	2	2	11	3	2	20	59	2.95
		%	10	10	55	15	10	100		
5	I teach writing and listening	N	1	4	8	6	1	20	62	3.1
		%	5	20	40	30	5	100		
6	I teach listening, speaking writing and reading skills	N	-	-	1	6	14	20	29	1.45
		%	-	-	5	30	70	100		

In table 11 above questions were posed to the participants of sample teachers to know whether or not they teach two or more language skills in integration in writing lessons. Accordingly, as shown in table 11, item 1, 13(65%) of respondents reported that they practice writing and vocabulary skills at a time in integration sometimes; while 6(30%) of respondents indicated that they rarely did it the two skills in integration in writing lesson.

Similarly, in the same table above item 2, 7(35%), and 6(30%) of teachers responded that they sometimes and rarely did the practice of the writing and grammar skills in integration at a time. Concerning writing and reading skills in integration, 9(45%) and 6(30%) of the teachers responded that they sometimes and rarely did so respectively; whereas 4(20%) of them reported that they usually teach the two skills in integration at a time. With regard to the practice of writing and speaking skills, 11(55%) of the respondents showed that they did it sometimes in the on the other hand, 3(15%) of them claimed that they rarely did it the two skills in integration. Furthermore, in the same table item 5, 4(20%), 8(40%) and 6(30%) of the teachers replied that

they did it usually, sometimes and rarely respectively. Eventually, in the same table 11, item 6, the majority 14(70%) of respondents claimed that they never teach the four skills in integration in writing lessons at all. The rest 6(30%) of the teachers claimed that they rarely teach the four skills in integration at a time.

Furthermore, the mean scores for item 1 to 5 respectively incline towards in the 'sometimes' region except for item 6. This reveals that the teachers 'sometimes' teach only two language skills mentioned in these items in integration in writing lesson. In contrast, the mean value of item 6(1.45), which is low and it suggest that teachers never teach the four language skills in integration in writing lesson. In this regard, during the observation made in writing lesson, the two teachers (T<sub>6</sub> and T<sub>8</sub>) were observed while they are deliberately teaching language skills in integration. That is, T<sub>6</sub> were observed deliberately taught speaking and writing skills while he was teaching "note summary writing" in two subsequent lessons. Likewise, T<sub>8</sub> was also seen consciously taught listening and writing skills while she was teaching "prose summary writing" in two subsequent writing lessons.

In general, as can be seen from tables (8 to 11) the mean scores of most items in these tables tended towards, 'sometimes'. This would imply that teachers sometimes teach two language skills in reading, writing, speaking and listening lessons.

The mean score for item 6 in each tables also incline towards 'rarely'. This would suggest that the teachers hardly teach the four language skills in integration in reading, writing, speaking and listening lessons. The tables also display that the informants rarely teach language elements (vocabulary and grammar) in integration with the macro language skills.

Concerning grammar and vocabulary teaching, the researcher observed the following. Two teachers (T<sub>5</sub> and T<sub>9</sub>) were observed teaching grammar. T<sub>5</sub> was observed while he was teaching the 'Relative clause' and T<sub>9</sub> while he was teaching 'simple present tense'. T<sub>5</sub> did not teach grammar skills in integration with other macro language skills. What T<sub>5</sub> did in the classroom was that she gave detailed explanations about the forms by comparing "defining and non-defining relative clause" using examples at sentence level. Thus, the learners were not seen using

grammar at discourse levels in writing, speaking, reading or listening tasks. On the other hand, T<sub>9</sub> was observed while he was teaching grammar in integration with speaking and writing skills. That is, T<sub>9</sub> let the learners discuss a picture of “*air pollution*” using simple present tense. Then, the learners were asked to write the process of air pollution in paragraphs. Teacher T<sub>8</sub> was seen while he was teaching vocabulary that is ‘compound words’ for two subsequent vocabulary lessons. The vocabulary activities, which the learners performing were not integrated with speaking or other macro skills. That is to say the vocabulary exercise were purely at sentence level and the learners did not use the words beyond sentence level in meaning full listening, speaking, writing or reading tasks.

**Table 12: Teachers' response concerning the practice of integrated skills teaching**

Item	Practice	Responses obtained from three schools										Mean
		AI(5)	U(4)	St(3)	R(2)	N(1)	Total	Fr				
1	When I teach language skills in integration, I organize learners in pairs/small group work and whole classes	N	-	2	7	11	-	20				
		%	-	10	35	55	-	100	51	2.55		
2	When I teach language skills in integration, I encourage students to express their ideas freely	N	-	2	8	10	-	20	52	2.6		
		%	-	10	40	50	-	100				
3	When I teach language skills in integration, I give interesting and challenging tasks to learners so that they can develop their independent learning and self-esteem	N	1	2	5	11	1	20				
		%	5	10	25	55	5	100	51	2.55		
4	When I teach language skills in integration, I advise learners so that they take responsibilities for their own learning	N	1	3	7	9	-	20				
		%	5	15	35	45	-	100	56	2.55		
5	When I teach language skills in integration, I encourage collaborative learning in the classroom	N	-	1	7	12	-	20	49	2.45		
		%	-	5	35	60	-	100				
6	When I teach language skills in integration, I give sufficient time to the learners to complete tasks	N	-	1	6	13	-	20	48	2.4		
		%	-	5	30	65	-	100				
7	When I teach language skills in integration, I motivate learners to ask different questions	N	1	1	6	12	-	20	49	2.45		
		%	5	5	30	65	-	100				
8	I tell the students the importance of integrated skills learning to encourage them to learn language skills in <sup>integration</sup>	N	1	4	8	7	-	20	59	2.45		
		%	5	20	40	35	-	100				
9	I give group project work to learners so that they can practice two or more language skills at a time	N	-	2	7	11	-	20	51	2.5		
		%	-	10	35	55	-	100				

In item1, subjects were asked whether or not they organize students in different group modes such as in pairs or groups and whole classes when they teach language skills in integration. In replying to this item, as can be clearly indicated in table 12, 2(10%) of the subjects confirmed that they always organized learners in different grouping when they taught language skills in integration; whereas 7(35%) and 11(55%) of the informants said that they did it sometimes and rarely respectively. Similarly, what the researcher observed that most teachers did not deliberately organize students in pairs/small groupings rather whole organization was the norm and there were rare pair and small group organization.

Item 2, in the same table asked teachers if they encourage learners to express their ideas when they teach language skills in integration. In this regard 2(10%) of the informants reported that they always motivate their students; whereas 8(40%) and 10(50%) of the subjects confirmed that they sometimes and rarely did it respectively.

For effective integrated skills teaching to occur in language classroom, teachers should give interesting and challenging tasks so that learners could perform in collaboration with peers and enhance their self-esteem and independent learning. In replying to this item 3, 2(10%), 5(25%) and 11(55%) of the subjects confirmed that they usually, sometimes and rarely respectively gave interesting and challenging tasks to their students. Similarly, in most of the classroom observed teachers were not in a position to provide challenging tasks, instead they provide simple tasks. This contradicts with the idea of Freeman (1986), who suggested tasks need to be challenging (though not beyond their capacity). From the integrated skills teaching perspective, tasks must also be authentic (resident to home and work place). Nunan (1989) also suggest tasks should be success oriented. The teacher should not set tasks that neither very high nor very low. According to what he him term tasks should be ' regulative hypothesis'.

Item 4 was intended to know whether teachers advised their students so that they could take responsibility for their own work when they learn language skills in integration. In responding to item 4, as can be observed in the above table 12, 3(15%) of the participants confirmed that they usually advised their students so that they take responsibilities for their own work when they

learn language skills in integration; while 7(35%) and 9(45%) of the respondents replied that they did it sometimes and rarely respectively. The classroom observation also confirmed this.

As Nunan (1989) and Richards (2001) stated teachers can engage learners in communicative tasks such as a role play and problem solving tasks that requires the learners to use two or more language skills at a time. It is possible to make the students actively work together and engage in integrated skills teaching /learning process. In relation to item 5, teachers were asked if they encouraged cooperative learning in classroom when they taught language skills in integration. Thus as the mean value of item 5, 2.45 reveals that the informants rarely encourage collaborative work in classroom when they teach language skills in integration.

Similarly, in item 6, the research participants were asked whether they give sufficient time to learners to complete tasks when they learn language skills in integration. From the responses we can see that 6(30%) of the respondents confirmed that they sometimes give sufficient time to the students to perform tasks when they learn language skill in integration; whereas the majority 13(65%) of the informants said that they did it rarely. Similarly, during the observation, almost all of the observed teachers in the classroom were seen rushing from one activity to another without giving enough time for the students to complete activities.

With respect to the responses to item 7, which asked the respondents whether they encourage learners to ask questions when they teach language skills in integration. In replying to this item, 6(30%) of the teachers confirmed that they sometimes motivate learners to ask questions when they learn language skills in integration; while 12(65%) of them replied that they rarely did it. The mean value of this item was 2.6 and this further attested that teachers rarely motivates their students to ask and answer questions while they learn language skills in integration. Likewise, most of the observed teachers were observed that rarely encourage learners to ask and answer questions in classroom to increase their engagement in the teaching/ learning process.

Regarding to item 8, teachers were asked if they told the learners the significance of integrated skills learning in order to motivate them to learn language skills in integration. The mean value for this item was 2.45, which is low and shows that the subjects rarely tell their students the

importance of integrated skills learning to motivate the learners to learn language skills in integration. Similarly, the researcher observed that teachers were not heard telling the learners the importance of integrated skills learning. In relation to this idea, Oxford (2001) suggest that in any language teaching /learning process, learners need to know what they will obtain from a particular activity in the classroom. In turn, when learners clearly know the merits of the activity they are performing, they could be highly motivated to engage in the learning process.

In item 9, teachers were asked to know whether they gave project work to the students so that they practice two or more language skills at a time. The mean value for this item was 2.5, which is low and shows that teachers' response is inclines towards rarely. This would seem to suggest that the teachers do not use project work as a means of helping students practice language skills in integration. Likewise, as it was confirmed from the classroom observation, the observed teachers did not give project work for the learners so that they can not practice two or more language skills at a time.

In sum, the data in table 12 revealed that the mean scores of the items incline towards "rarely". This indicates that the informants in the sample schools are not properly playing their managerial roles (as class organizer and advisor) in the process of integrated skills teaching/learning. Similarly, teachers' response exhibited consistency with that of the researcher observed in the classroom. This is because almost all of language teachers did not effectively organizing the students in different groupings and/ encourage students to ask and answer questions.

