

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY
SCHOOL OF HUMANITIES AND LAW
DEPARTMENT OF ENGLISH LANGUAGE
(GRADUATE PROGRAMME)



**EVALUATING THE PRACTICE OF TEACHING /LEARNING
INTEGRATED LANGUAGE SKILLS IN ENGLISH LANGUAGE
CLASSROOM: THE CASE OF LIBEN MECHA SECONDARY
SCHOOL, GRADE TEN STUDENTS**

BY

ABERA ABDETA

SEPTEMBER, 2017

ADAMA, ETHIOPIA

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LANGUAGE SKILLS IN ENGLISH LANGUAGE CLASSROOM: THE CASE
LIBEN MECHA SECONDARY SCHOOL, GRADE TEN STUDENTS**

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Declaration

This thesis is my original work and all the sources of information I used for the study has been appropriately acknowledged.

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TABLE OF CONTENTS

ACKNOWLEDGEMENTS.....	i
TABLE OF CONTENTS.....	ii
LIST OF TABLE.....	v
ABSTRACT.....	vi
CHAPTER ONE: INTRODUCTION.....	1
1.0 Introduction.....	1
1.1 Background of the study	1
1.2 Statement of the Problem.....	2
1.3. Objective of the study	4
1.3.1 General objective.....	4
1.3.2 The Specific Objectives.....	4
1.4 Research Questions.....	4
1.5 Significance of the Study	5
1.6 The Scope of the Study	5
1.7 Limitations of the Study	5
CHAPTER TWO: REVIEW OF RELATED LITRETURE	7
2.0 Introduction.....	7
2.1 Definition of Integrated Language Skills.....	7
2.2 Linguistic and Methodological Bases for Integrating the four Skills	7
2.3 Rationale for Integrated Language Skills Teaching and Learning	9
2.3.1 The Real World Rationale of Integrated-Skills Teaching	10
2.3.2 Pedagogical Rationale	11
2.4 Advantages of Integrated Skills Teaching and Learning.....	11
2.5 Techniques of Integrating Language Skills	13
2.6 Forms of Integrated Teaching and Learning.....	15
2.6.1 Content-Based Language Instruction (CBLI)	15
2.6.1.1 Adjunct-based Model.....	16
2.6.1.2 Sheltered - based Model	16
2.6.1.3 Theme - based Model	17
2.6.2 Task - based Instruction	17
2.7 Limitations of Integrated Skills Teaching	18
2.8 Roles of Teachers and Learners in Integrated Skills Teaching.....	19
2.8.1 Roles of English Language Teachers	19

2.8.2 Roles of Learners.....	20
2.9 Factors that Hinder Integrated-Skills Teaching	21
CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY	23
3.0 Introduction.....	23
3.1 Research Design	23
3.2 Participants.....	23
3.2.1 Teachers.....	23
3.2.2 Students	24
3.3 Sampling Techniques.....	24
3.4 Data Gathering Instruments	25
3.4.1 Questionnaire.....	25
3.4.2 Observation	25
3.4.3 Interview.....	25
3.5 Data Collecting Procedures	26
3.6 Methods of Data Analysis.....	26
CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION	27
4.0 Introduction.....	27
4.1 Background Information.....	27
4.1.2 Teachers' and Students' roles in Teaching and Learning Integrated Language Skills in the Classroom.....	28
4.1.3 Teaching Listening with Other Skills.....	44
4.1.4 Teaching Reading with Other Skills	46
Key: Always = 5 Usually = 4 Sometimes= 3 Rarely = 2 Never = 1.....	47
4.2 Presentation and analysis of Data through Observation	49
4.3 Presentation and Analysis of Data Obtained During Interview	50
4.3.1 Teachers Interview Response to Perception of Integrated Language Skills Teaching.	50
4.3.2 Teachers Interview Response to teachers' and Learners' Roles of Integrate.....	51
Language Skills teaching.....	51
4.3.3 Responses of Teachers on Factors that Affect Integrated Language Skill.....	53
Teaching and Learning.	53
4.3.4 Presentation and Analysis of Learners Interview response.....	54
4.3.5 Learners role during the Teaching /Learning Integrating	55

CHAPTER FIVE: CONCLUSSIONS AND RECOMMENDATIONS.....	57
5.0 Introduction.....	57
5.1 Conclusions.....	57
5.2 Recommendations.....	59
REFERENCES	60
APPENDICES	63

LIST OF TABLE

Table 1 Teachers' Profile	27
Table 2: Roles of Teachers' and Learners' on implementation of Teaching Integrated Language Skills	29
Table 3: Learners' Response on their Roles of Learning Integrated Language Skills.....	31
Table 4 Teachers' Response Related to Factors Affecting Teaching Integrated Language Skills.....	33
Table 5 Learners' Response on Factors Affecting Learning Integrated Language Skills...	35
Table 6: Teachers' Response on Perception of Teaching/Learning Integrated Language Skills.....	37
Table 7: Learners' Response on Integrated Language Skills Learning.....	39
Table 8 Learners' Response on their perception of Learning Integrated Language Skills .	40
Table 9 Teachers' Response on Teaching Writing Skills with other Language Skills	42
Table 10: Teachers' Response to Teaching Listening Skills with other Language Skills ..	45
Table 11: Teachers' Response on Teaching Reading skills with other Language Skills....	47
Table 12 Teachers' Response on Teaching Integrated Speaking Skill with other Language Skills.....	48

ABSTRACT

This research was conducted to evaluate the practice of teaching/learning integrated language skills at grade 10 level. Liben Mecha Secondary School has been the center of the study. The study employed descriptive research design and mixed approach for data collection. Ten English teachers were selected using available sampling technique and one hundred eight students were randomly selected from grade ten for the study. In order to collect data from the participants, three data collection instruments were employed: questionnaire, structured observation and interview. 30 questions were prepared and administered to ten teachers. The teachers were also interviewed after 8 interview questions were designed 25 questions were prepared and distributed to 108 students at random from all sections and also interview was conducted by using simple random sampling. Classroom observation was made by simple random selection in four classes three times each. Questionnaire data were tabulated and analyzed quantitatively by using frequency and percentage. Interview data were transcribed qualitatively then analyzed by verbal description. The study showed that, in relation to integrated skills both teachers and students had positive attitudes but they were impractical. That is to say, the teachers didn't use strategies like designing authentic and relevant tasks, promoting peer evaluation except for providing receptive skills activity as an input for productive skills. Even though students perceive the approach positively, they remain in passive integrated language class because L₂ anxiety and lack of practice, shortage of time, lack of interest and effort to participate in teaching/learning process of language skills, students' lack of language proficiency and large class size were the major factors affecting teaching/learning integrated language skills revealed by the findings. This shows that there are gaps between teachers' perception and their practice. It was recommended that, for effective implementation of integrated skills teachers and students should play their roles properly in the classroom, all the stakeholders are required to provide necessary resources and efforts to overcome the problem.

CHAPTER ONE: INTRODUCTION

1.0 Introduction

This chapter discussed the introduction of the thesis; which are background of the study, statement of the problem, objectives of the problem, research questions, significance of the study, scope of the study and limitation of the study.

1.1 Background of the study

The four basic language skills (listening, reading, speaking and writing) are commonly presented in the text books and are taught in isolation i.e. listening for the sake of listening reading for the sake of reading and so on. As far as the researcher's knowledge in teaching of language skills is concerned, the four macro-skills have been taught in separated way at Liben Mecha Secondary School.

A post method researchers like Oxford (2001) point out that integrated skills teaching which refers to the linking of the macro-skills (listening, reading, speaking and writing) and language elements (grammar and vocabulary) in language teaching and learning process is widely practiced in many countries of the world now days.

As Larsen-Freeman (2000) suggests, "There is no single acceptable way to go about teaching language today." However, it is good to choose the most suitable one that best reflects current practices. This means language teachers should always employ up to date approaches of language teaching. That is to say language is learnt through practice and the purpose of teaching language is to make the learners communicatively competent. For example, now days integrated skills practice is an effective and the most widely used practice. With regard to this, it is possible to integrate the main language skills, traditionally listed (listening, speaking, reading and writing) and language elements (grammar and vocabulary) Atkins, Hailom and Nuru (1996); Davis (2000); Donough (1993) and Widdowson (1978).

In general, curriculum should be implemented in the classroom through the use of syllabus and textbook by English teachers. Syllabus and text book are designed based up on the communicative teaching of English. For example, the teacher's guide of English for Ethiopia for grade ten (p.17, 26 and 32-39) advises that the four macro-skills (listening, speaking, reading and writing) to be taught in an integrated way. Language skills

integration has many advantages in EFL Classroom (Brown, 2001). Among other advantages, research findings show that skills integration.

- helps learners carry over their skills developing the knowledge of practicing integrated skills from one skill to another which facilitates and simplify the improvements of the other skill.
- creates a dynamic and exciting classroom environment (Richard-Amato ,1996)
- leads to better comprehension of the material by students .

Davis and Pearse 2000) we are frequently integrating the four language skills in our everyday use of language from one skill to another. When we teach a second or foreign language, the reflection of *integration of language skill should be seen in this way. Pre or post reading activities usually involve listening and speaking and sometimes writing similarly pre or post listening usually involves speaking and sometimes reading and writing as well. Speaking obviously involves listening and sometimes reading ;(for example information gap text) dictation (for example) brainstorming ideas and May also involving reading as well (reading a letter and writing a reply).*

Yet, Awol (1999) states that “grade ten English text books are not appropriate for communicative teaching and do not integrate the four skills of the language.” On the contrary, Alemayew (2008) says English for Ethiopian Syllabus for grade ten which was produced in 2004 encourages the integration of language skills. The current grade ten English textbook regarding the skills, it encourages integrating the four skills approach. (p.11 & 19).

1.2 Statement of the Problem

The issue of integrating the four English language skills approach as contrasted with purely segregated approach that exposes English language teachers to authentic language and challenge the interaction naturally in the language .It is believed that language skills should be taught in an integrated way because language use is a sort of combined language skills where everything depends on everything else. As McDonough and Shaw (2003) suggest, providing the language skills are taught in an integrated rather than separately, learners become communicatively more competent in foreign language. What is more when skills are integrated, learners not only gain the deeper understanding of how

communication works in foreign language, but also become more motivated when they see the value of referring meaningful tasks and activities in the classroom .

In order to implement this integrated language skills teaching in classroom, Oxford (2001; 1) considers three key factors, first the teachers' teaching style should address the learning style of learners as much as possible, second the learners should be motivated to learn the target language and the third, the setting should provide resources (text books) that strongly support the teaching of integrated language skills. Fortunately grade ten English teachers' guide book clearly shows that the text book is designed to encourage integration of the four language skills.

It consists of units around a given topic, under each topic four language skills are given to be practiced.

Even though grade ten English text book, syllabus and the literature encourage integrated skills approach, there is no clear indication which shows teachers' practical implementation of the approach in grade ten level at Liben Mecha Secondary School as I observed many times. Teachers are still practicing the traditional segregated English language skills teaching. This is the point which the researcher observed and decided to conduct research on the topic stated above.

Studies have been conducted on integrated skills teaching/learning practice particularly; on the effectiveness of integrated skills teaching is response to L2 writing and on its role to develop students' communicative competence on the learners' perception of integrated skills approach at Universities and colleges level in many countries (Oxford, 2001). In Ethiopian context there have not been many researchers' works on the teaching practice of integrating language skills.

Yohanes (2002) investigated the effectiveness of integrated skill teaching on the students' vocabulary retention as compared to non-integrated one using experimental research design and the study indicated that the students' of experimental group scored significantly better result than students of control group in vocabulary retention test. Alemayew (2008) on the other hand, focused on assessing the practical implementation and obstacles of integrated skills teaching. His work mainly focused on teachers' theoretical understanding and practical implementation of teaching integrated language skill. He didn't give any value for teachers' and learners' awareness or perception and the role they should have in teaching/learning process of integrated skills. Likewise, his research was focused on the practice of teaching integrating the four skills and language elements. The current research is different from the previous studies in different ways. For example, it was aimed to

identify teachers' and learners' perception of teaching/learning integrated skills in English language, it seems no one has tried to study based on the new introduced English for Ethiopia grade ten in 2017 all over Ethiopia and this approach has not been used at Liben Mecha Secondary School.

Moreover, this study focuses on evaluating the practice of teaching/learning integrated language skills in English language classroom grade ten level in the case of Liben Mecha Secondary school which is found in Oromiya Region West Shoa Zone Ambo town.

1.3. Objectives of the study

1.3.1 General objective

The general objective of the study is to evaluate the practice of teaching/learning integrated Language skills at Liben Mecha Secondary school.

1.3.2 The Specific Objectives

In line with achieving the general objective, the following specific objectives are set. The study is aimed to:

1. identify the role of teachers and students in teaching /learning of integrated language skills
2. find out the factors that affect the teaching /learning practice of integrating language skills in English classroom.
3. examine whether English teachers integrate language skills or not integrate.
4. explore EFL teachers' and students' awareness or perception towards integrated skills teaching/learning.

1.4 Research Questions

In order to attain the above stated specific objectives, the study attempts to answers the following research questions:

1. What is/are the factor/s affecting the implementation of teaching integrated skills?
2. What are the roles of teachers and students while attending the integrated skills teaching/ learning English in the classroom?
3. What is EFL teachers' and students' perception of teaching /learning integrated language skills?
4. Do teachers integrate the four language skills or not?

1.5 Significance of the Study

Regarding this, evaluating the practice of teaching/learning integrated language skills is important to identify how teachers and students are implementing the integrated skills teaching in English language classroom.

