

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITY AND LAW

DEPARTMENT OF ENGLISH

**TEACHERS' PERCEPTION AND PRACTICE OF INTEGRATIVE TEACHING OF
ENGLISH LANGUAGE SKILLS: TWO GOVERNMENT SECONDARY SCHOOLS IN FOCUS**

BY

ABAYNESH DUTOSE

**A Thesis Presented to the School of Humanity and Law Department of English
in Partial Fulfilments of the Requirements for the Degree of Master of Arts in Teaching
English as a Foreign Language (TEFL)**

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STATEMENT OF THE RESEARCHER

I, the undersigned graduate student, hereby declare that this thesis is my original work, and that all sources of the materials used for this thesis have been duly acknowledged. This thesis has been submitted in partial fulfillment of the requirements for an MA degree at Adama science and technology University.

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LIST OF ABBREVIATI

EFL	English as a Foreign Language
ESL	English as a Second Language
ELT	English Language Teaching
GTM	Grammar Translation Method

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ABSTRACT

The main purpose of this study was to investigate the perception teachers hold towards the teaching of integrative language skills with a view to understanding how perception relate to the pedagogical practice with reference to grade 15 in Gimbichu and Jajura high schools in Hossana Town. Mixed research methods were used to conduct the study. The participants of this study were 40 purposefully selected English language teachers. Four data collection tools were employed, namely, questionnaire, semi-structured interview, classroom observations and textbook analysis. Questionnaires were used to generate data about the conceptual understanding of integrated-skills teaching of the teachers. It was distributed for 40 purposefully selected English language teachers. Interviews were made with 10 randomly selected English language teachers (5 teachers from each school) to elicit in depth information and personal feeling of individual teachers and to identify the specific strategies they used to integrate two or more language skills at a time. Classroom observations were made to investigate the efforts that the teachers made to teach more than two skills at a time and to observe the classroom situations while the teaching was going on. Textbook analysis was also held to investigate the adequacy and integration of activities in the textbook and to assess the distribution of skills in each unit. Accordingly, the findings of the study showed that the teachers had better conceptual understanding of integrated-skills teaching. The analysis also showed that they were familiar with the importance and specific strategies of integrative teaching of language skills. However, the results also pointed out that none of the participants taught more than two skills in integration at a time. Besides, the findings of the study confirmed that the student's textbook held variety of interesting and balance of activities in each unit, which were semantically connected with each other. The results of the study also suggest a need to offer adequate in-service training for English language teachers to implement integrated skills teaching in the classroom lesson(s). Depending on the findings of the study, the researcher forwarded some recommendations with the hope that the use of variety, interesting and communicative activities would contribute to the implementation integrated language skills teaching

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CHAPTER ONE: INTRODUCTION

The purpose of this chapter is to present the background of the study, statement of the problem, objectives of the study, scope of the study, and significance of the study. Included in this chapter are also limitations of the study and the operational definitions of key terms.

1.1. Background of the Study

Perception varies from person to person. Different people perceive different things differently. For the purpose of this study, the term perception is seen as cognitive and intellectual ability used in mental process to recognize, interpret, and understand events, a way to express a particular opinion or beliefs as a result of realizing or noticing things which may not be obvious to other's insight, awareness and way of knowing (Haberlant, 1994; Eyesenck, 1994; Johnson and Johnson, 1999; Richards et al. 1999; Gomes Filho, 2000). Perception refers to the entire sequence from initial sensations, which involved registering and coding of various stimuli perceived by the sensory organs to the full experience of understanding (Siliva, 2005). Perception, then, is our ability to elaborate, interpret, and assign meaning to the input we receive.

Many researchers have indicated the influence of teachers through their beliefs and practice which would eventually affect the teaching of the language (Shahrom, 1994; Dunn, 1998; Tyler, 2000; Smith, 2002; and Thibeult, 2004). They found that teachers' perception mainly depends on the knowledge they have and the attitudes they have towards teaching methods and particular approach. These researchers also stated that if teachers have positive attitude towards teaching of language skills, they can make the lesson meaningful and dynamic. For this reason, teachers' perception towards teaching approaches and methods can positively or negatively affect students learning and achievement.

It has been accepted idea that teachers' ways of thinking and understanding of a particular approach or method is vital components of their classroom practice. Because, teaching is based on the assumption that what teachers do is a reflection of what they know and believe, and that teachers' knowledge provides the underlying frame work or schema which gives the classroom practice; it is the teacher's subjective school related knowledge which determines for the most part what happens in the classroom (Clark and Peterson, 1986; Lynch, 1989; Richards and Lochart, 1996).