**Table 13: Teachers' response concerning the practice of integrated skills teaching**

Q#	Practice	Responses obtained from three schools										Mean
		A (5)	U(4)	St(3)	R(2)	N(1)	Total	Fr				
10	I adapt activities that require interaction with peers from other materials for integrated skills teaching purpose in classroom	N	-	-	1	5	14	20	27			1.35
		%	-	-	5	25	70	100				
11	I prepare lessons that consist of integrated skills, implement it and evaluate its effectiveness	N	1	1	5	13	-	20	50		2.5	
		%	5	5	25	65	-	100				
12	I prepare integrative tests and evaluate learners' performance in to two or more language skills at a time	N	-	-	2	13	5	20	37		1.85	
		%	-	-	10	65	25	100				
13	I check whether or not tasks/topics are stimulating, not too difficult or too easy for learners when I teach language skills	N	1	4	6	9	-	20	57		2.7	
		%	5	20	30	45	-	100				
14	I give role plays, information gap activities to learners when teach language skills in integration	N	-	3	6	11	-	20	49		2.45	
		%	-	15	30	55	-	100				
15	When I teach language skills in integration, I use instructional materials and equipment (e.g. newspapers, magazines, films overhead projector etc.)	N	-	3	4	13	-	20	50		2.5	
		%	-	15	20	65	-	100				

Oxford (2001) states that English language teachers are responsible for adapting materials for integrated skills teaching. On such assumption in table 13, question were posed to the informants to know whether they adapt tasks from other materials for integrated skills teaching purpose in ELT classroom. The mean score for item number 10 was the lowest (1.35) and this implies that the informants hardly adapt tasks from other materials for integrated skills purpose in ELT classroom.

In addition, the researcher observed that in the sample schools, there were no sufficient textbooks in the learners' hand. As the result, teachers forced to collect the books from one section and carry to another class during the English periods. In addition, the teachers in the sample schools observed as they stick highly to the activities in the learners' textbook while they teach language skills in integration.

Integrated skills teaching demands language teachers to plan, implement and evaluate appropriate lessons on the basis of integrated skills teaching/learning process (Oxford, 2001). Concerning item 11, in the same table, 5(25%) and 13(65%) of the teachers asserted that they sometimes and rarely respectively prepare lessons in line with integrated skills principles, implement it and evaluate it its appropriateness. Besides, the mean value for this item was 2 .5 and tended towards in the 'rarely' region. This implies that teachers do not always/usually plan and evaluate lessons that reflect integrated skills teaching/learning.

Similarly, in all of the classroom observation, most teachers did not prepare lessons in line with integrated skills approach and they were not follow clear procedure that enable learners effectively learn language skills in integration. This tells us that, the participants in the sample schools hardly plan implement and evaluate lessons that reflect integrated skills teaching when they teach language skills in integration.

In item 12, subjects were asked if they prepared and used integrative tests and measure the learners' performance in two or more language skills at a time. As clearly indicated in the same table above, 13(65%) of the subjects confirmed that they rarely prepared integrative tests and

measure students' performances two or more language skills at a time; whereas few informants 2(10%) and 5(25%) said that they did it sometimes and never respectively. Besides, the mean score of item number 12 was low (1.85) and skewed towards 'rarely'. From this, it is possible to suggest that the testing system of the sample schools at secondary level hardly covers those four language skills. They concentrate largely on discreet point tests. This may negatively affect integrated skills teaching / learning.

In item 13, informants were asked if they checked whether topics/tasks around which the language skills were chained to be interesting/ not too difficult/too easy for their students. The mean score of item 13(2.7) tended towards 'rarely'. This entails that language teachers do not always and/or usually check tasks or topics whether the activities are too easy or too difficult for their learners.

From the integrated skills teaching/ learning point of view, communicative tasks such as role plays and information gap activities are the bases of learning in that they (1) enable students to use two or more language skills at a time and (2) actively engage learners in the process of integrated skills teaching /learning (Byrne, 1981, parrot, 1993). Regarding this, item 14 was posed to teachers if they gave communicative tasks to the students so that they practice two or more language skills at a time. In responding to this item, 3(15%), and 6(30%) of the subjects replied that they usually and sometimes respectively gave communicative tasks such as role-plays and information gap tasks to the students so that they practice two or more language skill at a time. On the other hand, the majority 11(55%) of the students affirmed that they did it 'rarely.' The mean value of this item 14 was 2.45. This inclines towards 'rarely'. This would suggest that informants are not effectively use communicative tasks as a means of linking and teaching two or more language skills at a time.

As illustrated in table 13, item 15, the teachers were asked if they used different instructional materials and equipments that are important to teach language skills in integration. It is quite revealing to see from the table above, the mean value of this item was 2.5, which is low, and it skewed towards rarely. This reveals that the subjects hardly use different instructional materials and equipments when they teach language skills in integration. The classroom observation

results also confirmed this. As a whole, all observed teachers hardly use different facilities that can promote integrated skills approach other than the students' textbook. Thus, here it is possible to conclude that if teachers could use various instructional materials and equipments in the process of integrated skills teaching, the integrated skills teaching/learning process might be effective.

#### **4.1.4 Analysis of constraints that affect integrated skills teaching**

In addition to the above close-ended questions, teachers were also provided with some open-ended questions (see appendix-A (item 3.4)). They were asked to mention some of the main factors, which hindered integrated skills teaching while they are teaching language skills in the classroom. For the sake of simplicity, the constraints were considered in two main categories: (1). Internal and (2) external constraints.

##### **4.1.4.1 External Constraints**

Teachers' response in the open-ended questionnaire indicated that there were quite a number of impediments that hinder against the successful implementation of integrated skills teaching and most of the constraints they faced were external. Teachers generally agreed that lack of resources (facilities), large class size, arrangements of desks, lack of supplementary materials, students' English abilities and their low level of motivation to learn, shortage of textbooks, students discipline and lack of appropriate teacher training provision were the most common problems that act against the effective implementation of integrated skill instruction in the classroom.

The other problem that occurred in the process of teaching and learning was that there were no the necessary materials in the sample schools such as reference books, teaching aids and equipments like overhead projector (OHP), audio/video cassettes, absence of language laboratory. Moreover, teachers claimed that there were no sufficient textbooks. As the result of this, teachers forced to collect the books from one section and carry to another during the English periods. Teachers further outlined that the new teachers' guide is not available in the sample schools at all.

Almost all the teachers complained about the class size to be the major impediments to promote integrated skill approach. The respondents underlined that attempting to practice integrated skills teaching with a large number of students in a class (up to 76 students) are a big challenge and unable to control such a large group of students in the classroom.

The classroom observation made by the researcher also showed that most teachers faced difficulty in reaching all the students while they are discussing in their groups. Instead of going to each group, they gave correction from the front. Besides, they try to manage the classroom from the blackboard (front side) for the fact that there is no place to move around, to set up group work, to guide and monitor the groups. As the result, most students do not understand what the teacher is saying and the relationship between the teachers and the students at back row became loose.

It is possible to arrange different sitting arrangements that can facilitate integrated skills teaching if the desks are move able. However, language teachers reported that the benches are not move able; they are fixed sitting arrangements for group works. As they said, it is difficult for teachers to move and facilitate students' activities during group work. In all observed classrooms, the researcher also confirmed that the arrangements of the seating were rigid/fixed rows and there were no special setting arrangements (for example, U-shape, circular, team style, semicircular etc).

Another most challenging problem the most language teachers raised was that the language abilities students have acquired in lower classes (background) is found to be quite inadequate to practice the language skills at present grade level. Therefore, it is the other source of challenge that makes things difficult for English teachers to teach the language skills in an integrated way.

#### **4.1.4.2 Internal Constraints**

Most teachers reported that they do not know how to practically teach language skills in integration in classroom, design tasks for integrated skills teaching purpose. In addition, few teachers also reported that they took some courses that can help them to teach an integrated skill approach, but that was not supported with other training (workshops, seminars, etc). As they

reported all the teaching principles they got in their collages/university training is now diminishing.

The teachers also pointed out the mismatch between the syllabus and examination types. As they said, even though the syllabus supports integrated skill approach, the testing system at secondary level never covers those four skills. As they claimed, the exam system covers mostly grammar skill. The testing system could not give the chance for the students to develop their reading, speaking, writing, and listening skills in integration. They also claimed that they do not know how they teach and the way they test language skills in integration. As the result, they hardly assess their students' performance in two or more language skills at a time in an integrated way. The other point teachers raised was that many of the students do not know the advantage of integrated skills learning. They described that the majority of the students expected their English lessons to emphasis on grammar than skills (listening, speaking, reading and writing). As the teachers also reported as students do not give attention to their work (homework, class work and other assignments), unwilling to participate in group/pair discussion when they are assigned to do activities like listening, speaking, writing or reading skills

Another most challenging problem the researcher observed was that students seemed not good at English. Most of them, for example, were heard speaking in a very slow way, words and at phrase level with frequent use of Amharic. Most of them do not seem to speak a correct sentences let alone activity discussing in par/group work using English. Besides, some learners were observed coping notes of other subjects, doing assignments of other subjects.

To summarize the findings of the study, a large number of respondents have shown that they approve of integrated skills instruction principles in theory, but faced a range of impediments in the actual classrooms. The observation results highlight that teachers were not fully aware of the practicality of integrated skills teaching in the classrooms.

In addition, the findings of this study show that some of the impediments they faced in the classroom were beyond their control such as large class size and lack of resources. The teachers felt strongly that integrated skill approach was good for teaching language skills if the context

teachers operate is taken in to account. However, from their responses they suggested, it is possible to say that though classroom teachers are the key to control the constraints, they seem to throw the constraining factors at others instead of making themselves as possessing insufficient knowledge about integrated skills teaching (Candlin, 1981). It is a common knowledge that classroom teachers are the first persons to face classroom problems whether there is a change or not. Thus, it is advisable if language teachers have understood the chance of an innovation/ in this case (ISA) and be motivated to overcome the constraints associated with it.

This can be achieved on condition that when teachers are equipped with the necessary knowledge and skills in both preservice and in-service training on how they practically teach language skills in integration, test students' performance in to two or more language skills at a time and manage large classrooms. This may be done for the fact that training courses can promote teachers' theoretical as well as practical abilities. Most of the teachers further reported that they needed enough teaching material and equipment, especially teachers' guide to be provided for them. Still others recommended that the number of students in each classroom to be minimized.

#### 4.1.5 Analysis of students' Response

Similar to the teachers, students were provided with questionnaire. The purpose of the questionnaire to the students was to get information whether or not the classroom teachers teach language skills in integration in ELT classroom and to consolidate what the teachers' responses were. The respondents were of the students who have been learning in the sample schools. The following are analysis of their replies.

**Table 14: Students' response whether or not they learn language skills in integration**

n <sup>o</sup>	Questions	Responses				
		Yes		No		Total
		N	%	N	%	
1	Do you learn two or more language skills, for instance, writing and speaking, listening and reading as well as grammar that are integrated around the same topic or task when you learn English?	49	30.63	111	69.37	160

In item1, the learners were asked whether or not they learned two or more language skills, which are chained around the same topic/task at a time when they learn English in integration. In responding to this item, as table 14 depicts, the majority of the informants 111(69.37%) confirmed that they did not learn language skills in integration when they learned English in the classroom. These results fit on most aspects with the teachers' response (item 3.1)

**Table 15: Students' responses regarding their interest and motivation to learn language skills in integration.**

no	Statement		Response obtained from three schools					Total
			V.H	H	M	L	V.L	
2	How much is your interest	F	6	18	61	75	-	160
	and motivation to learn language skills integration?	%	3.75	11.25	38.13	46.87	-	100

Note. V.H=Very High, H=High, M=Medium, L=Low, V.L=Very Low

As depicted in table15, 6(3.75%) of student respondents said that their level of interest and motivation to learn language skills in integration was very high, 18 (11.25%) high, 61(38.13%) medium and 75(46.87%) was low respectively. In general, from the overall students' results, it can be inferred that learners have medium and low motivation and interest to learn language skills in integration and they may not keenly participate in pair/group discussion, take responsibility for their own learning when they learn language skills in integration.