The result of this finding will be expected to have the potential significance for the following groups:

- Teachers can get some insights how to implement and integrate language skills in their teaching lesson.
- The result of this study will serve as feedback to the text book writers in identifying the way integrated skills teaching or learning is designed in teaching materials.
- Helps others researchers in the gaps or problems as a source of information for their further studies.

1.6 The Scope of the Study

This Study was aimed only on evaluating the practice of teaching/learning integrated language skills in English classroom. It was conducted at Liben Mecha Secondary school which is found in Oromiya Region West Shoa Zone Ambo town and is limited to English teachers and students of grade ten Liben Mecha Secondary School. It emphasized on gathering information about factors that affect the implementation of teaching integrated language skills and the roles of teachers and students while attending the integrated skills teaching/ learning English in the classroom. Besides, this research covered evaluating the practice of teaching/learning the integration of language skills. The study does not include the teaching of grammar, vocabulary and pronunciation in integration. The rationale to choose this school was because the researcher was a teacher in this particular school. This enabled the investigator to save time and resources since the data that were necessary for the study was available in this school.

1.7 Limitations of the Study

This study has two main limitations. Firstly, the primary aim of the researcher was to evaluate whether or not English language teachers integrate the four language skills (listening, speaking, reading and writing) in their respective classes. Thus the study did not include evaluating the practice of teaching/ learning integrated of language other elements

(vocabulary, grammar and pronunciation). Secondly, the study was limited to one secondary school. So its results may not be the case for other secondary schools in the town. That is to say, it is difficult to generalize the findings to other situations.

CHAPTER TWO: REVIEW OF RELATED LITRETURE

2.0 Introduction

The purpose of this chapter is to present the ideas and finding of different researchers that is related to the topic under treatment, so as to learn what so far have been done in the area.

2.1 Definition of Integrated Language Skills

Integrated language teaching is defined in different ways in English as a second or foreign language teaching/learning. Richard, Plat and Weber (1988) define “it is the teaching of skills of speaking, listening, reading and writing in conjunction with each other as when a lesson involves activities that relate listening and speaking to reading and writing.” This implies that it is good to create conducive classroom environment where all language skills are practiced at a time within a common topic.

Oxford (2001) defines integrated language skills approach as the linking of the four primary skills of listening, speaking, reading and writing associated with other language elements such as grammar, vocabulary, spelling, pronunciation, syntax meaning and use. She argued that the strand of tapestry leads to optimal ESL/EFE communication when the skills are interwoven during instruction.

The main focus of integrated skills teaching is the teaching of language use for communicative purposes rather than teaching language forms devoid of context. In other word, content and task based instructions integrated skills teaching intends to help learners use two or more language skills at a time (Selinker and Tomlin, 1986; snow cited in Celce-Murcia, 2001). Within a natural and participatory framework, two or more integrated skills are taught in an integrated manner and within a holistic approach involving active learning in a collaborative process of teaching and learning.

2.2 Linguistic and Methodological Bases for Integrating the four Skills

As early as the 1970s, many researchers and methodologists noted that the teaching of language skills cannot be conducted through isolable and discrete structural elements (Corder, 1978, Kaplan, 1970 and Stern, 1993). In reality, it is rare for language skills to be used in isolation; e.g., both speaking and listening comprehension are needed in a conversation and, in some contexts, reading or listening and making notes is likely to be almost as common as having a conversation. The central innovative characteristic of the communicative approach in second or foreign language teaching was the integration of the four macro-skills and their components. Widdowson (1978) was one of the first

linguists to call for integrating the four language skills in instruction to raise learners' proficiency levels and enable advanced language learning. In his proposal for integrated and communicative language teaching in general and in particular in English for specific purposes, Widdowson emphasized that virtually all language uses take place in the form of discourse and in specific social contexts. He notes that the separated teaching of language skills is probably more administratively convenient as in "divide and rule" (1978: 144); language comprehension and production does not in fact take place in discrete "units." Thus, to attain proficiency, learners need to develop receptive and productive skills in both spoken and written discourse. Widdowson (1978) gave strong emphasis on the integration of the four skills, as well as discourse-based teaching, have had a considerable impact on the emergence of discourse-oriented curricula and teaching methods in English for specific purposes and English for academic purposes. Widdowson's (1978) early works and has the insight of the importance of discourse in language usage provided highly influential theoretical foundations in linguistic analyses and language teaching. These works have led to the subsequent rise and prominence of content-based and integrated language instruction, especially in English as a second language in Australia, in the U. K., and, to some extent in North America.

In the 1980s and 1990s, a great deal of elaboration and refinement took place in communicative and integrated teaching of the four skills. In light of the fact that opportunities for meaningful communication in the language classroom are limited -- particularly so in the regions where English is taught as a foreign language -- a great need arose for integrated communicative activities. These had to be interaction-centered and as authentic as possible to enable students to use the language for purposeful communication (Savignon, 1983; 1990). The need for integrated activities led to the evolution of task-based instruction that gained currency in the early to mid-1980s. At present, the ubiquitous language practice exercises for groups or pairs of learners typically combine listening and speaking, reading and speaking, or reading, writing, and speaking. Such integrated classroom activities (also called tasks), include, for example, listening to language tapes, playing games, or working on information gap and problem-solving exercises. These types of practice require learners to engage in interaction and integrated language usage because group- or pair-work can be carried out only if the participants share and discuss, or read and pool their information.

Task-based teaching is probably the most widely adopted model of integrated language teaching today, and it is often considered to be the closest classroom simulation of real-life interaction.

In his highly acclaimed book, Nunan (1989) outlines the principles that should guide the design of teaching materials and modules for integrating a variety of language skills. According to Nunan (1989), effective integrated modules are characterized by uses of authentic language models and exemplars, continuity of language work from comprehension to production, explicit connections of classroom language practice to real world uses (e.g., a business presentation or a job interview), and a systematic language focus that enables learners to identify and analyze language regularities. In his later work on designing integrated syllabuses, Nunan (2001) explains that the first step is to identify the contexts and situations in which learners will need to communicate. After the communicative events are identified in general terms, the next phase should work toward learners' functional goals along with the linguistic elements required to achieve them. According to Nunan (2001), in integrated instruction, language skills are taught and practiced depending on the students' learning objectives, rather than in the context of the four separate instructional areas.

2.3 Rationale for Integrated Language Skills Teaching and Learning

In the contemporary world of second language and foreign language teaching most professionals largely take it for granted that language instruction is naturally divided in to discrete skill sets, typically reflecting listening, speaking, reading and writing usually arranged in this order which is done for logical evidence. This idea is pointed out by (Oxford, 2001; Kumaravadivelu, 2006) teachers and administrators think it logically easier to present course on writing divorced from speaking, or on listening isolated from reading. However, some current approaches teach language strive to integrate the four language skills in pedagogy whenever possible. Integrated language teaching and various integrated pedagogical paradigms are usually associated with the development of communicative teaching (Kumaravadivelu, 2006). Integrated skills teaching practice is a common and current language teaching practice all over the world. It helps language learners make use of the target language by using the four skills at a time. It allows language learning meaningful and purposeful. Therefore, integrated skills teaching and learning is based on two rationales; the real world rationale and pedagogical rationale. (Gower, Diane and Walters, (1995).

2.3.1 The Real World Rationale of Integrated-Skills Teaching

The real world rationale relates the rationale with the situation in using the four language skills in an integrated fashion outside the classroom. As Atkins, Hailom and Nuru (1996) and McDonough and Shaw (1993) stated we don't use one skill without the other. For example, we listen and speak in a conversation. We may also read a book, a magazine or an article and discuss with a friend or write a summary. Harmer (1991) demonstrates this point further, 'very often, of course, language users employ a combination of the skills at the same time. Speaking and listening usually happen simultaneously and people may well read and write at the same time when they make notes or write something based on what they are reading.'

Gower, Diane and Walters (1995) to reinforce the real world rationale for integrated language skills teaching say "in real life the language skills of listening, speaking, reading and writing are generally integrated rather than occurring in isolation." This emphasizes that integration of the four macro-skills in the classroom plays a vital role for language teaching/learning to enable learners use the target language outside the classroom. In addition, Dodge Byrne (1995) and Morrow (1981) argue "we should keep in mind as guide the way in which these skills are integrated in real life"

Clarke and Silsiberste cited in Richards (2000) say "classroom activities should parallel the 'real world' as closely as possible.' Since the language classroom is intended as a preparation for survival in the real world. There should be relationship between classroom activities and real life. This implies that classroom activities in integrated skills teaching should as far as possible mirror the real world use of language outside the classroom. To do this, English language teachers are expected to use real world or "authentic" sources as the basis for the teaching learning process as much as possible Richards (2000).

It helps language learners to achieve their communicative needs (advising, requesting suggesting, etc.) outside the classroom. So although the classroom is not the same as 'real' life, the goal of language teacher should be to bring real world language use in the classroom by making students communicatively competent in the target language. Thus the idea is to make the teaching and learning situation come closer to the way we do things in real life. For example, the purposes of reading should be the same in class as they are in real life. This will make language classrooms more motivating and meaningful.

In relation to the importance of integrated-skills teaching for real life Candlin (1981) describes:

Communicative competence demands the integration and combination of language skills. This is because communication is a holistic process that often calls upon the use of several language skills. Since the skills occur together in real life they should be linked in teaching learning process.

2.3.2 Pedagogical Rationale

The second rationale for integrated skills teaching, on the other hand, relates to pedagogical one. Language teachers employ a variety of methods and techniques in language classrooms. For example, a teacher may provide a reading text to the students and evaluate their comprehension later. Or one may deliver a lecture on a particular language item. But these may not allow the use of two or more language skills at a time. In this case language teachers may base their lesson on listening and let learners take notes and discuss the main points (listening, writing and speaking). In doing so we not only help language learners develop multiple skills but also improve their overall academic endeavors. With regard to the integration of language skills in pedagogy Richards and Rodgers (1985:p.198) say:

Integrating skills reflects natural use of the language and is therefore pedagogically useful. Most teaching of a specific skill involves the use of other skills whole lesson plans can integrate skills around a single topic. Group projects also involve the use of all the skills. Integrated skills lessons and projects can be very interesting, enjoyable and satisfying for the learners.

2.4 Advantages of Integrated Skills Teaching and Learning

Skills integration helps learners to see how the four skills are interconnected and interrelated to each other. For example, learning of listening leads to the use of speaking or writing. And the effectiveness of a particular skill depends on another skill. So if language teachers make use of the approach in the classroom properly, learners will be initiated to practice and they will have the readiness to do what they are supposed to do. As a result, learners will understand that language skills are rarely used in isolation outside the classroom McDonough and Shaw (2003).

Also, the integration of the four macro skills in the classroom enhances learners' communicative competence. This is because effective communication involves the integration of different language skills. Integrating skills in association with one another as it happens in real life is an important aspect to develop learners' overall communicative abilities like (asking for information, responding to information etc.) (Cunningsworth, 1995).

The other advantage of integrated skills teaching is that it exposes language learners to authentic language. This means the purpose of reading should be the same in the classroom as they are in real life. This provides the opportunity for the learners to use combined skills in their day to day communication situations. In this case, role play is the best technique that encourages learners to use 'real' life language. In order to integrate listening and speaking for example, a teacher may let learners play a role between a waiter and restaurant customer. This gives learners more practice in language use since integrating skills a matter of language use McDonough and Shaw (2003).

Integrating the four language skills motivates learners. As Oxford (2001) says "the integrated skill approach can be highly motivating to students of all ages and backgrounds." Learners' motivation to use language in the classroom can be maximized if a lesson which integrates a number of skills has more variety. In segregated skills teaching, for example, much time is spent treating the skills in isolation. The purpose is of course to practice the different skills in reading or listening. But such practice may not have variety. Learners have differences in their ability learn through hearing, seeing and muscular movement Gower, Phillips and Walters (1995). In relation to this, Kumaravadivelu (2003) explains;

Various learners bring various learning styles and strategies to class. Integration of language skills has the potential to offer "different opportunities for different types of learners, for example, the extroverts who like to speak a lot, the introverts who prefer to listen or read, and the analytically or visually oriented learners who like to see how words are written and sentences constructed".(p.76)

Moreover, teaching by integrating skills allows language learners to engage in purposeful, meaningful and relevant learning. When these skills are practiced in integration it is more

likely to be learned well. Integrated skills teaching practice as a form of communicative language teaching focuses on meaning. In terms of purpose, learners are aware that they read a text because they will be required to react to the text and to do something with it; and this makes the language lesson relevant Campbell and Kryszewska (1992).

2.5 Techniques of Integrating Language Skills

As Harmer (1991) says whatever techniques are used in the classroom the aim of language teaching is to improve students' communicative ability. So in order to help learners with communication difficulties and help them use the target language, teachers should use specific techniques and familiar activities to present language skills in combination. With respect to this, McDonough and Shaw (1993) point out that, teachers can use a variety of ways of integrating the language skills and unify them around a common topic.

Thus as Atkins, Hailom and Nuru (1996) and Byrne cited in Johnson and Morrow (1981) indicate the easiest form of integration is from receptive to productive skills. In doing so, according to Krashen's (1982) input hypothesis, by integrating skills in such a way we are providing a certain input that becomes a basis for further output. Similarly, we can integrate the four skills in terms of oral medium (listening to speaking) and written medium (reading to writing). We call such types of integration simple integration.

Skills integration can be achieved through the practice of receptive skills (listening and reading) followed by the practice of productive skills (speaking and writing). The body of information obtained from listening and reading could be a prerequisite to the learner to produce language in speaking and/or writing. Edge (1993) puts the most common ways ELT involve some kind of information input, followed by an exchange of information or a discussion, followed by some kind of language output.

This pattern could be: Listen / Read → converse / discuss → speak / write.

The implication of this for teaching is that the information from listening could be a model for speaking and/or writing and the information learners get from reading may function as the basis for speaking and/ or writing practice.

The other technique of integrating the skills is a complex one. This demands the integration of all the four skills at a time. Although many textbooks have some integration

of the four skills, we may still need to make some changes to the contents. This means language teachers are supposed to make modifications such as adjusting timetable and changing the activities in the textbooks in order to create conducive atmosphere for language skills integration. This could be done by using various resources and channels of communication such as newspapers, TV, radio and the internet. This implies that integrated skills practice requires the use of instructional materials and equipment Kumaravadivelu (2003).

In addition to the above techniques, McDonough and Shaw (1993) recommend different techniques of integrating the four language skills in the classroom.

1. Preparing learners to give short oral presentations in class to the rest of the group is another useful way of achieving skills integration in the classroom.
2. Projects with integrated 'themes' that entail integrated skills can provide a pertinent way of giving learners an effective forum in which to develop these skills.
3. Role play and simulation activities are often thought to be one of the most effective ways of integrating language skills in the language classroom.

Moreover, McDonough and Shaw (1993) suggest several ideas relating to integrated skills for language teachers.

Integrating skills involves using some or all of Listening, Speaking, Reading and Writing to practice new material (vocabulary, pronunciation, grammar, text/ discourse).

1. All four language skills must be practiced in every lesson.
2. As listening and speaking naturally go together, it is always desirable needed to integrate these two skills.
3. The sequence hear-speak-read-write is the most appropriate for integrated skills work.
4. A common topic, such as holidays or pets, is a device linking the separate activities in integrated skills lessons.
5. If we want to develop specific sub skills (reading for the gist, guessing unknown words etc.), it is necessary to focus on individual skills in some lessons.
6. Integrated skills may be fine with a small group of adults. It is difficult to do with large classes and in lessons lasting only 35 minutes.

2.6 Forms of Integrated Teaching and Learning

There are at least two forms of instructions that are clearly oriented toward integrating language skills. These two forms of integrated language skills instructions are content-based language instruction and task-based language instruction. Content-based language instruction emphasizes learning content through language, while task-based language instruction stresses doing tasks that require communicative language use. Both of these benefit from a diverse range of materials, text book and technologies for ESL/EFL classroom. (Brown, 2001).

2.6.1 Content-Based Language Instruction (CBLI)

The term content based language refers to an approach to integrate content and language learning (Brinton, Snow and Wesche, 1989). CBLI is supported by the second acquisition is that “people learn a second language more successfully when they use the language as a means of acquiring information rather than as an end in itself” Richards and Rogers, 1985)

Content Based Instruction (CBI) has been defined as “ the teaching of content or information in the language being learned with little or no direct or explicit effort to teach the language itself separated from the content being taught”(Krahne, cited in Richards & Rogers,2001.p. 2004).

Brinton, Snow and Wesche (1989) also defined “the integration of particular content with language teaching aims or as the concurrent teaching of academic subject matter and second languages skills.” In Content-based Instruction the second language or foreign language is the medium to convey informational content of learner interest than the immediate object of study.

As it also stated by (Richards, 2001) content based instruction is one that organized around themes, topics or other unit of content. It is teaching information in the language being learned with little or no direct effort to teach language separately from the content being taught. Content is incidental and serves merely as vehicle for practicing language structures, functions and skill.

Generally, CBI allows the integration of language skills. Because CBI is at the development of use oriented second and foreign language skills and is distinguished by learning of specific content and related language use skills (Brinton et al, 1989).

As the structure of CBI classes is dictated by the nature of subject matter students are likely involve with the language skills as the instructors have the students reading, discussing, solving problems, analyzing data, writing reports, etc. Thus students practice all the language skills in highly integrated communicative fashion while learning the contents like science, mathematics and social studies. (Brown, 2001; Hinkel, 2010; Oxford, 2001 and Richards, 2001).

At least three general models of content- based language exist, the helps to integrate language skills, such as adjunct-based sheltered-based and theme- based language instruction.

2.6.1.1 Adjunct-based Model

In the adjunct model, language and content course are taught separately but are carefully coordinated. In this model students related two courses and one language course with both courses sharing same base and completing each other in terms of mutually coordinated assignment.

Adjunct language teaching model is rarely used at lower grade levels, rather it is more limited to higher institutions (Universities and Colleges) It is also suitable for advanced students who have language proficiency level (Blanto,1992).

2.6.1.2 Sheltered - based Model

According to Richards and Rodgers (2001) sheltered content instruction is taught in the second language by content area specialists, to a group of ESL/EFE learners who have been grouped together for this purpose. Not all schools are able to offer classes dedicated to CBI but there are two alternatives: the Sheltered and Adjunct Model of CBI (Cunningsworth 1984).

These enable both to learn English skills in an ESL class situation and to experience the language usage a real situation with their English speaking peers. The difference between

the models clarified above and the sheltered model is that students can obtain assistance from two teachers.

2.6.1.3 Theme - based Model

According to Richards and Rodgers (2001) theme based language instruction refers to language in which the syllabus is organized around themes or topics such as population or women's right. The language syllabus is subordinated to more themes. Richards and Rodgers have further stated that in theme based language instruction, language analysis and practice evolve out of the topics that form the frame work of the course. A topic might be introduced through a reading, vocabulary, developed through guided discussion, audio, video materials on the same topic used for listening, comprehension followed by written assignments, interesting information from several different sources. Most of the materials used will be teacher generated and topic treated will across the all the skills. Brown (2001) also stated that the theme-based model integrates the language skills in to the study of a theme (e.g., urban violence, cross-cultural differences in marriage practice, natural wonder of the world or a broad such as change).

According to Brown 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. Oxford (2001) also stated the theme-based model is the most useful widespread form of content based instruction today and it is found in many innovative ESL/ELE textbooks and it mainly employed in adult schools models, language institution and all other language programs it is suitable for low to advanced learners.

2.6.2 Task - based Instruction

According to Nunan (1989) tasks are activities that require language learners comprehend, produce, manipulate or interact in authentic language while attention is paid to meaning rather than form. The task based model is applied as a measurement of learning strategies, not just the teaching of English as a second or foreign language. Language skills can be integrated using tasks. For example, students may be asked to write a summary after reading a particular text or discuss the main ideas orally. Tasks provide opportunities for language learners to engage with the language in different ways. It is likely that activity before during and after reading will lead to an extended speaking, listening and writing Ur (1991) and Nunan (1989).

Task-based teaching is probably the most widely adopted model of integrated language teaching today, and it is often considered to be the closest classroom simulation of real-life interaction. In task based instruction, students are engaged in communicative tasks in English. For example, in this type of integration students are asked to listen to authentic texts and then do tasks such as(retell a story, fill in a table, take notes and so on). In this case, they get opportunities to practice other skills. Therefore, it is the process they go through to solve the task that matters most than understanding the whole text Usó-Juan and Martínez-Flor (2006). Moreover, Nunan (1989) concerning the integration of the four macro skills in most tasks says.

In real life as in the classroom, most tasks of any complexity involve more than one skill. There are occasions certainly, when one is simply listening, specking, reading and writing to the exclusion of the other skills examples might be watching a soap opera on TV, reading a novel, giving a lecture, or writing a letter to a friend. But there are many other examples where a number of skills are interwoven into a complex language activity.

And according to Campbell and Kryszewska (1992) all tasks are interdependent and the activities are integrated with one topic. The aim of integrated skills activities is to develop learners' general ability to the target language. They say "for example, a text is written to be read by somebody else and to be retold later." There are at least two types of tasks in integrated skills teaching. These are pedagogical and real world tasks.

2.7 Limitations of Integrated Skills Teaching

Although the integration of the four skills is essential for the development of students' communicative competence, it should be noted, however, that the teaching of integrated language skills can also have a number of disadvantages McDonough and Shaw (2003) and Widdowson (1978, 1993).

Integrated skills teaching lack depth and substance. In trying to integrate the four skills at a time language teachers must not overlook the useful role that a separate lesson provides skills that are unique to each skill such as reading for gist, inferring, etc. It is therefore, necessary for teachers to maintain an appropriate balance between integration and separation.

Integrating the four language skills demands teachers a lot of things. For example, teachers need to have a good understanding of discourse, keep the needs and capabilities of learners. Besides they should use textbooks flexibly. In this case teachers are expected to be versatile and well trained in order to implement the approach effectively Jing (2006). Integrated skills teaching can also be time-consuming. This is because the integrating process requires a lot of preparation. Sometimes teachers are so busy they cannot spare much time for extra preparatory work.

Another limitation is the problem of designing suitable materials that take account of students' different skill levels. The four skills tend to develop at a different pace: receptive skills are stronger than productive skills, for example. This means that teachers have to be skillful in designing integrated activities for their students.

2.8 Roles of Teachers and Learners in Integrated Skills Teaching

In any language teaching and learning process students and teachers have their own roles. Alemayew (2008) says 'teachers' and students' roles are one of the major determinant factors for effective integrated-skills teaching.' In order to minimize factors that may hinder the implementation of integrated skills teaching, if any, discharging the roles properly determines the effectiveness of the approach.

2.8.1 Roles of English Language Teachers

Integration of the various aspects of language use requires some roles of the teacher. Alemayew, (2008); Campbell and Kryszewska, (1992); Atkins, Hailom and Nuru (1996); Kumaravadivelu, (2006) and Wright (1987) discuss roles of language teachers in the classroom. The English teacher should play an important role in preparing learners for the process of integrated skills teaching. Also teachers should teach learning strategies and encourage learners to use them in the process of integrating the skills (O'Malley and Chamot, 1990). Some of the roles of English teachers during integrated skills teaching are:

1. **A helper and resource-** this is related to responding to learners' requests and for help with vocabulary and grammar. Atkins, Hailom and Nuru (1996).
2. **A monitor** - teachers have to constantly monitor and check the improvement of students. The language teacher checks what the learners are doing before they pass

to the other skill. That is the teacher must monitor how learners cope with the different stages and tasks Kumaravadivelu, (2006).

3. **Organizer**- first the teacher should organize listening and reading texts and design tasks for the practice of skill integration Kumaravadivelu, (2006). Second, the teacher must organize the seating arrangements in the classroom before hand to save time and to make the classroom suitable for the practice of skills integrated teaching. Besides organizing groups and/or pairs is part of teachers' role in language classrooms.
4. **Facilitator and active participant**-Breen and Candlin cited in Kumaravadivelu, (2006) state that the 'communicative' teacher "facilitates the communicative process between all the participants in the classroom, and between those participants and the various activities and texts." They further suggest that the teacher should "act as an interdependent participant within the learning-teaching group". In other words, the teacher must take part with the students by contributing ideas and opinions.
5. In general, the integration of the four language skills requires the teacher to establish a positive atmosphere, plan appropriate activity, encourage learners and deal with problems sensitively (Davies and Pearse, 2000). In sum, the teacher is responsible to let learners practice all the skills at a time.

2.8.2 Roles of Learners

In the current language teaching approaches, especially, in integrated skills practice the role of the learner has a great contribution for the effectiveness of the teaching learning process. Metaphorically, they should be players rather than being spectators. Hence language learners should play the following roles in language classrooms (Atkins, Hailom and Nuru, 1996).

1. **Negotiator** – learners are expected to negotiate meaning in the process of learning. They are actively engaged in negotiating meaning by trying to make themselves understood and in understanding others. Concerning the role of learners in the learning process, Breen and Candlin cited in Richards and Rodgers (1985) point out "the role of learner as negotiator-between the self, the learning process, and the object of learning-emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes."

2. **Active participant-** in integrated skills teaching learners should be involved eagerly in classroom activities. Richards (2001) suggests that they have to participate in classroom activities that were based on a cooperative rather than individualistic approach to learning. This is because participation in group/pair work enable them use language and express their ideas freely.
3. **Ask and answer questions-** learners are engaged in a number of activities in the classroom. Learners are supposed to ask and answer questions when they are not clear with the lesson and when they are asked respectively.

2.9 Factors that Hinder Integrated-Skills Teaching

Research findings and our experience as teachers provide us a number of different factors that impede the effectiveness of integrated skills practice. And these may be teacher, learner or school related factors. For instance, a study by Alemayew (2008) shows that language teachers have theoretical orientations but lack practical skills of implementing integrated skills teaching in the classroom.

The study revealed that there is little room for integrated skills practice in language classrooms. Thus teachers are impractical.

On the other hand, English language teachers may not have adequate knowledge and skills to integrate language skills. And failure in playing their roles (facilitator, monitor organizer, etc.) may result segregated skills teaching. With regard to this Oxford (2001) points out:

Skill segregation is reflected in traditional ESL/EFL programs that offer classes focusing on segregated language skills. Why do they offer such classes? Perhaps teachers and administrators think it is logistically easier to present courses on writing divorced from speaking, or on listening isolated from reading. They may believe that it is instructionally impossible to concentrate on more than one skill at a time (on-line).

Moreover, in the teaching of English as a second or foreign language teaching in general and in integrated skills practice, we can deduce some factors related to language learners. For example, learners' have unevenly developed knowledge across the four Language skills (lack of motivation, lack of language proficiency, examination oriented learning as a

result of negative wash back effect, negative attitude towards language teachers, etc.) may restrict integrated skills teaching Oxford (2001); Richards (2001) and Alemayew (2008). In relation to this (Hinkel, 2006; Stern 1983) strengthens learners' factors and he says "it is the learners' involvement, the learners' strategies and the learner's ability to go their own ways that count, regardless of what the teacher is trying to do."

Furthermore, regarding school related factors, classroom situations such as seating arrangement, support from administrators, instructional materials and class size are some of the factors that may hinder the integration of the four macro skills.