In addition to the activities of teachers, the researcher also observed the students activities side by side based on different items listed on the checklist (See Appendix-C). Thus, most of the students did not actively participate in the discussion, not reflect their understanding and not involved in the process of discussions. Even though students expected to make a great contribution and play a significant role in the teaching-learning process, most students were not acting accordingly. Moreover, the poor presentation of the lesson, which is mainly dominated by the language teachers along with their poor classroom management skills affect the affect the implementation of integrated skills teaching.

**Table16: Learners' response concerning their integrated skills learning in the classroom**

Item	Statements	Responses obtained from three schools									
		A(5)	U(4)	Str(3)	R(2)	N(1)	Total	Fr	mean		
1	Our teacher organizes in pairs/groups and he/she lets us express our ideas in writing/ speaking after we have discussed a topic or tasks when we learn language skills in integration	N 4	16	44	87	9	160	399	2.49		
		% 2.5	10	27.5	54.37	5.62	100				
2	When we learn language skills in integration, our teachers motivates us so that we ask and express our ideas freely	N 11	17	39	72	21	160	405	2.57		
		% 6.87	10.63	24.37	45	13.13	100				
3	When we learn language skills in integration, our teacher gives advice to us so that we feel a sense of responsibility for our own work	N 13	15	42	49	41	160	390	2.43		
		% 8.37	9.37	26.25	30.63	25.62	100				
4	Our teacher tells us the use of learning language skills in integration	N 4	9	12	120	15	160	347	2.16		
		% 25	5.63	7.5	75	9.37	100				
5	Our teacher gives us a project work which relates to the topic we have learned in the classroom and he/she lets us present our task in writing /speaking in the classroom	N 11	14	19	74	42	160	358	2.23		
		% 6.87	8.75	11.87	46.25	26.25	100				
6	Our teacher relates the tasks/activities we do with our interest and language proficiency level	N 18	29	41	46	26	160	447	2.79		
		5	18.13	25.62	28.75	16.25	100				
7	Our teacher uses different teaching aids/ equipments(e.g. newspapers, films, magazines etc) when we learn language skills in integration	N -	4	17	15	124	160	221	1.38		
		% -	2.5	10.62	9.37	77.5	100				
8	When we learn language skills in integration, our teacher asks the problems that we have faced in the classroom and he/she attempts to find solutions for the problems.	N 29	15	32	48	36	160	433	2.7		
		% 18.1	9.37	20	30	22.5	100				
		3									

Item 1 asked the learners if their teachers organized the learners in different group modes when they learn language skills in integration. In responding to this item as clearly indicated in table 16, 44(27.5%) and 87(54.37%) of the respondents rated by saying sometimes and rarely respectively to the issue raised on this item. Meanwhile, the mean score which is 2.49 for item 1, also fall in the rarely region. This would imply that their teachers did not always and/or usually organize learners in pairs/small groups, and give group /pair work tasks such as discussing materials as a group, role playing in a certain situation so that learners could practice two or more language skills at a time. Likewise, learners' response is consistent with what the researcher observed in the classroom. In most of the lessons observed, the teachers did not effectively organize and manage learners in classroom. Towards this assertion Thompson (1996) and Oxford (2001) suggest that integrated skills learning is promoted through the use of group and/ or pair work tasks such as generating a list of questions for research, discussing the meaning of stories, deciding how to prepare group work and acting in a reader's theater, which can help students learn language skills from each other.

As it is indicated in the same table above, the majority of the respondents mentioned that their teachers do not motivate the students to ask and express their opinions, feelings and thoughts freely in the class when they did different activities in their English lesson. That is 72(45%) and 39(24.37%) of the respondents respectively replied by saying rarely and sometimes towards this issue. What is more 49(30.63%) of the learners also confirmed as their teachers rarely advised them to practice language skills integration. Besides, the mean values for item 1 to 8 respectively inclined towards rarely. In addition, the observation results match with the response given in the students' questionnaire. Teachers did not make it fully practical as was confirmed from the classroom observation. For example, the observed teachers in the classroom did not effectively play their managerial role as facilitator, advisor, and motivator.

As shown in the same table, item 4, the majority 120(75%) of the learners reacted that their teachers 'rarely' told the learners the use of integrated skills learning so as to motivate them to learn language skills in integration. Besides, the mean score of this item (2.16) also reveals that learners may not be adequately motivated by their teachers to learn language skills in

integration. It is hardly possible to expect teachers to teach language skills in an integrated way, in the situation where learners have not been well- informed about the merit of integrated skills learning. During the classroom observation too, none of the teachers were heard telling the learners the use of integrated skills learning. Therefore, it can be argued that learners need to know the various merits of integrated skills learning. If learners know the benefits of all language skills, they may perform well and they could be highly motivated to take part in the teaching/learning process and become active participants in the classroom activities.

Item five of the same table also revealed that 9(11.87%) teachers sometimes gave project work to the learner so that they could intensively practice two or more language skills at a time. On the other hand, the majority 74(46.25%) and 41(25.62%) of the students reported that their teachers rarely and never did so respectively. The mean value of item 5(2.23) also inclines towards 'rarely'. This would seem suggest that teachers hardly provide project work to help learners practice language skills in integration. As it was seen from the classroom observation made by the researcher, teachers were not seen giving project work (extension activities) for the learners so that they can practice language skills in integration.

In item 6, the learners were asked whether their teachers relate the tasks to the learners' interest and language proficiency level when they learn language skills in integration. In replying to this item, the majority of the respondents 41(25.62%) and 46(28.75%) mentioned sometimes and rarely did it respectively.

In addition, the mean score item 6(2.79) shows that the relative inclination of the learners response is towards rarely. From this, one could infer that teachers do not always and/or usually relates the tasks to the learners' interest and proficiency level when they teach language skills in integration. Furthermore, in table 16, item 7, the majority 124(77.5%), of the students mentioned as their English language teachers never use teaching aids and other instructional media/audio visual materials which have a great role to teach language skills in integration; whereas, the minority informants 17(10.62%) and 15(9.37%) reacted sometimes and rarely did so respectively. Meanwhile, the mean score of this item 7(1.38%) which is low and suggest that language teachers hardly use various instructional materials in the classroom to help the

learners in English lesson. However, in order to make the teaching and learning process effective and realistic, teachers must adapt and use various instructional materials. In relation to the above idea Nunan, (1991) stated that in order to integrate the language skills in ESL/EFL instruction, language teachers should choose instructional materials and design activities that promote the integration of listening, reading, speaking and writing skills associated with other micro language skills of syntax, grammar, vocabulary and so forth. For example, teachers can use classroom activities along with text materials such as using cassettes, CDS and videos/films/ DVDs and small group activities.

In Item 8 the learners were asked whether their teachers discuss problems that they faced when they learn language skills integration. Accordingly, 32(20%) of the subjects confirmed that their teachers sometimes did it; while the majority of the learners 48(30%) attested that their teachers did it rarely. The mean value of item 8(2.7%) skewed towards 'rarely'. This implies that language teachers hardly discuss about the problems that learners encounter in the classroom when they learn language skills integration and find solutions about it.

Towards this assertion, Nunan (1991) state it is important to remember that in the teaching-learning process, language teachers need to discuss the impediments that learners encounter and find remedies for the problems. The students' responses in relation to this are presented in table below.

**Table 17: Students' response concerning constraints that affect integrated skills teaching**

Item	Statement	Response obtained from three schools						
			Very severe	severe	not severe	total	Fr	mean
1	Our teacher faces problem to organize us in pairs/groups due to unsuitable seating and tables in our classroom when we learn language skills in integration	N	130	16	14	160	436	2.72
		%	81.25	10	8.75	100		
2	When our teacher teaches us language skills in integration, he/she does not use different teaching aids	N	117	27	16	60	415	2.59
		%	73.12	16.87	10	10		
3	Our teacher does not come to the classroom ready to teach language skills in integration	N	81	45	34	160	367	2.29
		%	52.62	28.18	21.25	100		
4	Since we want to learn language skills in isolation, we do not listen to our teacher properly when he/she teaches us language skills in integration	N	81	67	12	160	389	2.43
		%	50.62	41.87	7.5	100		
5	we do not have motivation to learn language skills in integration since we do not know well the advantage that are get from learning language skills in integration	N	71	42	47	160	344	2.15
		%	44.38	26.25	29.37	100		
6	When we learn language skills in integration, we encounter problems to work in pairs/groups because we do not have intimacy and relationship among ourselves	N	46	87	27	160	359	2.24
		%	28.75	54.38	16.87	100		
7	Because our English language proficiency level is low, the task that we do when we learn language skills in integration are difficult to us	N	79	64	17	160	382	2.38
		%	49.37	40	10.63	100		
8	Because there are no enough reference books in our library, we face problems to do our home work and project work that will be given when we learn language skills in integration	N	75	64	21	160	374	2.33
		%	46.87	40	13.13	100		

As can be seen from table 17 above, the mean scores, which are 2.72 and 2.59 for item, 1 and 2 inclines towards “very severe problem” respectively. This would indicate that the seating and benches in the sample schools are not suitable for pairs /group work; therefore, the teachers encountered problems to organize learners into different groupings and did not use different teaching aids when they teach language skills in integration. Similarly, learners’ response match with that of the teachers reported in responding to item 3.4. This is because in replying to item 3.4, the teachers confirmed that the seating in the classrooms are not comfortable for pair

/group work and this hampers integrated skills teaching /learning. The classroom observation results also coincide with the teachers' responses.

When we look at sample students' response in the same table, we can see that the mean value of item 3(2.29) would imply that teachers' insufficient preparation to teach language skills in integration was a severe problem that hinders integrated skills teaching /learning.

Similarly, as can be seen from table 17 above the mean values for items (4 to 8) respectively fall towards "severe problems". This implies that students' interest to learn language skills in isolation (item 4), students lack of awareness about the merit of integrated skills learning (item 5), absence of a good intimacy among learners (item 6); students' low English proficiency level (item 7) and the shortage of reference books in the libraries (item 8) are the main obstacles or barrier to the teaching /learning of integrated skills in the sample schools.

In general, the responses of the students clearly indicated in table 17 that there are common obstacles and barriers that hampered integrated skills teaching /learning in the sample schools working in isolation or in combination.