To conclude these factors and other related factors should not limit language teachers in integrating the four language skills (listening, speaking, reading and writing) in the classroom. Besides, it is important to question oneself, as a language teacher when and to what extent these skills should be integrated and separated Selinker and Tomlin (1986).

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter briefly discusses the five main important parts of the study. These are research design, Respondents of the study, sampling technique, data gathering instruments, data gathering procedures and method of data analysis.

3.1 Research Design

The major aim of this study was to evaluate language skills in teaching/learning process at grade ten level. In order to achieve the desired objectives; descriptive survey research is used. This type survey research is used to identify the current situation and studies the immediate status of a phenomenon. To do this, the researcher used mixed research method (quantitative and qualitative). This was because the objectives of the study needed both to be achieved to investigate English teachers' experience with integrated language skills, practice, teachers' and learners' perception of teaching /learning integrated language skills and the roles of teachers and learners in teaching / learning integrated language skills. Quantitative data was gathered through close ended questionnaire and quantitatively analyzed. Qualitative data was also collected through open-ended questionnaire. Interview and observation were analyzed qualitatively.

3.2 Participants

Teachers and students are the participants of this study

3.2.1 Teachers

Teachers are the data sources for this study. Ten English teachers who currently teach English grade ten at Liben Mecha Secondary School are included during the data gathering. The researcher selected these teachers because he believed that they are more familiar with integrated language teaching approach. So it is believed that the teachers can give genuine information on how to teach integrated language skills approach in English classroom and the merits of integrating language teaching skills.

In addition to the above reasons, teachers are the right groups to give the necessary information about the factors that affect the implementation of teaching integrated

language skills. This school was purposefully chosen because the researcher is a teacher in the school under this study.

3.2.2 Students

The other groups of participants are Liben Mecha Secondary School grade ten students. Their number is 1080 students totally. Out of them 108 students were selected by using systematic random sampling. /58 males and 50 females/ students because it is assumed that grade ten students can understand integrated language skills in their lesson and identify problems encountered while practicing the skills when they are compared with grade nine students at Liben Mecha Secondary School. Therefore, to get necessary information regarding to factors affecting the practice of integrated language skills these students were selected. Besides these, since these students will take national examination, familiarizing with integrated language skills approach may help in their future academic performance.

3.3 Sampling Techniques

It is difficult to incorporate the whole population in the study due to shortage of time, money and resources. The researcher decided to take the sample from students using systematic random sampling technique. Because this technique gives each member of target population equal chance to be included into the sampling of the study during data collection. Since the number of English teachers who teach grade ten at Liben Mecha Secondary School are small (10), all the available teachers were the participants of the study.

From the total population of students of grade ten at Liben Mecha Secondary school 1080, (550 males and 530 females) 108 sample of population were selected by systematic random sampling. As Singh (2006: 94) describes, “descriptive research typically uses samples; it is suggested that one should select 10-20 percent of the accessible population for the sample”. So, the researcher decided to include 10% of the total population in his study. The participants of the study would be the available English teachers of grade ten (eight male and two female) and students of grade ten simple random sampling 58 male and 50 female. Since it is difficult to observe all classes (12 sections) and interview all the participants, four teachers were selected randomly for observation and interview; whereas eleven students were selected randomly from the total population for interview.

3.4 Data Gathering Instruments

In order to collect the required data for the study, three data gathering instruments were used. These were Questionnaire, Observation and Interview.

3.4.1 Questionnaire

According to Selinger and Shohamy (1989) questionnaire is widely used in the second language acquisition research to solicit information about certain conditions and practices which are not easily observed. It is also used to obtain background information about the research participants. Two sets of questionnaire were designed (one for teachers the other for students) and would be administered as a main data collecting tool, to collect the necessary information from the respondents. Teachers' questionnaires consist of open-ended questions to find out teachers perception and their understanding towards integrated language skills teaching. The students' questionnaires were adapted the teachers' questionnaires and modified them so that they would fit the lesson of understanding. To minimize the potential misunderstanding, the students' questionnaires were translated to Afan Oromo (assume that all students can understand it).

3.4.2 Observation

Observation is one of the most important methods of data collection instrument. It enables us to collect data from the natural setting. Allright (1988) on the use of classroom observation for example, we need studies of what actually happens, not just of what recognizable teaching methods, strategies or techniques are employed by the teacher, but of what really happen between the teacher and the class. So in order to observe what was really happening in the classroom related to integrated language skills teaching practice, the preparation of classroom observation checklist was very essential.

3.4.3 Interview

Interview was the other data gathering tool used in this study. Interviews were categorized in to three parts: unstructured, semi-structured and structured interview. To follow flexibility semi-structured interview was used in this study. To get first-hand information from participants (teachers and students) about their perception of teaching and learning integrated language skills, the role of teachers

and learners and factors considered as a barrier to implement integrated language skills from teachers and students perspectives.

The purpose of the interview was to substantiate the results which were obtained from questionnaire and classroom observation, to obtain a greater depth of information, to get free and flexible responses and to obtain information concerning the perception for certain questions which were not possible through questionnaire and classroom Observation (Selinger and Shohamy, 1989)

3.5 Data Collecting Procedures

Data were collected through the following stages: at first, the researcher collected both qualitative and quantitative data through questionnaire, structured observation and interview. To do this, first questionnaire was administered to participants (teachers and students) to get information about teaching and learning situation at English classroom. Secondly, the classroom observation was made for twelve times based on checklist which was focused on classroom instructional activities employed by teachers; the role teachers and learners played and instructional materials used in the teaching/learning process. Thirdly, eleven students and four English teachers were interviewed.

3.6 Methods of Data Analysis

The data collected through the three tools (Questionnaire, structured Observation and Interview) were organized. In this case, both quantitative and qualitative approaches to data analysis were used since the research type was mixed. In the process of organization, the data which was collected through each tool was considered separately. The data which was collected through questionnaire was tabulated and described using frequency and percentage method to examine the number of occurrences of the responses. The data which was collected through classroom observation checklist was organized, analyzed and interpreted qualitatively and the data of the interviews were analyzed in separated section.

CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter deals with data analysis and interpretation. Teachers' and students' questionnaire, classroom observation, teachers' and students' interview are part of the study. The data collected through the three instruments are analyzed simultaneously. That is to say most of the data are presented in an integrated manner. The analysis is related to the research questions:

- What is/are the factor/s affecting the implementation of teaching integrated skills?
- What are the roles of teachers and students while attending the integrated skills teaching/ learning English in the classroom?
- What is EFL teachers' and students' perception of teaching /learning integrated language skills?
- Do teachers integrate the four language skills or not?

4.1 Background Information

Table 1 Teachers' Profile

Age (range in years)	20-29 =2	30-39= 5	40-49 = 1	50 and above =2
Teaching experience (in years)	1-5 =2	6- 10 = 4	7-15= 2	16- 20= 2
Qualification	Dip. --	BED/BA = 10	MA--	
Area of qualification	Major English Language			
Sex	Male= 8	Female = 2		

As stated in the preceding chapter, there were ten English language teachers of Liben Mecha Secondary School. All were participants of this study. As it can be seen from the above table, the teachers' age range from 20 -50 years. About 50% of the teachers were 30 - 39, 20% of teachers were 20 -29 and above 50 is also 20%. Only 10% of them were 40 -

49 years. This implied that half of the participant teachers are young, while the rest 50% was youth and adults. As far as teachers' experience of teaching English Language was concerned, 20% of teachers have taught English for 1 to 5 years. Whereas 40% of them have taught English language for 6 to 10 and 20% of them have taught English language for 7 to 15 and 16 to 20 years respectively. From the participant teachers of this study 80% of them were males and 20% of them were females. In relation to their qualification, all of them graduated with Bachelor of Education. From this, one can assume that all of the teacher respondents had experience in teaching English and had the right qualification and area of specialization.

4.1.2 Teachers' and Students' roles in Teaching and Learning Integrated Language Skills in the Classroom

Teachers and learners have different roles in teaching and learning process of integrating language skills in English class. Teachers are responsible for creating truly Learner-center classroom. (Richards and Rogers, 2001) stated that teachers are responsible for adapting and selecting authentic materials. Similarly, learners are expected to become autonomous so that they come to "understand their own learning process...and take charge of their own learning from the very start." The following table is about teachers and learners roles in teaching/learning of integrated language skills.

Table 2: Roles of Teachers and Learners on the implementation of Teaching Integrated Language Skills

Key: Always = 5 Usually = 4 Sometimes= 3 Rarely = 2 Never = 1.

No	Items	Rating Scale											
		A (5)		U (4)		S (3)		R (2)		N(1)		Total	
		f	%	f	%	F	%	f	%	f	%	f	%
1.	I use task based language teaching to integrate Language skills.	-	-	7	70	2	20	1	10	-	-	10	100
2.	I use pair work and cooperative learning when I teach integrated language skills.	2	20	7	70	-	-	1	10	-	-	10	100
3.	I integrate language skills by using Content based Instruction.	2	20	-	-	7	70	1	10	-	-	10	100
4.	I expose students to bits of Language (through reading or listening) that are significant for students to produce their own Language (writing or speaking).	3	30	-	-	-	-	7	70	-	-	10	100
5	I help students to work a certain Language task (writing letters, posting posters on the classroom wall to match with different names, display interview in the classroom.	-	-	-	-	2	20	6	60	2	20	10	100
6	I help students planning, reviewing and evaluating their work in group.	2	20	5	50	3	30	-	-	-	-	10	100
7	I give dictation procedures to students for reproduction.	3	30	5	50	2	20	-	-	-	-	10	100
8	Students become proficient to solve problems when integrated skill approach is used in classroom activities.	3	30	7	70	-	-	-	-	-	-	10	100

Items in Table 2 above try to find out whether teachers play their roles in teaching process of integrating Language skills in English Language classrooms. Item 1 and 3 asked how often teachers teach Language skills integration using task and content based instruction. Regarding item 1, teachers were asked how often they use task based language teaching. In relation to this item, 7(70%) said usually whereas 2(20%) and (10%) of them said some times and rarely respectively teachers used Language integration. Item 3 of the same table, intended to ask how often teachers implement integrated skills teaching using content based Language instruction. Concerning this item, 5(50%) answered usually and 2(20%) and 3(30%) of them answered that they always and rarely respectively used content based Language instruction to integrate Language skills. From this it is possible to say teachers use task based and content based Language teaching in practicing teaching integrated skills.

This finding confirms with ideas of Oxford (2001) in order to integrate the language skills in EFL/ESL, instruction should be considered taking steps like task based and content based. Similarly, item 2 of the same table intended to ask how often teachers used pair and cooperative learning while they teach integrated language skills. In response to this, 7(70%) answered usually while the rest (20%) and (10%) responded always and rarely respectively. As survey result indicated most teachers use this activity usually.

Items 4-6 were given to ask how often teachers use strategies that foster teaching integration of language skills. Item 4 asked whether teachers employing students' receptive skills to provide input modeling for productive skills. For instance, in the spoken medium listening is used as model for speaking, interaction and, pronunciation skills and in the written medium, reading input supplies models for writing. Regarding this issue, 7(70%) of them said rarely while the rest 3(30%) of the respondents' respond fall under always this implies that teachers didn't use receptive skills to provide input and modeling for productive skill. Item 5 asked how often teachers engage their students in certain language tasks such as either writing letters, posting posters to display in the classroom as an interview or discussion panel.

In replying to item 5, 6 (60%) of the teachers said rarely whereas 2 (20%) and 2 (20%) replied sometimes and never respectively. Therefore, teachers use these strategies rarely to implement teaching Language skills integration.

Table 3: Learners' Response on their Roles of Learning Integrated Language Skills

Key: Always = 5 Usually = 4 Sometimes= 3 Rarely = 2 Never = 1

No	Items	Rating scale											
		A (5)		U (4)		S (3)		R (2)		N (1)		Total	
		f	%	f	%	f	%	f	%	f	%	f	%
1.	I actively participate in functional activities and discussion groups when I learn ISA	-	-	6	5.5%	70	64.8%	32	29.6%	-	-	108	100
2.	I'm actively negotiated and interact in group/pair work when my teacher teaches me integrated Language skills.			10	9.2%	77	71.2%	21	19.4%	-	-	108	100
3.	I do activities and exercises which are given by the teacher in the classroom while the teacher is teaching Language skills in integrated way.	12	11%	-	-	92	85.1%	4	3.7%	-	-	108	100
4	I take notes during group discussion is presented for class.					16	14.8%	62	57.4%	30	27.7%	108	100
5	I try to understand teacher's instructions, clarifications and take notes when English teacher teaches integrated Language skills.	-	-	-	-	62	57.4%	33	30.5%	13	12%	108	100

Items in Table 3 were posted to find out whether learners actively participated and engaged in the process of teaching and learning language skills in integration, because integrated skills teaching stress interactive language use that required of synthesis of various language skills and various language competences.

Item 1 asked learners how often they participated in functional activities and discussion groups while the teaching/learning process language skills in Integration.70 (64.8) and

32(29.6) the respondents said sometimes and rarely respectively whereas 6 (5.5) of them answered usually. This shows that learners do not participate in functional activities and discussion groups while they learn language skills.

Similarly, item 2 also asked whether learners actively negotiate and interact in groups/pair work when teacher taught integrating language skills.

Regarding this, 77(71.2%) and 21(19.4%) replied sometimes and rarely respectively while 10(9.2%) of them answered usually. This implies that students failed to participate actively in group work or in pair work.

On item 3 of the same category, asked learners how often they do exercise and activities given in the classroom when they learn integrated language skills. 92(85%) of the students said sometimes 12(11%) answered always while 4(3.7%) replied rarely. The survey result of this questionnaire indicates that most of the learners didn't actively participate in functional activities which were given in the classroom when they learn integrated language skills. The learners' interview result approves with questionnaire survey. The classroom observation result also indicated that, most students failed to participate actively during the classroom instruction.