#### **4.1.6 Document Analysis**

The document used in this study was teacher's guide as data collection instrument for the study. In this part a brief overview of the content of the teachers' guides was made. The guide has been put in to use in the 2005 academic year and provides the teachers with a comprehensive guide for the course. The guide contains general and specific advice on the methodology, suggested procedure for the activities and key answers to the exercise in the students' textbook. As clearly indicated in the methodology section, the guide was designed with the objective of improving students' communicative competence in reading, speaking, listening and writing as well as grammar and vocabulary skills. Concerning integrated skills teaching, the general introduction to the course and suggested procedures for teaching activities have been found important to be critically observed, checked and analyzed. In the introduction part of the teachers' guide it is clearly stated for language teachers that the course follows integrated skills approach as contrasted to isolated skills teaching:

This course employs a text-based, integrated approach to English language teaching. 'Text based' means that in a given unit many of the learning activities are based on written or oral texts. ...the course is also 'integrated' that is to say the

teaching materials and the learning activities frequently integrate the main language aspects specified by the syllabus: reading, speaking, listening, writing, grammar and vocabulary. For example, the reading comprehension section, the text might provide a focus and stimulus for a variety of activity including vocabulary work, oral communication, and note making and writing. The course is also student oriented and communicative that its predecessors. There is, therefore, a move towards recognizing the fact that the language skills are inter-related and interdependent and away from the traditional approach dealing with the main aspects of language separately as purely discrete and compartmentalized elements (P.2).

Here, it is possible to understand that the course incorporated the integrated skills approach (listening, speaking, reading, writing and other associated skills), which should be treated as integrated, interdependent and inseparable elements of language.

In the introduction part of the teacher's guide, it is clearly indicated that teachers should be encouraged to use supplementary instructional materials taken from other textbooks, commercially and audio visual aids that promote the integration of language learning skills. This implies that teachers should not be fixed only to the learners' textbooks rather it suggests that teachers should look for alternatives to strengthen or consolidate the teaching/learning process.

Similarly, even if, the suggested procedures are given in the teacher's guide, they are also advised to feel free to modify and use any alternative teaching techniques that are found to be effective. Teachers are also advised to provide different types of tasks requiring students to work in pairs or small groups to share information as well as complete assigned tasks such as discussing materials as a group, brain storming, role playing in a certain situation and so forth.

As far as pedagogical procedures suggested and teaching activities concerned, the teachers' guide clearly shows teachers' and students' roles in the classroom, what to do and how to move step by step when they teach language skills in integration. For example, some of the teaching procedures suggested in the teachers guide are warm-up activities, follow up activities, extension activities, homework and other assignments.

From this, it is possible to infer that teachers guide creates a conducive situation for language teachers to teach language skills in integration in ELT classroom in that (1) advise the learners to use active learning methods (2) encourage learners to be free to design materials for integrated skills teaching if it is necessary (3) inform teachers to give due attention to integrated skills teaching in ELT classroom.

In sum, as repeatedly mentioned previously, teachers' guide is a paramount importance for effective application of integrated skills teaching in the ELT classroom. The guide helps the teachers to know what procedures to be followed to teach language skills in integration, what type of classroom organizations to be employed in the process of integrated skills teaching and so forth. Thus, without teachers' guide in the hands of teachers, the effective implementation of integrated skills teaching is not successfully achieved in the ELT classroom. Even though teacher's guide is a key input for effective application of integrated skills teaching, no sample school teachers have the new teacher's guide on their hand.

Specific suggested procedures for teaching activities in the teachers' guide that illustrates integrated skills teaching are listed below.

1. Introduce the activity to the students and let them read the jumbled (disordered) sentences to understand the idea and sequence. The students work in pairs/small groups and discuss about definition, words of time, summarizing and other things, which serves as clues for students to understand text organization or to analyze or reorder the sentences for paragraph. Then, they should write the sentences in the best sensible order on their exercise book to have a complete paragraph. When they have finished, they can compare each other's work to make corrections and improvements.
2. Ask the students to read the text individually, silently and try to guess the meaning of the words printed in bold. Do not allow the students to use dictionary for every word they do not know. Instead, encourage the students to deduce unfamiliar words using contextual clues and using their own prior knowledge. Ask students to construct their own sentences using these words. Check the students whether or not they understand all the new words before explain their meanings yourself.

3. Introduce the activity and ensure that the students understand the expression of “Asking and Giving directions”. The students can work the activity in Paris or small groups. Encourage them to look at the city map in the students’ book. Before beginning the activity, the students should copy the expressions in to their exercise book and read the sort of conversation. Ask the students to take turns to ask and respond the instruction. Students can further practice on information gap activity by finding or draw a town map and use similar situation to ask each other about the directions and places. .
4. Introduce the activity and ensure that the students understand the instruction. Allow the students to look at the pictures. Ask the students to work in pairs to discuss the pictures and put in the correct number or in which the events happened. Let the students describe the pictures with two paragraphs and allow them to read their work to the class to correct their mistakes (checking). Make sure that students should use only English while doing the activity. Circulate the learners to assist the students if necessary.
5. Explain the tasks to the students clearly. The exercise should be given as homework so that the students prepare their own drama to be acted out in class. Role-plays could be discussed in small groups before the presentation to the class. Students could substitute their own names. Make sure that each student has a turn to play each role in the group. Circulate to help those who needed assistance.
6. Introduce the activity and explain the “rules and regulations”. Ask the students to discuss the set of rules provided in the students’ text book in group and let them read out of the paragraphs and insert the missing words. Students could select one club in their school and set a list of rules for the club showing what each member and the school administration staff are obliged to do/ not to do. Finally, students can present their works to the rest of the class.

7. Work individually, the students would write out their answers in their exercise books. Then ask them to form a group of five students to discuss and compare their answers. When they have completed their work, they have to report to the whole class.
8. Introduce the activity and explain the four steps of writing. Students can work in pairs to discuss and expand the notes before they write the composition individually. When they have finished their writing, they can read and compare each other's stories working in small groups. Select some students to read their compositions to the classes.
9. Organize students in different ability levels. This will encourage the students through peer learning. Tell them to generalize the patterns freely in the given table. Tell the students to construct their own sentences and discuss together about the patterns they used. Finally, tell them there are many ways of learning grammar and to generalize the structure.
10. Introduce the activity and let them discuss the examples in pairs /or groups. Then, tell the students to shut their exercises books and give the orders to their partners without reading the text. Ask to give them orders in daily physical exercise that are similar to those shown in the examples in the students' textbooks
11. Introduce the activity and ask the students working in pairs or small groups. They should discuss and compare direct speech with reported speech. Encourage students to write their own examples and rules how statements, questions and commands can be changed from direct speech in to indirect speech. Select some students to tell to the whole class and you about basic changes that occurred in reported speech and follow up with a brief class discussion
12. Introduce the activity and ask the students to discuss some of the expressions about "giving and asking directions". Students should read the examples of the sort of the conversation in their textbook and copy the expression in their exercise books. Ask the students to take turns and respond to the instruction

13. Ask your students to list the major tourist attraction center they know in Ethiopia and allow them to do the tasks first individually and then in groups so that they can improve their answers by discussion. Let them report to the group consensus to the whole class.
14. The exercises are aimed at helping students practice and more of them are open ended and should be handled as follows :-
  - oral group work
  - oral pair work followed by individual written work
  - Individual written work followed by pair work/ group discussion of each other's work

#### **4.2 Discussion**

In this section an attempt was made to discuss the findings of the study in light of (1) teachers' theoretical orientations and understanding of integrated skills teaching (3) the practical aspect of integrated skills teaching (4) Constraints that affect the implementation of integrating skills teaching.

As can be seen from tables 3 to 5 one can understand that the majority of the language teachers have high level of awareness about the notion of integrated skills teaching such as theoretical orientations and understanding of integrating skills teaching, ways of integrating language skills in different lessons and merits of integrated skills teaching.

The study made by McDonouh and Show (1993), Tomlinson (1986) support this idea that integrated skills teaching is under pinned in the assumption that the four macro language skills (reading, writing, speaking and listening) as well as elements of (grammar and vocabulary) and these language skills should be integrated in language teaching. In relation to the above points, Oxford (2001) suggested that English language teachers need to know the basic assumption of integrated skills teaching-learning so that they can actively play their roles on the process of integrated skills teaching-learning.

The findings of the study also reveal that the great majority of teachers had high awareness towards the concept of integrated skills teaching in different lessons. Burgess (1994), Mohan (1986) and Nunan (1991) noted that language skills can be unified /chained around tasks/topic or theme in lessons. This implies that language skills revolve around a theme or topic and the theme serve as a catalyst to join two or more language skills at a time. Towards this issue,

Nunan (1989) suggest that teachers should implicitly know the various ways of integrated skills teaching in lessons such as content based, theme based and task based language teaching for effective implementation of integrated skills teaching in the classroom.

The findings also disclosed that language teachers have better awareness towards merits of integrated skills teaching. In line with this idea as it was outlined in the review literature part, it was suggested that English language teachers need to know the various benefits of integrated skills teaching /learning so that they can teach two or more language skills at a time.

Similarly, Oxford et al (1994) point out the multiple uses of integrated skills to foreign/ second language learners. As they stated in their study integrated skills teaching expose learners to authentic language and enable learners to interact with the target language meaning fully. In the same vein, Byrne (1981) and Snow (1991) also forwarded that integrated skills teaching also assist learners to develop their critical thinker, synthesize and evaluate information and bring learners centered to humanistic approach. In general, as Oxford (2001) stated when teachers have a better understanding about the concept of integrated skills teaching, it is very likely that teachers will make great effort to put in to practice. On the contrary, if teachers have less awareness about it, they will not be sustained to accomplish the task in an intended way.

The findings further reveal that almost all of language teachers claimed that they did not get adequate training about the integrated skills teaching. Towards this issue Oxford (2001) suggest that pre-service or in-service training is an essential means to make language teachers aware of the principles of integrated skills teaching and also a means to improve teachers' skills of teaching language skills in integration in the classroom. In turn, teachers' understanding of the assumption of integrated skills teaching along with the skills to they have help them how to practically implement in the ELT classroom.

Although the respondents have better understanding towards the concept of integrated skills teaching, the results which were gained by both the teachers' and students' questionnaire along with classroom observation about the practice of integrated skills teaching was not that much satisfactory. As can be seen from table 8 to 11 the findings clearly show that the

implementation of integrated skills teaching in the actual classroom is scant in the sample schools. The study made by MOE (1994) clearly shows that the implementation of integrated skills teaching is limited in Ethiopian secondary schools.

In 1994 the Ministry of Education shifted the existed Curriculum from skill oriented to communicative oriented instruction. The objective of the revised curriculum stress providing learners' communicative competence in reading, writing, speaking and listening along with other subsidiary skills (grammar, vocabulary). The new curriculum suggests that teachers should look for alternative classroom practice by incorporating the four language skills to help students learn English in interesting, authentic and communicative ways. However, MOE 2005 confirmed that even if integrated skills approach is well documented in syllabus and in literature its practical application in the classroom is still insufficient.

Scholars such as Harmer (1991), Meltem (1989) and Nunan (1989) in their study point out the fact that there a big gap between what teachers state (say) and their actual classroom practice. As Karavas (1996) state in his study despite the wide spread adoption of integrated skills approach around the world and documented in the text books as well as in the curriculum, the practice of integrated skills teaching in the actual classroom is rare.