Items 4 and 5 were presented to find out whether learners were placed in the position of teaching themselves integrated language skills. Item 4 was about how often students take notes during group discussion and class presentation which help to integrate reading, speaking and listening in response to this item, 16(14.8%) and 62(57.4%) replied sometimes and rarely respectively. Whereas 30(37.7%) of the learners said never. This result shows that, the participation of students in these activities was unusual. On the other hand, item 5 was presented to find out how often students participate and try to understand teacher's directions, clarifications and notes taking when the teacher teaches language skills that help students to integrate listening, speaking and writing in response to this, 62(57.4%) and 33(30.5%) of the learners answered sometimes and rarely respectively. But 13(12%) of them said never. Therefore, as it can be seen from the data these activities were employed by students sometimes. Even their interview result showed consistent with their questionnaire result. For instance, the researcher interviewed the students "Do you actively participate in group discussion, pair work and interaction activities when you learn language skills in integration?" the interviewee answered. Though our teacher used

cooperative learning and group work, most of the students didn't participate in the classroom. As I think the problem why they didn't participate in the classroom was that some of the students feared to speak in English in the classroom.

Table 4 Teachers' Response Related to Factors Affecting Teaching Integrated Language Skills

Key: A=serious problem B=problem C=Undecided D=Not problem E=Difficult but

Manageable

No	Items	Degree of Seriousness											
		A (5)		B (4)		C (3)		D(2)		E(1)		Total	
		f	%	f	%	f	%	f	%	f	%	f	%
1.	I have limited knowledge of integrated Language skills approach.	2	20 %					8	80 %			10	100
2.	Large class size is obstacle to use integrated skill approach.	7	70 %	3	30 %							10	100
3	I have difficulty in assessing learner's integrated Language skills.	6	60 %	4	40 %							10	100
4	Integrating Language skills needs great effort	3	30 %	6	60 %	1	10 %					10	100
5	Lack of authentic teaching materials	2	20 %	8	80 %							10	100
6	Learners have unevenly developed proficiency across the four macro Skills area.	3	30 %	7	70 %							10	100

Table 4 was about Factors that affect language skills integration since integrated skills teaching can be affected by different factors.

Item 1 asked whether teachers' knowledge of integrated language skills teaching affect the teaching learning process; in response to this 8(80%) of the respondents said it was not problem while 2(20%) of them selected as serious problem.

Item 2 asked if large class size affects the implementation of teaching integrated language skills. Accordingly 7(70%) and 3(30%) of teachers proposed this factor as serious problem and problem respectively. The other factor proposed as hindering factor for the implementation of teaching language skills in integration was teachers' knowledge of assessing students' performance of integrated skills. In replying to item 3, 6(60 %) and 4(40%) of teachers respondents reported that it was serious problem and problem respectively. Another hindering factor for the implementation of teaching Language Skills in integration is it needs a great effort on the part of teachers compared to skills segregation teaching. 60% and 30% of the teachers proposed this factor as problem and serious problem respectively.

Lack of authentic teaching materials is also proposed as another hindering factor for implementation of Language skill integration. Regarding this 8(80%) of teachers proposed as problem while 2(20%) of them took it as serious problem.

In Table 4 item 6 tended to identify if learners unevenly developed skills of language proficiency affects the implementation of teaching language skills. Regarding this 7(70%) of teachers proposed as problem while the rest took it as serious problem. According to (Henkil 2006) Second Language learners who live in English-speaking countries may have stronger skills in listening and speaking than reading and writing. Conversely, English as a foreign Language learners are likely to be better readers and writers than listeners and speakers. Due to this reason, teaching of integrated language skills can become complicated when instructional materials and practice have to account for a considerable variance in learners' ability. Therefore, as survey result of English teachers indicated having difficulty in assessing learner's integrated language skills, large class size, shortage of authentic teaching materials and learners unevenly developed language proficiency were proposed as factors that affect the implementation of teaching integrated language

Table 5 Learners' Response on Factors Affecting Learning Integrated Language Skills

Key: A=most Serious B=serious C=problem D= not problem E= undecided

No	Items	Degree of Seriousness											
		A (5)		B (4)		C (3)		D(2)		E(1)		Total	
		f	%	f	%	f	%	f	%	f	%	f	%
1.	Learners do not actively participate in learning integrated skills.	13	12%	47	43.5%	-	-	36	33.3%	12	11%	108	100
2.	Large class size.	67	62%	33	30.5%	-	-	8	7.4%	-	-	108	100
3.	Learners lack of target Language proficiency.	73	67.5%	30	27.7%	-	-	-	-	5	4.6%	108	100
4	Teachers do not participate on teaching integrated Language skills.	10	9.2%	24	22.2%	-	-	64	-	10	-	108	100
5	Lack of authentic teaching materials.	60	55.5%	30	27.7%	7	-	-	11	10%	-	108	100

As it can be seen from the above table, the items were given to find out factors that affect the implementation of teaching language skills in integration. Accordingly, item one asked to what extent learners' resistance not to participate actively in teaching learning process of teaching language skills that hindered the teaching integrated language skills. Regarding this, 47(43.5%) of learners proposed as serious problem and 36(33.3%) of them said that it was not problem whereas 13(12%) took it as the most serious problem and the rest 12(11%) answered undecided. The other factor which was considered as an obstacle for implementation integration language skills was large class size 67(62%) of the students answered the most serious problem and 33(30%) of them replied serious problem the rest 8(7.4 %) reacted not problem.

Lack of target language proficiency of students was taken as factors which affecting teaching integration language teaching. Almost all the learners about 73(67.5%) took it as the most serious and 30(27.7%) of them proposed it as serious problem while the rest 5(4.6%) of the students said undecided.

Another problem that was taken as factor affecting the implementation of teaching language skills integration was teachers' perception towards participating on teaching integration language skills. Regarding this, 64(59.2%) of the students said it was not problem while 24(22.2% and 10(9.2%) were took the line of serious and most serious problem only 10(9.2%) of the learners answered undecided.

The last item of this category was that it asked if the lack of authentic teaching materials was factor that affecting integrated language skills teaching. Accordingly in item 5, 60(55.5%) and 30(27.7%)

of the students confirmed that it was the most serious and problem respectively. While the rest (6.4%) and (10%) of the students proposed as problem and not problem respectively.

Table 6: Teachers' Response on Perception of Teaching/Learning Integrated Language Skills

Key: Strongly agree=5 Agree= 4 Disagree =3 Strongly disagree =2 Undecided= 1

No	Items	Rating scale					
		Strongly agree (5)	Agree (4)	Disagree (3)	Strongly disagree (2)	Undecided (1)	Total
		f &%	f&%	f&%	f&%	f&%	f&%
1.	Language skills listening, speaking, reading and writing are interrelated and should be integrated in actual classroom teaching.	4(40)%	6(60)%	-	-	-	10 (100)%
2.	Based on my understanding of teaching English, English Language teacher should teach listening, speaking, reading and writing separately.	-	2 (20)%	4 (40)%	4 (40)%	-	10 (100)%
3.	An integrated skill teaching allows a teacher to add variety activities in to the lesson.	5 (50)%	5 (50)%	-	-	-	10 (100)%
4.	Integrated Language skill teaching can create opportunities for learners' in the English Language class and raise their motivation to learn English.	4 (40)%	6 (60)%	-	-	-	10 (100)%
5	ISA (Integrated skill approach) improves learners' interaction skills.	5 (50)%	5 (50)%	-	-	-	10 (100)%
6	Teaching integrating the four skills can develop learners' communicative competence.	3 (30)%	7 (70)%	-	-	-	10 (100)%
7	Integrated Language teaching improves Language learning	2 (20)%	7 (70)%	-	-	1 (10)%	10 (100)%

As it can be observed from Table 6, item 1 said the four language skills are interrelated and integrated in actual classroom teaching. Concerning this, 6(60%) of teachers agree and 4(40%) strongly agree. Therefore, most of the teachers agreed that language skills were interrelated and should be taught in unified manner. This showed that teachers had good awareness with what was stated by Cunnings worth, “In the actual language use one skill is rarely used in isolation... Numerous communicative situations in real life involve interpreting two or more of the four language skills.” (1984, p. 46). Teachers’ interview results also showed consistent result with the questionnaire results. For instance, the researcher asked the teachers “do you prefer integrated skills teaching to segregated skills approach in TEFL?” the four interviewees gave similar answers “yes! I prefer integrated skills teaching to segregated skills teaching because, it is impossible to separate them since they are naturally integrated. But when they were observed practically, they didn’t integrate the four skills.

Item 2 in the same table also given to know whether teachers prefer segregated skills teaching. In response to this, 8(80%) of the teachers reported disagree while 2(20%) of them said strongly agree. This showed that teachers have awareness about language- based approach. In this approach, the emphasis was made not on learning for authentic communication. Regarding this, Chen (1999) also stated that this common stresses skill orientation and rote memorization where teachers pay a great deal attention to reading and writing instruction. Class activities focus on word decoding, phonetic identification and grammar drills which isolated the four language components from their use in communicative and authentic contexts.

Item 3-7 of the above were concerned with the advantages of integrated language skills. Accordingly item 3, 5(50%) and 5(50%) were agreed and strongly agreed respectively with integrated language skills. This showed that most teachers agreed that teaching integrated language skills help them to add verities of activities in to the lesson.

Similarly, on item four 60% and 40% of teachers agreed and strongly agreed respectively teaching integrated skills can create plenty of opportunities for students in class and improve their motivation to learn English. As the data showed, most teachers agreed that teaching and learning language skills in integration created a plenty of opportunities and improve students’ motivation to learn English.

Item 5, which asked ISA (Integrated Skill Approach) improves learners' interaction skills 5(50%) and 5(50%) strongly agree and agree respectively. In this case, item 6, in the above table asked whether teaching integrated the four language skills can develop students' communicative competence. In response to this, 7(70%) and 3(30%) of teachers participants reported that agree and strongly agree respectively. Therefore, it was possible to say teachers hold positive perception and understanding about the merits of integrated language skills teaching.

Item 7 intended to ask the perception of teachers towards integrated skill teaching improves language learning. Accordingly, 7(70%) and 2(20%) replied agree and strongly agree while 1(10%) said undecided. As the data showed teachers have positive perception and understanding about integrated skill teaching improves language learning.

Table 7: Learners' Response on Integrated Language Skills Learning

No	Items	Yes (f)	%	No (f)	%	Total	%
1	Does your teacher teach you Language Skills In Integrated way?	58	53.7	50	46.3	108	100

As it can be seen from Table 7, 108 students were asked the question whether their teachers teach them Language Skills in Integration or not. In response to this item, 58 (53.7%) of students said yes while 50 (46.3%) of them answered no. This indicated that above half of the teachers helped their students integrating Language skills.

Table 8 Learners' Response on their perception of Learning Integrated Language Skills

No	Items	Rating scale											
		Strongly agree (5)		Agree (4)		Disagree (3)		Strongly disagree (2)		Undecided(1)		Total	
		f	%	f	%	F	%	f	%	f	%	f	%
1.	Language skills listening, speaking, reading and writing are interrelated and should be taught in integrated way.	68	62.9 %	30	27.8 %	10	9.2 %	-	-	10	9.2 %	108	100
2.	I am not interested in learning integrated Language skills because my understanding of Language learning is learning the four macro skills separately.	-	-	15	13.8 %	82	75.9 %	11	10%			108	100
3.	I enjoy reading, listening, writing and speaking in English classroom.	76	70.3 %	14	12.9 %	12	11 %	-	-	6	5.5 %	108	100
4.	I prefer practicing Linguistic forms (i.e. pronunciation, Vocabulary, grammar and syntax) rather than meaning or integrated Language skills.	32	29.6 %	22	20.3 %	25	23 %	15	13.8 %	14	12.9 %	108	100
5	Teaching Integrated Language skills creates opportunity for students to participate actively in groups and in cooperative learning.	63	58.3 %	32	29.6 %	8	7.4 %	5	4.6%	-	-	108	100
6	Integrated skills teaching and learning can develop communicative competence for learners.	76	70.3 %	24	22.2 %	8	7.4 %	-	-			108	100

In addition to teachers' perception which affect the effective implementation of teaching/learning integration of language skills of instructional methods, the perceptions and expectations of students also affect how learning is viewed and teaching is organized

(Richards & Rodgers) . In relation to this six items were presented for participant students to find out their perception and understanding of integrating languages skills teaching and learning.

As it can be observed from Table 8 item 1 above, 68(62.9%) of the respondents showed their strong agreement and 30 (27.8%) expressed their agreement respectively. Whereas 10(9.2%) and 10(9.2%) answered disagree and undecided respectively with the idea that the four macro skills were interrelated and should be taught in integrated way.

Item 2 was intended to ask students' perception of language skills that they prefer separation of language skills. Regarding this 82(75.9%) respondents strongly disagree whereas 11 (10%) of the students showed their disagreement. Only 15(13.8%) of them prefer language skills teaching and learning in separated way. When it was generalized most of the students have the assumptions that integrated language skills approach is naturally interrelated. In real life languages are rarely used in isolation; it is a rare situation when one of the four language skills occurs alone. From this it was possible to say students have the awareness of the idea that make language learning as realistic as possible instruction has to integrate language skills concurrently which is a mandatory in communication. "Often one skill will reinforce another skill; we learn to speak, for example, in part by modeling what we hear and we learn to write by examining what we can read". (Brown, 2001, p. 442)

Item 3 was given to know students' perception and their interests of learning language skills. Regarding this, 70.3% and 12.9% of them of the students showed their strong agreement and agree. Whereas 11% and 5.5% of them said disagree and undecided respectively. Similarly item 4, meant to know learners perception about language skills and whether they prefer practicing linguistic forms (i.e. pronunciation, Vocabulary, grammar and syntax) rather than meaning or integrated language skills. Regarding this 32(29.6%) and 23(21.2%) of the respondent showed their strong agreement and agreement respectively. Whereas 25(23%) and 15(13.8%) disagree with the point. Only 14(13%) of the learners reflected their perception undecided. This showed that students have good perception of integrated language skills than awareness of practicing linguistic forms and memorizing vocabulary drills and grammar rules may not lead to future academic success (Oxford 2001).