The results of this study indicate that teachers hardly adapt tasks from other materials for integrated skills teaching purpose. To the contrary, Nunan (1991) noted that language teachers are responsible for adapting materials for integrated skills teaching. Similarly, Nunan (1989) and Richards (2001) state that tasks that are used as 'glue' to unify language skills together need to be related to the learners interest and language proficiency level. Supporting this idea, Freeman(1986) suggests that tasks should not be neither very difficult nor very easy to be performed in collaboration with peers. He terms tasks should be as 'regulative hypothesis'. From the integrated skills teaching perspective, tasks must also be authentic(resident to home and work place) as well as applicable with that of real situation of the learners out side the classroom.

The findings of the study further indicate that the subjects in the sample schools did not properly play their roles as managerial roles (as organizer and advisor in the process of integrated skills teaching /learning process. In contrast to this, Atkins (1996) point out that language teacher should play their managerial roles in helping learners deal with the skills in integration. The teacher is the facilitator of the students rather than being a fount of all knowledge. The teacher should organize learners indifferent groupings. Like wise, Larsen-Freeman (1986) state that the teacher should be a mediator among the students through the teaching learning process, serving as the role of “keeping things running smoothly.”

The findings of the study also reveal that teachers rarely prepared integrative tests and measure learners' performance' in two or more language skills at a time. In relation to this, Hughes (1989), Bachman (1990) and Heaton, (1988) point out that the discrete point system may have a negative back wash effect on integrated skills teaching. In relation to this, Brown (1994) and Heaton (1988) agree on the interwoven king of relation ship that between language teaching and language testing. This would imply that integrated skills teaching presupposes integrative tests which assess learners' performance in two or more language skills.

The practice of integrated language skills teaching in school context is complex. Broadly speaking, there are quite a number of problems that hinder the effective implementation of integrated skills teaching. The evidence gained from the questionnaire and observation results indicated that there a range of constraints that teachers faced for the effective implementation of integrated skill teaching in the classroom. As the findings shows there is no conducive situation for genuine integrated language skills practice in the classroom.

In connection to this, Kravas's (1996) studies show that the implementation of integrated skills teaching practice conflicts with many contextual factors. Similarly, Jing (2006) in his study suggest that there a number of factors for integrated skill teaching not to be practical or hard to practice such as lack of facilities, teachers preference of skills oriented instruction, traditional examination. Arthur and Nolasco (1988) noted the problem of large class size for teachers in terms of classroom management and assessment of students work. At this point, it is not hard to understand that managing and assessing large group of students in the classroom is a

big challenge for teachers. Of course, the optimal class size, which is targeted by MOE, is 50 for secondary level. Despite this, the actual situation is far from what was intended. As the teachers reported large class size makes integrated skills teaching challenging as they find it difficult to involve students at different levels and negatively affect integrated skills teaching/learning in the classroom by restricting the teachers' efforts of helping all students and checking students' work. Furthermore, Personal factors such as students' low motivation and teacher limited expertise creating communicative like pair work and group work are the main factors that hamper integrated skills teaching.

## **CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS**

This section comprises the summary, conclusions and recommendations of the research results. After the summary and conclusions of the study have been made, some possible suggestions were given.

### **5.1. Summary of the results**

In this study an attempt has been made to ferret out secondary school teachers' practice of integrated skills teaching along side the possible constraints they face in implementing it in three selected high schools with particular reference to Chiliga Woreda, north Gondar zone.

In order to achieve the objective of the study three basic questions were set. They are:-

1. Do English language teachers have an adequate theoretical orientations and understandings of integrated skills teaching?
2. To what extent integrated language skills teaching practically implemented in classroom?
3. What are the major constraints that act against a successful implementation of integrated skills teaching in the ELT classroom?

To answer these basic questions, a descriptive survey research method was employed. Questionnaire, observation and document analysis were as a means of data gathering tools. Based on the available literature in the area two sets of questionnaire with close and open ended items were developed and were filled by representative samples (teachers and students).

1. The findings of this study indicate that the majority of the respondents (teachers) have high theoretical orientations and understanding about integrated skills teaching, ways of integrated skills teaching in lessons and merit of integrated skills teaching. However, regarding the training of the teachers, concerning integrated skills teaching, most teachers did not get adequate training, Therefore, there is a big-gap between teachers' theoretical knowledge of integrated skills teaching assumption and their actual classroom practices.

2. As the result disclosed most of the teachers could not effectively plan lessons/ appropriate activities on the basis of ISA, implement it and evaluate its appropriateness as well as they did not play their managerial roles such as monitor, organizer, facilitator, counselor when they taught language skills in integration in the classroom. This made the practice of integrated skills teaching not to be effective in the classroom.
3. From the integrated skills teaching learning point of view communicative based tasks such as role-plays, project works, information gap tasks have a paramount importance in that they (1) enable learners to practice two or more language skills at a time (2) actively involve learners in the process of integrated skills teaching-learning and(3) create opportunities of interaction between the learners and teachers and among the learners themselves in classroom (Oxford et al, 1994, Byrne, 1981, Parrott, 1993). However, this study depicted that language teachers rarely used communicative activities when they taught language skills in integration.
4. As the respondents result indicated language teachers hardly used instructional materials and equipments when they taught language skills in integration in the classroom.
5. The findings of the study also disclosed that the majority of teachers sometimes taught two language skills in integration in reading, listening, writing and speaking lessons. Nevertheless, they hardly taught the four skills in integration in different lessons (tables 8 to 11). From this we could infer that language teachers frequently use more traditional segregated skill teaching at the expense of integrated skills teaching- learning process.
6. As it was indicated from the results that language teachers hardly provide project work to the learners when they taught language skills in integration. This may enable to say that the teachers do not effectively use project work as a means of helping learners to practice language skills in integration, developing learners' self-esteem, self-confidence, self-efficiency, self-monitoring and foster students' independent learning.
7. The findings reveal that language teachers were not properly used pair/ group work rather they usually used whole classroom organization when they taught language skills in

integration in classrooms. This implies that learners' collaborative learning during integrated skills teaching is very limited.

8. The language teachers confirmed that they rarely prepared integrative test and measure students' performance in two or more language skills at a time. Language teachers frequently use discrete-point tests. This directly or indirectly affects integrated skills teaching /learning in the classroom.
9. The results of the questionnaire and observation revealed that there were a range of constraints that hinder the practice of integrated skills teaching practice in the classrooms. The most common impediments documented by teachers were shortage of teaching aids and equipments, physical constraints (arrangements of desks) for group work, insufficient students' textbooks, lack of support and follow up from the school administration and supervisions, in capability to arrange school based training on integrated skills teaching. All the respondents agreed that these factors exerted a powerful influence to materialize integrated skills teaching in the classroom.
10. The number of students assigned in one classroom/ school is more than expected (up to 76). This impeded the actual practice of language skills and all teachers explained as this was one of the problems that hindered them not to properly implement in the classrooms.
11. The findings further indicated that there were also other problems to related to the learners. These include learners' low level of students' abilities they have in English, lack of motivation and interest to learn. Similarly, there are also other factors related to teachers such as insufficient training on how to practically teach language skills in integration in classroom, traditional testing system, lack of commitment i.e. teachers limited expertise creating communicative activities like pair/group work, and lack of motivation were also the main responsible factors that hinders the effective implementation of integrated skills teaching in the ELT classrooms. The classroom, observation also confirmed that most of the constraints forwarded by the teachers do exist in the actual classrooms.
12. The study indicated that the teacher's guide created a fertile ground for integrated skills teaching-learning in the classrooms. However, the teachers reported that they did not have the new teachers' guide on their hand at all. This implies that this restricted teachers'

effort not to plan appropriate lessons which reflect integrated skills teaching/ learning and implement it in the classroom.

In sum the findings of the study has shown that the majority of teachers have better awareness towards integrated language skills teaching, but faced a number of constraints that hamper them the implementation of it in the classrooms.

## 5.2 CONCLUSIONS

This study has the following specific conclusions

1. From the findings summarized above, it can be concluded that though language teachers have good awareness towards integrated skills teaching, the magnitude of practicing integrated language skills teaching was found to be low.
2. It was found out that there were no ongoing and in depth training program to develop and elevate the capacity of teachers to implement integrated skills teaching effectively in the classroom. Accordingly, teachers hardly knew how to teach language skills in integration and test students' performance in to two or more language skills at a time.
3. The study also mirrored that almost all language teachers hardly taught the four skills in integration in different lessons rather they taught sometimes two language skills in integration in reading, writing, speaking and listening lessons. From this, it can be concluded that language teachers mostly use traditional segregated skills teaching at the expense of integrated skills teaching.
4. Teachers rarely assessed the learners' performance in two or more language skills at a time. From this, we may deduce that teachers frequently use discrete point test seem to hinder integrated skills teaching/learning in the classroom.
5. The observed results disclosed that teachers hardly used various teaching aids and equipments when they taught language skills in integration in classrooms. From this it can be concluded that this made the integrated skills teaching/ learning process not to be realistic.
6. Although the teachers' guide is a key in put for the effective implementation of integrated skills teaching, all of the teachers in the sample schools do not have the new teachers' guide. From this it is possible concluded that the availability of the teachers' guide on the hand of

teachers is, therefore, crucial for effective implementation of integrated skills integrated skills teaching in the classroom. Without teachers' guide the effective implementation of integrated skills teaching is could not to be achieved in the classroom.

7. The other problems was that learners lack of basic skills of English, lack of awareness about the merits of integrated skills learning also hindrance which directly or indirectly hampered integrated skills teaching/learning in the classroom.
8. The actual implementations of the integrated skills teaching were affected by many factors or barriers. These include lack of interest from students' side, reluctant to participate, lack of follow up and support from the heads of the schools were critical problems observed in the implementation of integrated skills teaching in the classroom. This could affect the practice of integrated language skills teaching in the classroom.
9. Teachers frequently used whole class organization at the expense of pair and or group organization when they taught language skills in integration in classrooms. Thus, it is possible to conclude that students' collaborative learning during integrated skills teaching/learning is very limited.
10. Another pressing issue at hand was a large number of students from the class, absence of in-service training together with lack of facilities and teaching materials such as acute shortage of textbooks has contributed to the poor success of the implementation of integrated skills teaching. Furthermore, lack of commitment on the part of implementers to play their roles. The unfavorable classroom situation (arrangement of seating) together with absence of in-service training for teachers on how to teach language skills in integration, and tackle problems in the classroom also contributed for poor success of the implementation of integrated skills teaching. This may lead us the conclusion that a number of factors working either in isolation or in combination negatively affected integrated skills teaching/ learning in the classroom.

### 5.3 RECOMMENDATIONS

Based on the findings of this study, therefore, the following recommendations were given:

1. The ministry of Education (e.g.,ICDR), teacher training institution (colleges and universities) and other concerned bodies should be aware of the gap between teachers' theoretical insights and practical aspect of integrated skills teaching. To narrow the gap they should organize successive workshop, seminars and offer in-service and pre-service training so that teachers can get the chance to share experience on how they practically teach language skills in integration. In relation to this, it may be important to quote what Androsenko cautiously suggests, "transition to integrated skills approach is unthinkable without adequate teacher training and education" (1992:87).
2. In order to have effective implementation of integrated skills instruction, it is important to consider the practical context in which it is operating. Hence, the school principals, the Ministry of Education and other stakeholders should exert every possible effort and take measures to minimize constraints teachers face while they implement integrated language skills in the actual classrooms. There must be a good supply of teaching materials which serves as an ingredient for language teaching such as teachers' guide, students' text book, teaching aids and equipments so that teachers can effectively implement integrated skills teaching in ELT classroom. Furthermore, it might be worth if the concerned bodies make continuous follow up and give assistance for the language teachers and find ways minimizing the number of students to be manageable so that teachers could assess the learners' performance and develop their interest to use in all four skills areas and other language skills.
3. From the results found and conclusions drawn, the researcher would like to recommend the following for the language teachers while they use integrated skills teaching in the ELT classrooms in order to improve the learners' English ability in all skills. These are:
  - a. It is advisable for all language teachers to use activities that would integrate the four language skills associated with other language skills around a theme/ topic that are meaningful to learners such as role plays, information gap activities, and project work when they teach language skills in integration, establish a conducive atmosphere among the learners and teachers, self-confidence for integrated skills teaching.

- b. Language teachers should aware the learners about the merit of integrated skills learning to their real life so that they become motivated and thereby actively play their roles in integrated skills teaching and learning process. Thus, it is good if the language teachers inform the learners the advantage of integrated skills teaching.
  - c. English language teachers should make themselves ready for a change their teaching methods away from teaching language skills in isolation and move towards integrated skills approach. They are expected to equip themselves with the integrated skill teaching approach and this in turn, can help them to find remedies to the difficulties they encounter in the classroom.
  - d. In order to integrate the language skills in ESL/EFL teaching teachers should select variety of instructional materials, textbooks and technologies (audio/visual aids) that promote the integration of listening, speaking, reading and writing as well as the associated skills of syntax, vocabulary. They should also learn more about the various ways to integrated language skills in the classroom (e.g., content based, task based, or a combination).
  - e. The teachers have to use group and pair work. They should be able to properly manage the classroom discipline since pair and group work is the basic requirement of integrated skills teaching which increases students' involvement and independent learning in large classes.
4. As the teachers reported, the testing system, whether teacher made or national examination still affects integrated skills instruction in the sample schools. Therefore, National Organization for Examination (NOE) and language teachers should change the mode of examination in line with the syllabus designed. Assessment procedures should be amended to include integrative tests both in classroom and on national examination.
  5. In order to alleviate the impacts of large class size, the school management, the community as well as the concerned bodies should work jointly for the expansion (building) of additional classrooms.
  6. Finally, the researcher would like to suggest that because this study was limited to three schools of Chiliga Woreda, further research need to be conducted based on a greater number by taking participants from different schools so that a detailed and comprehensive type of generalization can be made in the area.

## Bibliography

- Allwright, D. (1988). *Observation in Language Classroom*. London: Longman Group UK Ltd.
- Amare Shiferaw. (1995). A Feasibility Study in Integrating Listening and Speaking Skills in the Teaching of English to Grade eleven students: unpublished BA Thesis. Addis Ababa: Addis Ababa University.
- Anderson, J.(1993). Is Integrated Skill Approach Practical for Teaching English in China? pros and cons. *ELT Journal*, 123/4: 472-489.
- Androsenko,V.(1992). A Refresher Course in Integrated Language Teaching. *English Teaching Forum* 30/3: 33-51.
- Atkins, J. (1996). *Skills Development Methodology (part 2)*. Addis Ababa: Addis Ababa University Press.
- Bachman, L.(1990). *Fundamental Considerations in Language Testing*. Oxford: Oxford University Press.
- Best, J., & Kahn. (1989). *Research in Education*. (6<sup>th</sup> ed.). New Jersey: Printical Hall.
- Bill, J., & Gower, R.(1998). *Writing Course Materials for Integrated Skills Teaching*. Cambridge: Cambridge university press.
- Blanton, L. (1992). A Holistic Approach to Collage Course ESL: Integrating Language and Content , *ELT Journal*, vol, 36/2, 17-29
- Breen, M. (1980). *The Importance of Integrating Skills in the Teaching of English as a Foreign Language*. New York: Oxford University press.
- Brown, D. (1994). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. USA: Prentice- Hall.
- Burgess, G.(1994). Educational Frame works in Integrated Language Learning. *TESOL Quarterly*. Vol, 24/4, 61-82.
- Byrne, D. (1981). *Application and Methods for Integrated Skills Approach*. (3<sup>rd</sup> ed.). Harlow: Longman.
- Bygate, M. (1987). *Teaching Speaking and Writing Skills in Integration*. Oxford: Oxford University Press.
- Cambell, C. (1992). *Learner Based Teaching*. Oxford: Oxford University Press.
- Candlin, C. (1981). *Teaching of English: Principles and an Exercise Typology*. London: Long man.

- Celce-Murcia, R. (1991). Integrated Skill Approach in Second and Foreign Language Teaching. *TESOL Quarterly* 27/3:432-458.
- Crook, V. (2001). *Second Language Learning and Language Teaching*. (3<sup>rd</sup> ed.). Oxford: Oxford University Press.
- Cunningsworth, A. (1984). *Evaluating and Selecting ELT Teaching Materials*. Oxford: Heinemann Educational book Ltd.
- Davies, P., & Pearse, E. (2002). *Success in English Teaching*. China: Shanghai Foreign Language Educational Press.
- Dublin, F., & Olshtain, E. (1987). *Course Design, Developing Programs and Materials for Language Learning*. Cambridge: Cambridge University Press.
- Edge, J. (1983). *Essentials of English Language Teaching*. London: Longman Group UK Ltd.
- Fraze, R. (1995). *Integrated Teaching Methods: Theory, Classroom Applications and Field Based connection*. Albany: Deimar Publisher.
- Gower, R., Philips, D., & Walters, S. (1995). *Teaching Practice Handbook*. London: Bath Press.
- Horwitz, E. (1986). Foreign Language Classroom Anxiety Scale. *Modern Language Journal*, 70(2), 125-137.
- Harmer, J. (1991). *The Practice of English Language Teaching*. New York: Longman Ltd.
- Heaton, J. (1988). *Writing English Language tests*. Long man: Longman.
- Hersan, M. (1998). The Integration for reading and writing skills through pair and group work. a Master Thesis, Hacettepe University, Ankara.
- Hopwood, T., & Rushton, L. (1990). *Integrated Skills Teaching in classroom*. Oxford: Heineman.
- Hui, L. (1997). Communicative Language Teaching in China. *English Journal Forum* 35/4:38-58.
- Hughes, A. (1989). *Testing for Language Teachers*. Cambridge: Cambridge University Press.
- ICDR. (2004). *English Curriculum Guide for Grade nine*. Addis Ababa: ICDR.
- Jing, W. (2006). Integrating Skills for Teaching EFL- Activity Design for the communicative classroom. [Http://www.linguist.Org.en/doc/su200612/](http://www.linguist.Org.en/doc/su200612/).
- Johnson, K. & Morrow, R. (1981). *Communication in the Classroom: Applications and Methods for Communicative Approach*. Oxford: Oxford University Press.
- Karavas, D. (1996). Using Attitude Scales to Investigate Teachers' attitudes to the Integrated skills Approach. *ELT Journal* 50/3:187-192.
- Koul, L. (1984). *Methodology of Educational Research*. (3<sup>rd</sup> ed.). New Delhi: Vikas Publishing Ltd.

- Larsen-Freeman, D. (1986). *Techniques and Principles in Language Teaching*. New York: Oxford University Press.
- Lin, P. (1985). *How to Implement the Integrated Skill Approach to Collage EFL Courses*. Taipei, Taiwan: The Crane publishing co. Ltd.
- Little wood, W. (1981). *Integrating Language Skill for Teaching*. Cambridge: Cambridge University Press.
- Long, H., & Crookes, G. (1992). Three Approaches to Task Based Syllabus Design. *TESOL Quarterly*, Vol .26/2, 27-29.
- Madsen, H. (1983). *Techniques in Testing*. New York: Oxford University Press.
- McDonough, J., & Show, C. (1993). *Materials and Methods in English Language Teaching*. Oxford: Oxford University Press.
- Meltem, H. (1989). *A new Perspective for the Integration of Skills to Reading*. [Http://www.edu.msu./homepages/topper/AREA sessions 23-25htm.](http://www.edu.msu./homepages/topper/AREA%20sessions%2023-25.htm)
- Miguel, A. (2000). An Approach to the Integration of Skills in English Teaching. <http://www.Jstor.Org/action>.
- Ministry of Education. (1994). *The new Education and Training Policy of Ethiopia*. Addis Ababa: Addis Ababa University Press.
- Ministry of Education. (2005). *English for Ethiopia Grade nine (Teacher's Guide)*. Addis Ababa: Mega Publishing enterprise.
- Mohan, B. (1986). *Content Based Language Instruction*. MA: Addison-wesley.
- Nolasco, R., & Arthur, L. (1988). *Large class size*. Longman: McMillan Publisher Ltd.
- Nunan, D. (1989). *Designing Tasks for Communicative Classroom*. Cambridge: Cambridge University Press.
- Nunan, D. (1991). *Communicative Tasks and the Language Curriculum*. *TESOL Quarterly* 27(2), 2
- Oxford, R.(2001). *Integrated Skills in the ESL EFL Classrooms*.[Http://www.cal.Org/resonrces/Digest/0105/Oxford htm.](http://www.cal.Org/resonrces/Digest/0105/Oxford.htm)

- Oxford, R., Snow, A., & Scarcella, R (1994). Integrating the Language Skills through Task Based activities. *TESOL Quarterly*. Vol. 01 23/14.
- Parrott, M. (1993). *Tasks for Language Teachers*. Cambridge: Cambridge University Press.
- Peregoy, S., & Boyle, O. (2001). *Reading, Writing and Learning in ESL: A Resource Book for K-12 Teachers*. New York: Addison Wesley Longman, Inc.
- Richards, J. (1995). *The context of Language Teaching*. Cambridge: Cambridge University Press.
- Richards, J. (2001). *Reflective Teaching in the Language Classroom*. Cambridge: Cambridge University Press.
- Richards, J., & Rogers, T. (1986). *Approaches and Methods in Language Teaching*. (2<sup>nd</sup> ed.). Cambridge: Cambridge University Press.
- Rivers, W. (1968). *Teaching Foreign Language Skills*. Oxford: Oxford University Press.
- Robson. (2002). *Real World Research*. (2<sup>nd</sup> ed.). Longman: Black well Publishing.
- Savignon, S. (1983). *Communicative: Theory and Classroom Practice*. Reading, mass: Addison-Wesley.
- Seedhouse, P. (1999). Task Based Instruction. *ELT Journal*, Vol. 53/3.
- Selinger, H., & Shohamy, E. (1989). *Second Language Research Methods*. Oxford: Oxford University Press.
- Selma, D., & Selen, A. (2005). An Application of Skills in Integration in Language Teaching. WWW. language in India.
- Shama, R. (2000). *Fundamentals of Educational Research*. Mceru: Inter Publishing house.
- Snow, M. (1991). *Teaching Language Skills through Context*. Lose Angles: University of California .
- Snow, M. (1988). Content and Language Integrated Learning. *Modern Language Journal*. Vol.23/3 75-97