Item 5-6 were posted to ask students' perception and understanding of values of teaching and learning integrated language skills. Regarding item 5, 63 (58.3) and 32(29.6%) of the respondent students showed their strong agreement and agreement respectively. Whereas 8(7.4 %) and 5(4.6%) showed their disagreement and strong disagreement respectively.

The finding showed that learners have constructive perception of teaching integrating language skills can motivate students to organize, to rewrite, to discuss and perform the play in English language. On item 6, 76 (70.3%) of the students showed strong agreement while 24 (22.2%) of them agree with the idea but 8(7.4%) of them disagreed, that integrated skills teaching and learning can develop communicative. Here it looked like that students hold positive perception of teaching/learning integrating language skills that exposed English language learners to authentic language that challenging them to interact naturally in the language. Learners rapidly gained a true picture of the richness and complexity of the English language as employed for communication (Oxford 2001)

Table 9 Teachers' Response on Teaching Writing Skills with other Language Skills

Key: Always = 5 Usually = 4 Sometimes= 3 Rarely = 2 Never = 1

No	Items	Rating scale										
		Always (5)		Usually (4)		Sometime s (3)		Rarely (2)		Never(1)		Total
		f	%	f	%	F	%	f	%	f	%	f
1.	I ask writing tasks based on reading passages to encourage students to read the text more.			4	40%	3	30%	3	30%	-	-	10
2.	I expose students listening texts and ask them to summarize the reading passage in written form.	4	40 %	3	30%	3	30 %	-	-	-	-	10

3.	I ask students to summarize the reading passages in writing tasks.	2	20 %	5	50%	-	-	-	-	3	30 %	10
4.	I teach writing with integration of speaking.	-	-	-	-	-	-	8	80%	2	20 %	10
5	I let students hear, read and say themselves or others and then write.							4	40%	6	60 %	10
6	I encourage students' note taking and writing of reports to teach writing.							5	50%	5	50 %	10

Items in Table 9 mean to find out whether teachers integrate writing skill with other skills writing has generally seen an uninteresting, dull experience for students and caused unwillingness.

In order to make writing more interesting and enjoyable for student, it has to be integrated with other activities; thus the psychological barrier that has grown up around it can be removed Blanton, Linda L. (1992).

The first item in the above table, asked how often teachers employed writing tasks that encourages the integration of writing and reading. Accordingly, 4(40%) of teachers said usually and 3(30%) of them answered sometimes whereas 3(30%) of the respondents replied rarely. Item 2 also asked how often teachers integrated writing with listening concerning this, 4(40%) of teachers said always and 3(30%) of them answered usually while the rest 3(30%) responded sometimes. Item 3 asked teachers whether they integrate writing with speaking.

In response to this 8(80%) said rarely while the rest 2(20%) of teachers answered never. Item 4 was posted to ask teachers whether they integrated writing skill with listening, reading and speaking. Because it was believed to be read, heard and said to themselves or to others what they were expected to write (Corder, 1978). Regarding this, 7(70%) of teachers said never and the rest 3(30%) of them said rarely. Item 5 was given to ask whether teachers encouraged students' note taking and writing of reports in writing lesson.

This activity can be further developed from exercise in listening comprehension; that can be the bases for writing composition. In response to this, 5(50%) of the teachers completed rarely and 5(50%) of the rest reported never. In general, the above data indicated that teachers integrated writing skill with reading only in the writing lesson.

4.1.3 Teaching Listening with Other Skills

Integrating listening into a longer sequence of work demonstrates to students for the effort they made isn't wasted for a number of reasons. The better students understanding what they hear, the better they take a part in spoken instruction listening comprehension activities should spring naturally from or provide material practice of reading; they can also provide stimulus for writing activities.

Table 10: Teachers' Response to Teaching Listening Skills with other Language Skills

Key: Always = 5 Usually = 4 Sometimes= 3 Rarely = 2 Never = 1

No	Items	Rating scale											
		Always(5)		Usually (4)		Sometimes (3)		Rarely (2)		Never(1)		Total	
		f	%	f	%	F	%	f	%	f	%	f	%
1.	I teach listening alone in listening lesson.	-	-	-	-	-	-	6	60%	4	40%	10	100
2.	I teach listening with the integration of speaking.	4	40%	4	40%	2	20%	-	-	-	-	10	100
3.	I provide listening comprehension as stimulus for writing activities.	-	-	-	-	-	-	6	60%	4	40%	10	100
4.	I give dictation procedures to write.	-	-	-	-	2	20%	7	70%	1	10%	10	100
5	I provided listening comprehension as stimulus for speaking, reading and writing.	-	-	-	-	-	-	4	40%	6	60%	10	100

Table 10 was given to find out whether teachers integrated listening with other skills in listening lesson.

Item 1 was given to find out how often teachers practice listening alone in listening lesson. In response to this, 6(60%) and 4(40%) of the teachers said rarely and never respectively. Item 2 was given whether teachers integrated listening with speaking. Because research makes clear that listening and speaking was not decoding-encoding process which was mirror images of each other. In response to this, 4(40%) and 4(40%) of teachers said always and usually respectively. While 2(20%) reported sometimes. The data has shown that teachers integrated listening and speaking most of the time in listening lesson.

On the other hand, items 3 and 4 were given to find out whether teachers integrated listening with speaking in listening lesson. In response to item 3, 6(60%) of respondent teachers replied rarely integrate listening with writing and 4(40%) of them said never.

In reporting to item 4, 2(20%) and 7(70%) of the respondents confirmed that they sometimes and rarely respectively integrated listening with writing skills while 1, (10%) said never. This result implied that teachers rarely used dictation.

The last item 5 of this category was given to find out if teachers integrated listening with other skills in listening lesson or not. In response to this, 6 (60%) of the respondents confirmed that they never integrated listening with other language skills. While 4(40%) of them said rarely integrated it. As the data showed teachers integrated listening skill with speaking alone.

4.1.4 Teaching Reading with Other Skills

Concerning the reason for integrating of reading skill with other language skills, students were becoming more and more dependent on teachers while dealing with fewer and fewer activities in the classroom. Another problem is that teachers are doing most of the work for their students, as a result of this, students' language skills and linguistic competence can't develop satisfactorily, consequently students are bored and lose interests in reading texts, which are followed by comprehension questions create no authentic type of session (Sesnan, B.1997)

Table 11: Teachers' Response on Teaching Reading skills with other Language Skills

Key: Always = 5 Usually = 4 Sometimes= 3 Rarely = 2 Never = 1

No	Items	Rating scale											
		Always (5)		Usually (4)		Sometimes (3)		Rarely (2)		Never (1)		Total	
		f	%	f	%	f	%	f	%	f	%	f	%
1.	In pre-reading I encourage students to speak and listen to each other on the reading passage.			7	70 %	3	30%		-	-	-	10	100
2.	I give writing task from reading texts.	2	20 %	5	50 %	3	30%	-	-	-	-	10	100
3.	I make reading as comprehensible input for oral proficiency.			6	60 %	4	40%	-	-	-	-	10	100
4.	I integrate reading with writing, speaking and listening.							4	40 %	6	60 %	10	100

Items in Table 11 mean to find out to what extent teachers integrated reading skill with other language skills in reading lesson. In line with this, four items were given for the participant teachers. Item 1 was designed to identify in pre-reading activities whether teachers used warm-up activities that foster the integration of speaking and listening skills. In response to this item, 7(70%) of the teachers said usually while 3(30%) of them answered sometimes. Item 2 also asked how often teachers used writing tasks from reading. Regarding this, 5(50%) and 3(30%) of teachers said usually and sometimes respectively while 2(20%) of them replied always. Concerning to item 3, 6(60%) and 4 (40%) of teachers said usually and sometimes. The last item of this table requested whether teachers integrated reading skills with listening, speaking and writing in reading lesson at a time. Accordingly, 6(60%) of the teachers confirmed that they never integrated reading with other language skills. But 40% of

them integrated it with other language skills rarely. In general, as it can be seen from the above data, most didn't teachers integrate speaking, listening and reading in reading lesson.

Table 12 Teachers' Response on Teaching Integrated Speaking Skill with other Language Skills

Key: Always = 5 Usually = 4 Sometimes= 3 Rarely = 2 Never = 1

No	Items	Rating scale											
		Always (5)		Usually (4)		Sometimes (3)		Rarely (2)		Never (1)		Total	
		f	%	f	%	f	%	f	%	f	%	f	%
1.	I teach speaking with integration of listening.			2	20 %	5	50%	3	30 %	-	-	10	100
2.	I give writing tasks and make students to practice writing in speaking section.							4	40 %	6	60 %	10	100
3.	I integrate speaking with reading.			3	30 %	6	60%		1	10 %	-	10	100
4.	I give chances for integrating speaking with reading, writing and listening.	-	-	-	-	-	-	2	20 %	8	80 %	10	100

Items in the Table 12 were posted to find out whether teachers integrated speaking with the integration of other language skills. Item 1 asked how often teachers teach speaking integration of listening. Accordingly, 5(50%) of teacher respondents reported that sometimes and 3(30%) of them said rarely whereas the rest 2(20%) of the teachers said usually. Item 2 of the same category also asked to what extent teachers integrated speaking with writing. Regarding this, 60% of teachers said never and 40% of them replied rarely integrated speaking with writing.

The other detail was to know how often teachers integrated speaking with reading. In response to this, 6(60%) of the teachers answered sometimes and 30% of them said usually whereas 1(10%) responded never. The last item of this category asked to what extent teachers integrated speaking with writing, listening and reading. In line with this, 8(80%) of teachers answered they never integrated speaking with other skills while the rest 2 (20%) of them answered rarely. Generally, the data showed that teachers integrated speaking with listening and reading sometimes in the speaking lesson.

4.2 Presentation and analysis of Data through Observation

The analysis and presentation of data collected through observation check list was presented below. During this observation, four randomly selected teachers were observed three times.

The classroom observation which was made for four classes twelve times, result indicated that majority of the activities expected to be practiced by the teachers were not observed. However, some of them for example, teachers provide pre and post session activities to contextualize the content of receptive skills were observed in the teaching/learning process. In addition to this, teachers were also observed when they employed task and content based instruction. And teachers also gave activities and exercise that made students involve active participation. The other strategy that help to teach integrated skills were not observed- teachers were not observed when they made learners plan, review and evaluate their work in pairs or group. Similarly, activities that let learners in role play like asking learners to produce in English either letter writing poster to display in classroom, an interview or a discussion panel were not observed.

Another classroom observation result indicated that teachers were observed while they employed some of the activities; for example teachers' used listening comprehension text to teach speaking skill and they used listening text for reading. Teachers were also observed when they used dictation procedures which also help to integrate listening skill with writing skill.

The other activities observed in the actual classroom teaching/learning in reading lesson, teachers made students to practice speaking in the pre and post reading phase. These activities help to integrate reading with speaking.

But other activities that encourage integration of language skills were not employed by teachers. For example, tasks which encourage the integration of reading and writing were ignored and left out in the actual classroom teaching.

Regarding the use of teaching materials teachers used only text book rather than selecting and adapting authentic materials. In addition to other micro strategies illustrated, resources such as newspaper, magazines and internet (where available) provide excellent materials for designing micro strategies for integrating Language skills (Brown, 2001; Kumaravadivelu, 2006; Oxford, 2001).

Regarding the lessons observed about learners' role, most of students were not active participants when their teachers gave those pair and group work. For example, except few students most of them didn't answer or ask questions because of this most activities were teachers fronted than learner- centered.

4.3 Presentation and Analysis of Data Obtained During Interview

The analysis of data gathered through interview indicated that both participants have positive perception of integrating language skills in teaching/learning process. So the results which were found from Interview and questionnaire are consistent.

4.3.1 Teachers Interview Response to Perception of Integrated Language Skills Teaching.

Interviewed teachers have given their reasons for choosing the instructional teaching techniques which support general integrated language skills teaching. The interviewees have on second thoughts spelt out their perception and belief that support the integrated skills instruction utilizes portion of listening, speaking, reading and writing. Four teachers were participated on the Interview. Their interview result indicated that teachers have positive perception to integrate language skills. The following are some extracts of responses of interviewed teachers'.

The researcher (R): Do you think that there is any relationship between the four Language macro-skills?

Teacher₁ (T₁): "Yes! There is strong relationship between the four Language macro-skills. There are naturally integrated- when one speaks others are listening and at the same time,

one can't write without reading. While you are teaching speaking at the same time, you are teaching listening. Therefore, they are highly integrated."

R: Do you prefer integrated skills teaching to segregated skills teaching?

T₂: replied, "Yes! I prefer integrated language skills to segregated skills teaching because it is impossible to separate them they are naturally integrated for example, while you are teaching speaking, students are learning listening." The researcher asked the same question English teacher.

T₃: He said, "Yes the four language skills have great relationship among them. I prefer integrated skills to segregated skills because it helps learners to develop different language skills at the time. For instance, when we teach reading skills we ask our students to express their idea in speaking as a result they learn two or more language skills at a time. When teachers speak students listen and take notes. Therefore, teaching integrated language skills have many advantages."