- Stern, H. H . (1993). *Fundamental Concept of Language Teaching*. Oxford: Oxford University press.
- Surafel Asegdom. (2007). The Integration of the four Language Skills in the new Grade ten English for Ethiopia. Book (1) and (2). Addis Abeba University.
- Thompson, G. (1996). *Some Problems about Integrated Language Teaching*. *ELT Journal* 50/1: 1-15.
- Tomlinson, R. (1986). An Empirical look at the Integration and Separation of skills. *ELT Journal* vol.40/3.
- Ur, P. (1996). *A Course in Language Teaching*: Cambridge: Cambridge University Press.
- Widdowson, H. (1978). *Teaching Language as Communication*. *ELT Journal* 27/7:15-27.
- Wills, J. (2000). A Holistic Approach to Task Based Course Design. [http://www. Jalt. Publiation. Org.](http://www.Jalt.Publiation.Org)
- Wright, T. (1987). *Role of Teachers and Learners*. Oxford: Oxford University.
- Yachensu, J .(2007). Student's Changing views and integrated Skills Approach in Taiwan's EFL Collage classes. <http:// www. Springer.com in china>.
- ያለው እንዳውቀ. (2006). የምርምር መሠረታዊ መርሆችና አተገባበር። ባህርዳር ዩኒቨርሲቲ።

## Appendix- A Teachers questionnaire

Bahir Dar University

Faculty of Humanities

Department of English and Literature

Dear Teachers,

The purpose of this questionnaire is to gather valuable data on the practice of integrated skills teaching at grade nine level in three selected high schools. The information you give will be confidential and used only for the purpose of this study. Hence, to attain its objective you are kindly requested to give reliable information, which is very helpful to the quality of the research. For confidentiality, you should not write your name on this questionnaire paper.

General instruction

These questionnaires consist of three sections. You are required to respond all the questions. For open-ended items, you are expected to write your response in the given blank space. For some multiple choice items, tick from the list that best fits your understanding and for other items you have a likert scale that requires you to determine the level of agreement or disagreement you have with each statement. Here, the point is to select from the rating list that range from 1-5. *Please try to read carefully the instruction given in the beginning of each section.*

Section I. General information

Read the following questions about yourself and put a thick a(√) mark in the appropriate box or give short answers in the space provided.

1.1 Name of the school -----

1.2 Personal information

1.2.1 Your age: -----

1.2.2 Your sex: - Male  Female

1.3 Educational status

Diploma	
Bachelor of education	
Bachelor of arts	
Master of Arts	
Master of education	

1.4 Years of experience in teaching English? ----- Years

1.5 Area of qualification ----- a) Major in English  b) Minor in English

II: Here is a five-point scale to measure your theoretical orientations and understanding of integrated skills teaching. Please put a (√) mark to show your level of agreement. (Response scale: 5 = strongly Agree; 4 = Agree; 3 = undecided; 2 = Disagree; 1 = strongly disagree)

no	Items	Options				
		5	4	3	2	1
1	Language consists of macro skills (reading, writing, listening and speaking) and micro skills (grammar, vocabulary). These skills should be taught in integration					
2	Language skills can be integrated around tasks in lessons					
3	Language skills can be integrated around a topic/theme in the lessons					
4	Language skills can be integrated around both tasks and topic or theme in lessons					
5	Integrated skills teaching enables students to be successful in their current and future academic learning					
6	Integrated skills teaching helps learners learn English language in a better way					
7	Integrated skills teaching motivate students to learn the English language					
8	Integrated skills teaching creates positive integration among students to students and teachers to students in the classroom					
9	Integrated skills teaching creates a good classroom discipline					
10	Integrated skills teaching help students develop positive self-esteem and independent learning					
11	Integrated skills teaching helps learners develop their communicative competence					
12	Integrated skills teaching helps students develop their thinking ability					
13	Integrated skills teaching enable learners to be multi language skills users in their day to day communication					

2.1 Have you ever taken adequate pre -service and in -service training about integrated skills teaching? A. Yes  B- No

Section III: Questions concerning teachers' integrated skills teaching experiences

3.1 Do you teach your students two or more language skills that are organized around the same topic/task at a time? A. Yes  B. No

3.2 if 'Yes' for questions 3.1 please show the extent you teach four language skills in integration by putting mark in the column of your choice

Key to the numbers: 5 = Always; 4 = most of the time; 3 = sometimes; 2 = rarely; 1 = never

Lesson	Items	Options				
		5	4	3	2	1
Reading lesson	I teach reading and vocabulary					
	I teach reading and grammar					
	I teach reading and writing					
	I teach reading and listening					
	I teach reading and speaking					
	I teach speaking, reading, writing and listening					
Listening lesson	I teach listening and vocabulary					
	I teach listening and grammar					
	I teach listening and reading					
	I teach listening and speaking					
	I teach listening and writing					
	I teach listening, writing, speaking and reading					
Speaking lessons	I teach speaking and vocabulary					
	I teach speaking and grammar					
	I teach speaking and writing					
	I teach speaking and reading					
	I teach speaking and listening					
	I teach speaking, reading, writing and listening					
Writing lesson	I teach writing and vocabulary					
	I teach writing and grammar					
	I teach writing and reading					
	I teach writing and speaking					
	I teach writing and listening					
	I teach writing, speaking, reading and listening					

3.3 Please read the following statement carefully about your experience of teaching integrated skills and circle one option for each item that best describes your feeling. Response scale: 5 = Always; 4 = Most of the time; 3 = sometimes; 2 = rarely; 1 = never

No	Items	Options				
		5	4	3	2	1
1	When I teach language skills in integration, I organize students in pairs/ small groups work and whole classes					
2	When I teach language skills in integration, I encourage students to express their feeling					
3	When I teach language skills in integration, I give interesting and challenging tasks to learners so that they can develop their independent learning and self -esteem.					
4	When I teach language skills in integration, I advise learners so that they take responsibilities for their own learning					
5	When I teach language skills in integration, I encourage collaborative/cooperative learning in the classroom					
6	When I teach language skills in integration, I give sufficient time to the learners to complete tasks					
7	When I teach language skills, I motivate learners to ask different questions					
8	I tell students the importance of integrated skills learning to encourage them to learn language skills in integration					
9	I give group project work to learners so that they can practice two or more language skills at a time.					
10	I adopt activities that require interaction with peers from other materials for integrated skills teaching purposes in classroom.					
11	I prepare lessons that consist of integrated skills, implement it and evaluate its effectiveness					
12	I prepare integrative tests and evaluate learners' performance in two or more language skills at a time					
13	I check whether or not tasks/topics are stimulating, not too difficult or too easy for learners when I teach language skills in integration					
14	I give role plays, information gap activities to learners when I teach language skills in integration					
15	When I teach language skills in integration, I use instructional materials and equipment (e.g. news papers, magazines, films, over head projector etc)					

3.4 What are the factors, if any, which hinder integrated skills teaching while you are teaching language skills? Please give short answer in the space provided under I, II, III below

I. Problems related to the students

a \_\_\_\_\_

b \_\_\_\_\_

II. Problems related to school

a \_\_\_\_\_

b \_\_\_\_\_

III. Problems related to yourself

a \_\_\_\_\_

Thank You for your participation!!

## Appendix-B Students Questionnaire

Bahir Dar University

Faculty of Humanities

Department of English and Literature

Dear students,

This questionnaire is designed for gathering data regarding "the practice of integrated skills teaching during English lesson at grade nine level." Thus, your genuine response to the questions will have a significant contribution for the success of this study. Your response will be kept confidential and used only for the study. You are not expected to write your name on the questionnaire.

Thank you in advance for your participation!

Section I: In this section, you are required to give responses for the following three questions. Please circle one letter for each item and give short answer for the open-ended item.

1. Do you learn two or more language skills that are integrated around the same topic and/or task when you learn English?

A. Yes  B. No

2. If 'Yes' for question '1' how much is your interest and motivation to learn language skills in integration?

a. Very high

c. Medium

e. low

b. High

d. very low

3. Would you suggest possible comments if any, related to the practice of integrated skills learning/teaching in your classroom?

Section II. How often are the ideas, which are mentioned below implemented when you learn language skills in, integrated during English lesson? (Please give your response by putting tick (✓) mark under the appropriate column on the right side). Response scale 5 = Always; 4 = most of the time 3 = sometimes; 2 = rarely; 1 = Never

no	Items	Options				
		5	4	3	2	1
1	When we learn language skills in integration, our teacher organizes in pairs/groups and he/she let us to express our ideas in writing /speaking after we discussed a topic or task					
2	When we learn language skills in integration, our teacher motivates us so that we ask and express our ideas freely					
3	When we learn language skills in integration our teacher gives constructive advice to us so that we feel a sense of responsibility for the work					
4	Our teacher tell us the use of learning language skills in integration					
5	Our teacher give us a project work which relates to the topic we learned in the classroom and he/she lets us present our work in writing and/or speaking in the classroom					
6	When we learn language skills in integration our teacher relate the tasks we do with our interest and language proficiency level					
7	when we learn language skills in integration, our teacher uses different teaching aids and equipment (e.g. news papers, films, magazines) etc					
8	Our teacher asks the problems that we face when we learn language skills in integration and he/she attempts to find solutions for the problems					

Section III: to what extent are the ideas, which are mentioned below observed as problems when you learn language skills in integrations during English lesson? Please indicate the extent of problems by putting tick (√) mark under the appropriate column on the right side. The response scale is as follows: 3 = a very severe problem; 2= severe problem; 1 = not severe problem

no	Items	Options				
		5	4	3	2	1
1	Our teachers faces problem to organize us in pairs/groups due to unsuitable seating and tables in our classroom, when we learn language skills in integration					
2	When our teacher teaches us language skills in integration, he/she does not use different teaching aids					
3	Our teacher does not come to the class room ready to teach language skills in integration					
4	Since we want to learn language skills in isolation, we do not listen to our teacher properly when he/she teaches us language skills in integration					
5	we do not have motivation to learn language skills in integration since we do not know very well the advantage that are get from learning language skills in integration					
6	When we learn language skills in integration, we encounter problems to work in pairs/groups because we do not have intimacy and relationship among ourselves					
7	Because our English language proficiency level is low the task that we do when we learn language skills in integration are difficult to us					
8	Because there are no enough reference books in our library we face problems to do our home work and project work that will be given when we learn language skills in integration					

Thank you for your cooperation!!