T₄: Was asked the same question and answered "yes! There is strong connection among them as one is used for the other. Teaching integrated language skills helps the learners to develop different skills at once. Basically students do not learn language skills only to pass the exam I tell them the purpose of teaching and learning language skills.

Therefore, students know why they learn language skills."

The above interview results showed that teachers hold positive perception of integrated skills teaching.

4.3.2 Teachers Interview Response to teachers' and Learners' Roles of Integrate Language Skills teaching

Interviewed teachers have given their response and generalized the methodologies that they used to implement integrated skills teaching that support the integration of the four macro-skills of language. The researcher asked the first teacher (interviewee): What did you do best in implementing integrated skills teaching? The teacher answered: "I promote that the four macro-skills are equally important." The same question was asked by the researcher another teacher and he replied, "I teach receptive skill first then speaking and

writing after that. I involve learners in listening, speaking, reading and writing I just move from simple to the complex”.

The same question was asked by the researcher the third teacher, responded “I used different books and different methods that can initiate my students to learn the skills. Example, speaking needs students’ participation when one speaks others needs to pay attention, and then they are developing listening skills using this and the like activities.” The last interviewee was asked the same question and she answered to this question “I will bring some passages to the classroom to teach integrated language skills .For example, I let some students reading the given text while others are listening and take short notes.”

In the above interview, teachers used different techniques to integrate language skills. For example, the second interviewee used the methods of first teaching the content of receptive skills to make it the input for productive skills in this case, students simply involve through simple to complex. The first teacher promoted the development of the skills equally in the lesson at a time. Whereas the other interviewee gave enough time to formulate the ground to integrate language skill. Using different books that can initiate students to learn integrated skills and etc. are different methods used by different teachers to integrate language skills.

Teachers’ interviews indicated some of them used additional teaching materials to integrate language skills while most interviewee didn’t use additional teaching materials rather than students’ text book. The researcher asked the teachers why they didn’t use other teaching materials to integrate language skills. One of the participant teachers replied: “Students’ text book itself tried to integrate the four language skills. For example, the textbook has got different topics and the passages are related to students' life. Besides, there are different tasks. The instructions for the tasks also lead to the use of two or more skills. Moreover, it encourages individual, pair and group work to be used therefore, no need of using additional teaching materials to teach integrated language skills. The second teacher was also asked the same question and responded “I use different materials like teachers’ guide and other guides from the library to integrate the skills.” The researcher asked the same question the third teacher; the teacher answered “I use different books to integrate language skills.” The fourth teacher whereas answered this question “truly rare.”

Teachers' interview results indicated some of them used some additional teaching materials to teach integrated language skills while other teachers answered they didn't use additional materials. Classroom observation results also indicated teachers never use any material other than text book.

The fifth interview question to be asked by the researcher was strategies to handle students' motivation to learn language skills. Regarding this, the researcher asked, how can you keep students active all the time in English classroom? The fifth teacher replied, "I keep them active by providing activities from text book because the text book itself talks students' life situation which is interesting to them." The same question was provided to the next teacher, he replied, "I activate them by using different teaching methods such as cooperative learning, pair work and group work. I tell students to evaluate each other's work and present to the class what they have discussed in group and pair work."

Another teacher answered the same question, "I use activities like dictation and ordering them to evaluate each other's activities whether they make spelling error or not

The next interview question that was asked by the researcher is, do your students know why they learn integrated skills approach and what is/are their interest/s? The teacher replied, "Of course unless you tell them, they don't know; we teachers should aware them." Another teacher also answered, "They don't know; unless I tell them even they prefer learning grammar and vocabulary than learning language skills even though, most of the students are not active participant."

4.3.3 Responses of Teachers on Factors that Affect Integrated Language Skill Teaching and Learning.

What is the most difficult thing for implementing integrated language skills approach? The researcher asked one of the teachers, he replied; "Of course nothing but it needs teachers' efforts and techniques if not we (teachers) use our own efforts it is challenging to teach writing skill with the integration of other Language skills since students have no much concept to construct sentences and scripts." For the same question, the other teacher answered; "The most difficult challenge to implement the integration of language skill is students use mother tongue instead of using English language and most of the students can't write words correctly".

Another teacher answered this question; “learners’ perception towards integration of Language skills, lack of the target language proficiency and large class size are the most difficult things to implement language skill integration.” The researcher asked the last teacher similar question: the teacher answered; “Most of the students are not active enough they may not accept the purpose of teaching integrated language skills, some of them consider it as wastage of time and they need to focus on grammar aspects. Even we teachers focus on grammar aspect that is why they mainly focus on it. As it can be observed from the teachers’ interview response teaching integrated skills can be affected by different factors. The teachers’ interview results indicated learners unevenly developed language proficiency, mother tongue interference, students lack of interest to learn language skills classroom condition (large size of the class) were factors that affect language the implementation of teaching integrate skills in TEFL classroom.

4.3.4 Presentation and Analysis of Learners Interview response

Learners’ interview response indicated that they have good perception of integrated skills teaching. All the interviewee showed that they want to learn language skills than practicing discrete language elements of grammar vocabulary.

“Do you think that there is any relationship among the four language skills such as listening, speaking, writing and reading if yes, what is the advantage of them” the researcher asked the first student.

The student replied, “Yes, there is relationship among the four language skills. When our teacher speaks we take notes and read what we wrote at the same time. Learning integrated language skills has many advantages for us; it helps students to develop confidence.

It is also preparation for our real life situation, since many students can’t speak in front of the students in the classroom, it is better for us to practice language skills.” Another second student was asked the question by the researcher the student answered, “Yes! Strong relationship is there. For example, one can’t speak or write without listening or reading.” If that is so, do you think learning integrated language skills have benefits for the students? Asked by researcher, he replied, “yes, the integrated language skills teaching has different advantages-it helps us for academic performance. Even it is useful to engage us in our life situation,” The third student was asked the same question by the researcher, and he responded; “yes they are strongly interrelated; because listening and speaking are

highly interrelated this means one speaks the other listens and responds.” The other student replied the same question, by saying “definitely the skills have strong relationship one can only listen if other speaks; one can’t read in the absence of writing .They integrated language skills have a number of advantages for us for example, it helps us to develop the language skills equally without less attention to the other one, or with giving more emphasis to the other one. As a result we equally develop these skills.”

From the above interview results, it is possible to say learners have positive perception of integrated language skills. All students’ interview results showed that learning integrated language skills helped them to develop their communicative competence and it was also increased their academic performance. In addition to this, some students expressed that it increased their classroom interaction. Therefore, students have good understanding of learning language skills in integration.

4.3.5 Learners role during the Teaching /Learning Integrating Language Skills

The researcher asked the first (ST₁) student whether or not actively participates in the class while the teacher teaches integrated language skills? The student answered; “Most students don’t participate during English class; I think they fear to speak English this is why they don’t participate in integrated language skills.” Another second (ST₂) student was asked the same question and answered; “Yes, the actively participate. For example, when our teacher gives us some activities in group, we choose the representative to jot down our discussion and presents to the class.”

The third student (ST₃) was also asked the same question by the researcher, and replied “No! They want everything from their teacher. This mean they are happy if the teacher doesn’t give them activities in pair or group but copying everything from the chalkboard”. The fourth (ST₄) replied for the same question, “Not this much most of the students are passive they are not actively participate in the lesson. I think they take it as killing time; others use mother tongue when the teacher asks to do some activities.”

The interview results of students regarding their roles during teaching/learning language integrated skills, showed most of the students were not active participants however; one respondent said students participate in the classroom activities that were given by their

teachers. Therefore, students' interview results indicated that most of the students do not actively participated during English classroom.

The researcher asked last question, what is the most difficult thing for you to implement language skills integration? First student answered, "Students are not active enough to learn language skills in integrated way. The attitudes of teachers are also hindering teaching language skills in integrated manner; teachers accept students as they can't do challenging activities. In addition, teachers assume that it is a waste of time to give equal emphasis to all language skills. Hence, they ignore one or two skills and rush to cover the portion. In sum, the data collected from the questionnaire and the interview showed that the factors that affect the integration of macro skills (reading, listening, writing and speaking) were similar." Another student, replied for the same question; "Anxiety is one of the factors that affect that can affect learning integration language skills, students fear to participate in the classroom. Lack of English language knowledge is also another factor for example, students can't correctly spell what they listened during the dictation class. The last student responded the same interview; "shortage of time to practice teaching integrated language skills need time, classroom condition is not good-desks are not flexible to make group work and large class size is also affecting teaching integrated language skills."

CHAPTER FIVE: CONCLUSION AND RECOMMENDATION

5.0 Introduction

This chapter deals with two main parts of the study. The first part discusses the conclusion of the major findings of the study. The second part deals with possible recommendations of the researcher based on the conclusion made.

5.1 Conclusions

The major concern of the study was to evaluate the integrated English language teaching practice at grade 10 level at Liben Mecha Secondary School. The study answered the following three research questions.

1. What is/are the factor/s affecting the implementation of teaching integrated skills?
2. What are the roles of teachers and students while attending the integrated language skills teaching/ learning?
3. What is EFL teachers' and students' perception of teaching /learning integrated language skills?

Thus on the basis of the results obtained from teachers questionnaire, classroom observations and students' interview the following conclusions are drawn.

1. Large class size, learners' lack of interest, learners' lack of target language proficiency are some factors.
2. Teachers used techniques which help to integrate the content of receptive skills to provide input and modeling productive skills, teachers rarely integrated reading with other language skills, students rarely participate in most activities group and pair works and etc. were seen in the classroom activities.
3. Theoretically, both teachers and learners have positive perception; they stated that language skills are naturally interrelated and should be taught interactively.
4. The analysis of data tells that both teachers and students have observed integrated skills approach positively; but the practical implementation of teaching these language skills was low. The result of the study indicates:
 - Large class size, learners lack of interests and target language proficiency, lack of teaching materials, students not participating in the practice of teaching /learning

integrated language skills in the classroom were suggested as the major factors that affect the implementation of teaching integrated language skills.

- Teachers used techniques which help to integrate the content of receptive skills to provide input and modeling for productive skills to employ learners' receptive skills in spoken medium listening selections were used as models for speaking interaction and pronunciation some times; reading input supplies models for writing medium.
- Both teachers and learners stated that language skills are naturally interrelated and should be taught interactively. Consequently the participants prefer practicing integrated language skills teaching than practicing discrete elements of language and linguistic forms like: grammar, vocabulary and pronunciation).
- Even though teachers lack the practical implementation of teaching integrated language skills, they viewed content-based and task-based language teaching follows the development of integrated language skills. Therefore, teachers perceived the two forms of teaching integrated language skills positively.
- Cooperative learning such as group work and pair work were the major activities performed by teachers, fail to encourage and employ language tasks that encourages communicative principle of task-dependency that is the essential activity to make the lesson meaningful from students' points of view.
- Teachers integrated reading with other language skills in most case, while the other language skills were rarely integrated in the actual classroom implementation of teaching integrated language skills in EFL classroom at grade ten level.
- Teachers view that content-based instruction and task-based language teaching pursues that development of integrated language skills teaching.
- Both participants agreed that language skills are naturally integrated and should be taught in integrative manner in EFL classroom. In addition to this, they also agreed teaching integrated language skills have a number of advantages like as it develops students' communicative competence; it also improves their motivation to learn English. This shows that participants perceived teaching integrated language skills positively.
- Students rarely participated in most activities that need students' active participation such as following teachers' direction for the seek of clarification, taking notes, participating in pair and group works when teacher taught them in the classroom.

5.2 Recommendations

Based on the above conclusions the following recommendations are forwarded:

1. Even though teachers have positive perception on teaching integrated language skills, there is a gap between their perception and practice, as a result the practical implementation of teaching integrated language skills of teachers' was very low. Therefore, it is important if training should be given for English teachers so that their teaching capacity will be improved.
2. As much as possible teachers should provide authentically based and interesting resource materials and teaching strategies that utilize multiple language skills to express meaning and interact with others.
3. The school should emphasize and give more attention to the impacts that large class has brought on the implementation of teaching integrated language skills and minimize to the medium class size so that teachers can easily manage the activities that their students' perform.
4. Educational institutions in Ethiopia have to focus on promoting the quality of English language programs for their respective teachers and students to enhance their ability to communicate English language fluently. Therefore examining teachers' and students' patterns of language attitudes and training presentences will enable them to provide their needs and foster proficiency in EFL classroom.
5. As the finding indicated students didn't actively participate in the functional activities discussion groups in actual classroom teaching/ learning of integrated language skills in English class. Therefore, teachers should encourage and direct their students to improve their motivation and effort to learn language skills. The English language education department and other stake holders need to understand the importance of using integrated language skills approach for helping learners become well skilled in English.
6. Teachers should be trained how and why to integrate the four language skills; so that they employ language learning strategies and emphasize the given strategies can enhance performance in all language skills and reflect the integration of skills in any language teaching lesson.

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APPENDICES

Appendix - A

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH LANGUAGE

Dear Teacher,

This questionnaire is designed to find out the practice of teaching integrated language skills in English Classroom. It is one of the instruments that the researcher uses to collect necessary data for his MA thesis in teaching English as a foreign Language (TEFL).

Thus, I kindly request you to give the necessary information. The researcher would like to assure you that all the responses you give will be kept confidential and only used for research purpose.

Direction 1: Please give the information about yourself for each of the following categories below.

Put a tick (✓) mark in the appropriate box where necessary.