**Appendix - C በተማሪዎች የሚሞላ የፅሁፍ መጠይቅ**

**ባህር ዳር ዩኒቨርሲቲ**

**ሂውማኒቲ ፋኩሊቲ**

**እንግሊዘኛ ቋንቋ እና ስነ-ፅሁፍ ክፍል**

**ውድ ተማሪዎች፡-**

የዚህ መጠይቅ አላማ በዘጠነኛ ክፍል ደረጃ ያለውን የእንግሊዘኛ ተምህርት ክፍለ ጊዜ የቋንቋ ኪሂሎችን በጥምረት የማስተማር አተገባበር እስመልክቶ ለሚካሄደው ጥናት መረጃ መሰብሰብ ነው። በመሆኑም ለጥናቱ መሳካት እናንተ ለጥያቄዎች የምትሰጡት ትክክለኛ መልስ ለሚደረገው ጥናት ከፍተኛ ጠቀሜታ አለው። በዚህ መጠይቅ የሚገኘው መረጃ በሚስጥር የሚያዝና ለጥናቱ ብቻ የሚውል ነው።

ማሳሰቢያ፡- መጠይቁ ላይ ስም ማጻፍ አያስፈልግም።

ት/ቤቱ ስም -----

የታ ----- እድሜ ----- ክፍል -----

ለሚደረግልኝ ትብብር በቅድሚያ እመሰግናለሁ።

ክፍል አንድ፡ ከዚህ በታች ለቀረቡት 3 ጥያቄዎች ምርጫህን/ሽን/ የያዘውን ፊደል በማክበብ ወይም በተሰጠው ባዶ በታ ላይ መልስህ /ሽ/ በመጻፍ መልስ /ሽ/።

1. በእንግሊዘኛ ትምህርት ክፍለ ጊዜ በአንድ ርዕስ /topic/ ወይም ተግባር /task/ ዙሪያ የተቀናጁ ሁለት ወይንም ከሁለት በላይ የቋንቋ ኪሂሎችን በጥምረት ትማራላችሁ?/ለምሳሌ በማንበብና በመጻፍ፣ መጻፍና ሰዋሰው /grammar/ ማድመጥና መጻፍ፣ መጻፍና መናገር/

ሀ. አዎ  ለ. የለም

2. ለአንደኛው ጥያቄ መልስህ/ሽ/ አዎ ከሆነ የቋንቋ ኪሂሎችን በጥምረት የማ  በ ፍላጎትህ/ሽ/ ምን ያህል ነው? A. በጣም ከፍተኛ ለ. ከፍተኛ

ሐ. መካከለኛ  መ. ዝቅተኛ ሠ. በጣም ከፍተኛ

3. የቋንቋ ኪሂሎችን በክፍል ውስጥ በጥምረት መማር ማስተማር በተመለከተ መስጠት የምትፈልገውን /ጊዜ/ ማንኛውም እስተያየት ካለህ/ሽ/ ከዚህ በታች በተሰጠው ባዶ በታ ላይ 94/ፊ/

ክፍል ሁለት፡ ቀጥሎ ለተዘረዘሩት ሀሳቦች በእንግሊዘኛ ቋንቋ ትምህርት ክፍለ ጊዜ የቋንቋ ኪሊሎችን በጥምረት ስትማሩ ምን ያህል ጊዜ ይተገብራሉ?

በቀኝ በኩል ባለው ክፍት ቦታዎች ውስጥ መልስህ/ሽ/ ይህን (✓) ምልክት በመጠቀም መልስ/ሽ/

መግለጫ፡ 5 = ሁል ጊዜ 4 = በአብዛኛው 3 = አንድ ጊዜ 2 = አልፎ አልፎ 1 = ጭራሽ

ተ/ቁ	ጥያቄዎች	አማራጮች				
		5	4	3	2	1
1	መምህራችን በጥንድ (in pairs)ና በቡድን (in groups ) አያቀናጁ በአንድ ርዕስ (topic) ተግባር (task) ዙርያ እንድንወያይ፤ ሀሳቦችን በፅሁፍና በቃል እንድንገልፅ ያደርጉናል					
2	የቋንቋ ኪሊሎቶችን በጥምረት ስንማር መምህራችን ጥያቄ እንድንጠይቅና ሀሳቦችን በፅሁፍና በቃል እንድንገልፅ ያበረታቱናል					
3	የቋንቋ ኪሊሎችን በጥምረት ስንማር መምህራችን ለምንሰራው ስራ የኃላፊነት ስሜት እንዲሰማን ገንቢ የሆነ ምክር ይሰጡናል					
4	መምህራችን የቋንቋ ኪሊሎችን በጥምረት መማር የሚሰጠውን ጥቅም ይነግሩናል					
5	መምህራችን በክፍል ውስጥ ከተማርነው ርዕስ (topic) ጋር ያተያያዘ የቤት ስራ በመስጠት ራሳችንን በፅሁፍ ወይም በቃል ክፍል ውስጥ እንድደናርብ ያደርጉናል					
6	የቋንቋ ኪሊሎችን በጥምረት ስንማር አስፈላጊ ሆኖ ከተገኘ ለምንሰጣቸው ስራዎች (task) ፍላጎታችንና ከቋንቋ ችሎታችን ጋር እንዲጣጣሙ መምህራችን ጥረት ያደርጋሉ					
7	የቋንቋ ኪሊሎችን በጥምረት ስንማር መምህራችን የተለያዩ የማስተማሪያ መረጃ መሳሪያዎችንና ቁሳቁሶች (ለምሳሌ፣ ጋዜጣዎችን፣ መፅሔቶችን፣ ፊልሞችን ይጠቁሙናል					
8	የቋንቋ ኪሊሎችን በጥምረት ስንማር የሚያጋጥሙን ችግሮች መምህራችን እኛን በመጠየቅ መፍትሔ በመፈለግ ይጥራሉ					

ክፍል ሶስት፡ ቀጥሎ የተዘረዘሩትን ሀሳቦች በእንግሊዘኛ ትምህርት ክፍለ ጊዜ የቋንቋ ኪሊሎችን

በመምረጥ ስትማሩ ምን ያህል እንደችግሩ ይስተዋላሉ? የችግሮችን መጠን በቀኝ በኩል ባሉት ክፍት

ቦታዎች ውስጥ (✓) ምልክት በመጠቀም አመልክት /ች/

የመጠን መግለጫ፡ 3 = ከፍተኛ ተፅዕኖ 2 = መካከለኛ ተፅዕኖ 1 = ተፅዕኖ የለውም

ተ/ቁ	ጥያቄዎች	አማራጮች		
		3	2	1
1	የቋንቋ ኪሊሎችን በጥምረት በምንማርበት ጊዜ በክፍላችን ውስጥ የማይመቹ መቀመጫዎችና ወንበሮች መበኖራቸው መምህራችን እኛን በጥንድ (in pairs) ና በቡድን (in groups) ለማቀናጀት ይቸገራሉ			
2	በቁ የሆነ የመረጃ መፅሀፍት በትምህርት ቤታችን ቤተ መፅሐፍት ውስጥ በበቁ ሁኔታ ስለሌለ የቋንቋ ኪሊሎችን በጥምረት ስንማር የሚሰጠንን የቤት ስራ (project work) ጥርጅክት ለመስራት እንቸገራለን			
3	የቋንቋ ኪሊሎችን በጥምረት መማራችን የሚሰጡን ጥቅሞች ጠንቅቀን ስለማናውቅ የቋንቋ ኪሊሎችን በጥምረት ለመማር መነሳሳት (motivation) የለም			
4	እርስ በእርሳችን ጥሩ የሆነ ቀረቤታና መግባባት ስለሌለን የቋንቋ ኪሊሎችን በጥምረት ስንማር በጥንድና በቡድን ሆነን ለመስራት እንቸገራለን			
5	የእንግሊዘኛ ቋንቋ ችሎታችን ዝቅተኛ በመሆኑ የቋንቋ ኪሊሎችን በጥምረት ስንማር የምንሰራቸው ስራዎች (tasks) ይከብደናል			
6	የቋንቋ ኪሊሎችን በተናጠል መማር ስለምንፈልግ መምህራችን የቋንቋ ክህሎችን በጥምረት ቢያስተምሩም በሚገባ እናዳምጣቸውም			
7	መምህራችን የቋንቋ ኪሊሎችን በጥምረት ለማስተማር በአግባቡ ተዘጋጅተው እይመጡም			
8	መምህራችን የቋንቋ ኪሊሎችን በጥምረት ቢያስተምሩ የተለያዩ የማስተማሪያ መረጃ መሳሪያዎችን አይጠቀሙም			

## Appendix-D. Classroom Observation Checklist

### A. General information

Name of the school	
Grade and section	
Number of students	
Lesson topic	
Total time of the lesson taken	
Beginning time and ending time	

### B. Classroom Observation

Year/date of observation -----

No	Teacher's activities during integrated skills teaching	Yes		Comment
1	Prepare lesson plan in line with integrated skills teaching and lets students know the objectives to students			
2	Let the students to know the relevance of integrated skills learning to their real life communication			
3	Follow clear procedure which enable students to learn language skills in integration			
4	Present the content of macro skills associated with subsidiary skills in integration			
5	The teacher plays his/her managerial role as organizer, adviser while the students are learning language skills in integration			
6	The teachers deliberately teaches the language skills in integration			
7	Before ending the daily lesson, the teacher gives homework and assignment to the students so that they use language skills that are related to language skills they learned in the classroom.			
<b>II. Students' role during integrated skills leaching</b>				
1	Actively participate in group,/ pair discussions			
2	Ask questions			
3	Answer question			
4	Take responsibilities for their own learning			
5	Show interest and effort to do tasks			
6	Other			

III. Instructional materials and equipment used during integrated skills teaching				
1	students book			
2	Work sheets			
3	Magazine transcripts			
4	News paper transcripts			
5	over head projector			
6	films			
7	cards			
8	computers			
9	other			
IV Factors that impede integrated skills teaching				
1	No sufficient light n the class room			
2	Uncomfortable seating( desks, tables, chair etc)			
3	Large class size			
4	Inappropriate pattern/arrangement of seating			
10	others			

## Appendix – E

Formula used to compute mean value and Cronbackalpha

i. 
$$\bar{x} = \frac{\sum x_i}{n}$$

where  $\bar{x}$  = mean

$\sum$  = sum of

$x_1$  = Scores in a distribution

$n$  = total number of samples

ii. 
$$\alpha = \frac{k}{k-1} \left( 1 - \frac{\sum s_{ij}^2}{s_x^2} \right)$$

Where  $k$  = total number of items

$s_{ij}^2$  = variance of scores of the individual items

$\sum s_{ij}^2$  = sum of variances of scores of items

$s_x^2$  = variance of the sum of the scores of all items

ያለው እንዳወቀ. (2006). የምርምር መሠረታዊ መርሆችና አተገባበር። ባህርዳር

ዩኒቨርሲቲ።

## Declaration

I, the undersigned declare that the thesis comprises my own work. In compliance with internationally accepted practices, I have duly acknowledged and referenced all materials used in this work. I understand that the non-adherence to the principles of academic honesty and integrity, misrepresentation/fabrication of any idea/fact/data/source will constitute sufficiency ground for disciplinary action by the university and can evoke penal action from the sources which have not been properly cited or acknowledged.

  
signature

Berhanu Zeru

med 14/090/2003  
University Id. number

12/1/2003  
Date