1. Age 20-29 ☐ 30-39 ☐ 40-49 ☐ above 50 ☐
2. Sex male ☐ female ☐
3. Field of study Major _____
4. Qualification Diploma ☐ BED/BA ☐ MA ☐
5. Total years of experience 1-5 ☐ 6-10 ☐ 11-15 ☐ 16- 20 ☐ above 20 ☐

Direction 2: The following questions are posted to investigate teachers' and students' roles in teaching and learning integrated language skills in the classroom. Please read the following items carefully and put a tick (✓) mark to indicate your appropriate alternative for each of the given items.

Key:

A =Always =S Usually =U Sometimes R= Rarely N= Never

No	Items	Rating Scale				
		A	U	S	R	N
1	I use task based language teaching to integrate language skills					
2	I use pair work and cooperative learning when I teach integrated language skills.					
3	I Integrate language skills using content Based Instruction.					
4	Using hybrid form of content Instruction and Task Based language teaching I teach integrated skills approach.					
5	I expose students to bits of language (through reading or listening) that are significant for the students to produce their own language (writing or speaking).					
6	I help students to work a certain language task (e.g. Letter writing, poster posting on the wall of the class to match with pictures and an interview or panel discussion to display in the classroom).					
7	I help students plan, review and evaluate their works in groups.					
8	I give dictation procedures for reproduction.					
9	Students are more willing to take risk in communicative class than teacher fronted.					
10	Students become more proficient in problem solving when integrated skills approach is used in language and actively participate in the class.					

Direction 3: Read each statement in this section and decide whether you agree or disagree with the statements by putting a tick (✓) mark against your choice. For this questionnaire the following responses are prepared.

Key:

SD= Strongly disagree D= Disagree A= Agree SA= strongly agree

No	Statement	SD	D	A	SA
1	Language skills reading, speaking, listening and writing are interrelated and should be integrated in actual classroom teaching.				
2	Based on my understanding of teaching English, English teachers should teach reading, writing, speaking and listening separately.				
3	Integrated skills teaching can create plenty of opportunities for students in the class and raise their motivation to learn English.				
4	Integrated skills teaching allows a teacher to build a variety in to the lesson.				
5	ISA (integrated skills approach) improves learner's interaction skills.				
6	Teaching integrating the four language skills can develop students' communicative competence.				
7	TBLT (Task Based Language Teaching) pursues the development of integrated skills in English Classroom.				
8	Integrated language teaching improves language learning.				
9	Content based instruction help learners to practice all the language skills in integrated, communicative fashion while learning contents.				

Direction 4: For the following statements please give your answers by putting the tick (✓) mark on your preference .The statements are problems you may face to teach integrated language skills approach.

KEY:

A = Serious problem B = Problem C = Undecided D = Not problem E=Difficult but manageable

No	Items	Degree of Serious				
		A	B	C	D	E
1	I have very limited knowledge of integrated language skills approach.					
2	I have limited target language proficiency					
3	Students do not used to integrate skills approach.					
4	Large class size is obstacle to use integrated skills approach.					
5	I have difficulty in assessing learners' integrated skills performance.					
6	Integrating language skills needs greater effort					
7	I have no time to prepare materials for integrated skills instruction.					
8	Learning process tends to overlook quality of learning product.					
9	Learners have unevenly developed proficiency across the four macro skills area.					

If there are any other factors please mention below.

APPENDIX - B

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITY AND LAW

DEPARTMENT OF ENGLISH LANGUAGE

Gaaffii barreeffamaa barattootaan guutamu

Kaayyoon gaaffilee kunneenii Odeeffannoo dandeettiwwan Afaanii afran qindoominaan barnoota Afaan Ingilizii barsiisuu fi barachuu godhamu walitti qabuuf kan qophaa'e dha. Kanaafuu, deebiin isin kennitan milkaa'ina qorannichaatiif shoora guddaa taphata. Deebiin isin kennita kunis qorannoo barnootaa Digirii 2^{ffaa} /MA/ qofaaf kan Ooluu fi icitiin kan qabamu dha.

Hub: Maqaa ofii barreessuun hin barbaachisu !

Kutaa 1^{ffaa} Daree barnoota Afaan Ingilizii baruu-barsiisuu keessatti Odeeffannoo waa'ee dandeettii Afaanii arfan walitti qindeesuun barsiisuu/barachuu gaafachuuf qophaa'ee dha. Gaaffilee asii gadii erga sirriitti dubbiftee booda deebii sirrii dha jettu mallattoo(✓) fayyadamuun filannoowwan kenneman keessaa tokko filachuun agarsiisi.

1. Daree barnootaa Afaan Ingilizii keessatti dandeettiwwan Afaanii arfan (dhaggeeffachuu,dubbachuu ,dubbisuu fi barreessuu) mata-duree tokko jalatti qindoominaan ni barattuu? Eeyyee ☐ Lakkii ☐

Kutaa 2^{ffaa} Gaaffiiwwan armaan gadii hubannoo bartoonni dandeettii Afaanii afran walitti qindeessun baratan qaban baruuf qophaa’e. kanaaf gaffilee gabatee armaan gadii keessatti dhiyaate sirritti hubadhuutii filannoo kanattan waligala ykn walii hin galu jettu mallattoo(✓) kanaan agarsiisi. Filannoowwan gaaffilee kanaaf dhiyaatan Sirriitti walii gala (SW), waliin gala(W) Nan morma(NM) Baay’een Morma (BM) Hin murteessine (HN)

Lak k.	Gaaffilee	Filannoowwan				
		SW	W	NM	BM	HN
1	Dandeettiin Afanii afran lamaa fi ol walitti qindoominaan barsiifamuu qabu					
2	Dandeettiiwwan afaanii arfan qindoominaan barachuun dandeettii afaanii waliigalaa gabbisa					
3	Dandeettiiwwan afaanii arfan irraa seer-lugaa fi hiikaa jechootaa (grammar rules and vocabulary) barachuun fedha kooti.					
4	Dandeettii afaanii arfan qindoominaan barachuurra gargar qoqqoodee barachuun fedha.					
5	Dandeettiiwwan afaanii arfan qindoominaan barachuun carraa garee fi gamtaan barachuu fi hubannoo bal’aa argachiisa.					
6	Dandeettiiwwan afaanii arfan waliin walitti qindeessanii barachuu dhiisuun barattoota dandeettii garagaraa qabaniif carraa afaan barachuu isaanii ni bal’isa.					

Kutaa 3^{ffaa} kutaan kunimmoo barnootaa Afaan Ingilizii daree keessatti kennamurratti gahee barsiisaa fi barattoonni dandeettii afaanii arfan walitti qindeessuu (integrated language skills) keessatti qaban hubachuuf qophaa'e. Kanaaf gaaffilee kanaaf hagam gochaawwan kun akka raawwatan mallattoo (✓) fayyadamuun deebisi. Filannoon gaaffilee kanaaf dhiyaatan

Yeroo hunda (A) Yeroo baay'ee (B) Darbee darbee (C) Yeroo yartuu (D) Tasumaa (E)

T/ L	Gaaffilee	Filannoowwan				
		A	B	C	D	E
1	Barsiisaa/stun koo carraa dandeettiiwwan afaanii afran akkan waliin qindeessee baradhu naaf kennu.					
2	Barsiisaa/stun kee dandeettiiwwan afaan Ingilizii afran walitti qindeessuunii barsiisuuf kitaabota garagaraa filuun madaqsanii gilgaalota dandeettii afaanii qindoominaan barsiisan ni qopheessu.					
3	Barsiisaan kee yeroo dandeettiiwwan afaan Ingilizii afran walitti qindeessuun barsiisan barattootaa garee fi cimdiin qindeessuun akka baratan ni godha.					
4	Barsiisaan kee yeroo dandeettiiwwan afaan Ingilizii afran walitti qindeessee barsiisiisu hojii keessan karooraan akka hoggantan haala in mijeessu.					
5	Barsiisaan kee mata- duree qabiyyee tokko qabu jalatti dandeettiiwwan afaanii afran walitti qindeessanii ni barsiisu.					
6	Barsiisaan kee wanta daree keessatti dubbistan irra deebiin akka dubbiftaniif dubbisicha isin shaakalchiisuu.					
7	Barsiisaan yeroo dandeettiiwwan afaan Ingilizii afran nu barsiisuuf gareen fi cimdiin nu ijaaran sirriitti dammaqinaan mari'anne hojjenna.					
8	Dandeettiiwwan afaan Ingilizii afran walitti qindeessuun barsiisan koo yeroo gareen qindeessuun na barsiisan gaaffii gaafachuu fi deebisuurratti hirmaannaa ho'aan godha.					

9	Hojiilee daree, gilgaalota fi shaakala dandeettiinwan afaanii arfan barsiisuuf kennaman nan hojjedha.					
10	Yeroo barsiisaan koo barsiisu, gaaffii gaafachuu fi yaadannoo qabachuu ni hirmaadha					

Kutaa 4^{ffaa} Gaaffileen asii gadii dandeettiinwan afanii arfan walitti qindeessanii

barachuurratti /barsiisuurratti gufuu ta’a jettee yaaddu ulfaatina rakkichaa cimaarraa gara salphaatti tartiibaan kaa’i. (rakkoo baa’ye cimaa, cimaa, salphaa fi Hin murteessine jechuun filannoo kee agarsiisi).

Lak k.	Gaaffleewwan	Cimina Rakkichaa			
		Baa’ye e cimaa	cima a	salphaa	Hin murteessine
1	Barattoonni hirmaannaa ho’aa gochuu dhiisuu				
2	Barattoonni daree barnootaa tokko keessatti lakkoofsi isaanii baayyachuu irraan kan ka’e garee hirmaannee barannu nu hin taasisu.				
3	Barattoonni dandeettii ga’aa Afaan Ingilizii waan hin qabneef hirmaachuu sodaachuu.				
4	Meshaalee deeggarsa barnootaa ga’aan dhabamuu.				
5	Barsiisonni dandeettiinwan kana walitti qindeessanii barsiisuuf fedhii dhabuu.				
6	Qormaanni biyyoolessas ta’ee barsiisonni qoran baay’inaan dandeettiinwan afaanii arfan osoo hin taane Seer-luga fi jechoota irratti waan baayyatuuf barattoonni dandeettii kana barachuuf fedha dhabu.				

Rakkooleen biroo jira yoo jette armaan gaditti tarreessi.

APPENDIX - C

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH LANGUAGE

CLASSROOM ACTIVITIES OBSERVATION CHECKLIST

School _____ Lesson _____ period _____

Grade and Section _____ Date _____

Teacher's name _____

Time _____

No	Activities to be observed	Yes	No
.			
	Instructional activities		
1	Provide pre and post session activities to contextualized and extend the content of receptive skill.		
2	Teachers let learners practicing language skills in integration which are given around the same topic or/ and task based language teaching.		
3	Teachers make learners planning, reviewing, evaluating their work in pairs or groups		
4	Asking learners to produce in English either letter writing, posting poster in classroom, an advertisement, a survey, and an interview or discussion panel.		
5	Give opportunity to students to negotiate meaning responding to what is heard practicing in group discussion note taking and writing in respond to what is heard.		
6	In reading section involve learners to make reflection, questioning, re-reading, deliberation and discussion.		
7	In speaking session, engaging in small talks carried out participating in discussion, telling stories and giving extended monologues in the form of oral reports, summaries or short speeches.		
8	Give exercise and activities that make involving active participation, interaction		

	and collaboration.		
9	Teachers use a listening text as a model for students' speaking.		
10	Teachers use a reading text for the students' writing.		
11	Make students to practice the oral activity; the information that the students get from the reading.		
12	Encouraging students to practice writing activities which is based on information they get from the oral activity.		
13	Present opportunities for positive peer and teacher-students interaction through conversation and discussion.		
14	Ask question and answer question.		
15	Show interests and effort to learn integrated language skills.		

Appendix - D

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH LANGUAGE

INTERVIEW GUIDANCE FOR TEACHERS

Good morning/afternoon; my name is _____ I came from Adama Science and Technology University, School of Humanity and Law; Department of English Language to evaluate the practice of teaching /learning integrated language skills approach.

I appreciate your cooperation and willingness to my interview. Your genuine response has its own contribution to my study and I kindly request you to give me the required information. Therefore, I would like to thank you again for your valuable time and effort in this interview. I would like to allow you to know that any information will be kept in secret and used only for this study.

1. Do you think there is a relationship among the four macro skills of language?
2. Do you prefer integrated skills approach to segregated skills approach in teaching English as a foreign language?
3. What did you do best in implementing integrated skills approach to teach English?
4. In addition to text book, what other type of materials do you use to teach integrated skills approach?
5. How students are kept active all the time in the English classroom?
6. Do your students know why they learn integrated skills approach in English?
7. What are/is student's/students' interest while you are teaching integrated English language skills?
8. What is the most difficult thing for you in implementing integrated language skills approaches?

APPENDIX - E

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH LANGUAGE

INTERVIEW GUIDANCE FOR STUDENTS

1. **Dandeettiiwwan afaanii afran:dhaggeeffachuu,dubbachuu,dubbisuu** fi barreessun walitti dhufeenya qabu jettee yaaddaa? Eyyeen/lakki yoo jette maalif?
2. Dandeettiiwwan afaanii afran kunneen addaan qoqqooduun moo walitti qinseessun barachuu feetaa? Maaliif ?
3. Dandeettiiwwan afaanii afran qindoominaan barachuun fayidaa akkamii qaba jettaa?
4. Barattoonni dandeettiiwwan afaanii afran kunneen yeroo baratan si'aayinaan hirmaatuu?
5. Barsiisonni dandeettiiwwan afaanii afran kunneen qindoominaan barsiisuuf carraaqqiin isaanii akkamii?
6. Dandeettiiwwan afaanii afran qindoominaan barsiisuurratti rakkoo dha kan jettu maal fa'ii?