When an integrated language skills teaching was seen in Ethiopian context, the extent of practical implementation seems left to the minimum. Concerning integrative English language skills teaching in Ethiopian context, as far as the researcher knows, a few studies have been conducted. For example, Alemayehu Negash (2008) conducted a research on “a study on the practice of integrated language skills teaching at grade 9 level”. However, he only studied the classroom implementation of integrated language skills teaching. And Alemu Kebede (2011) conducted a study on implementation of teaching English language skills integratively. He also focused on the classroom practice of integrative language skills teaching. On the other hand, Endalkachew Jembere (1995) conducted a study on “assessing feasibility of integrated teaching of listening and speaking”. He studied the integration of two language skills only, speaking and listening at grade eleven level.

However, when we are talking about the language skills integration, the process should include more than two language skills at a time. In other words, the teaching and learning process become more meaningful if more than two language skills are integrated at a time. Nevertheless, no attempt has been yet made to investigate the perception English language teachers hold towards integrative teaching of English language skills to be aware of how perception relate to pedagogical practice. In addition to this, the English language textbooks under their investigation were not functional now because the Ethiopian government introduced new English language textbooks in 2011. As the result of this, this study differ from the above researchers based on its focus on investigating the perception teachers hold towards integrative language skills teaching with a view to understanding how perceptions relate to classroom teaching practice. Secondly, the textbook under the investigation of this study was the newly introduced one. Due to this reason, the researcher was initiated to conduct a study on perception teachers hold towards integrative language skills teaching to examine the influence of it on the classroom teaching practice in 2 selected government high schools in Hossana town.

1.2. Statement of the Problem

So far one or two of the four traditional language skills were given prominence in EFL classes where one or two skills were dominant over the others. This approach is described as segregated language skills teaching approach (Scarcella and Oxford, 1994; and Oxford, 2001). Yet, segregated language skills teaching approach was found to be contradictory to the natural way of acquiring a language, there have been a movement to integrated language skills teaching approach which is a popular concept these days throughout the world. It involves the linking of the four language skills: listening, speaking, reading and writing and macro skills grammar vocabulary and so on with the intention of emphasizing real and meaningful communication (Oxford *et al.*, 1994).

It was believed that the integrated approach to teaching and learning has been lauded in education literature as an approach which avoids fragments of knowledge and leads to holistic understanding of concepts. Because, it provides authentic language learning environment in classroom, enable students to learn language skills in a better way, makes students be successful academically, make students critical thinker, create motivation in students, and brings student centered teaching in the classroom (Long and Crookes, 1992; MacDounaph and Shaw, 1993; and Seedhouse, 1999).

It was perhaps with this idea in mind that the integrated approach to the teaching of English was introduced in Secondary schools in Ethiopia. Many people, however, have expressed doubt about the implementation of the integrated language skills approach in the teaching of English in Secondary schools in Ethiopia (Endalkachew, 1995; Alemayehu, 2008; and Alemu, 2011). Besides, from her own experience and unstructured classroom observations, the researcher observed that the teaching methods that were employed during the classroom instruction might not prepare students for meaningful communication. However, as far as the knowledge of the researcher concerns, no study have been conducted to investigate the perception teachers hold towards integrated skills teaching to understand how perception affects the implementation of integrated skills teaching in the lessons.

Thus, the assumption of the researcher was that this study might explore the perception teachers' hold towards integrative skills teaching and the major factors that impede the implementation of it in the lesson. Besides, it might give some sort of suggestions to overcome the hindrances (if any) of integrative skills teaching. After doing so, students

would become competent in English. Thus, the researcher was motivated to investigate the perception teachers hold towards integrative teaching of language skills to understand how perception relate to pedagogical practice.

1.3. Objectives of the Study

1.3.1. General Objective of the Study

The general objective of the study was to assess integrative teaching of English language skills.

1.3.2. Specific Objectives of the Study

The specific objectives of the study were to:

1. assess the teachers' perception of integrative teaching of English language skills.
2. investigate the teachers' practice of integrated-skills teaching.
3. investigate the extent to which skills are integrated in the textbook.
4. assess the factors which hinder integrative language skills teaching.

1.4. Research Questions

This study was carried out to answer the following research questions.

1. How do the English language teachers' perceive integrative teaching of language skills?
2. How do teachers integrate language skills practically in their classrooms?
3. To what extent are language skills integrated in the student's textbook?
4. What are the factors, if any, that hinder the implementation of integrated language skills?

1.5. Significance of the Study

The purpose of this study was to assess the English language teachers' perception and classroom practice of integrative English language skills teaching. It is hoped that the study would provide methodological insights and information to EFL teachers which are helpful for them to implement integrative language skills as intended. Secondly, language curriculum planners, syllabus writers and material producers of the country would get valuable insights

which would help them improve the weaker area of the student's textbook. Finally, the study could help academicians or researchers who have interest to conduct related studies.

1.6. The Scope of the Study

This study was concerned with assessing perception teachers hold towards integrative English language skills teaching to understand how perception relates with pedagogical practices in 2 selected high schools in Hossana town. The integration of language skills are concerned with the combination of the four language skills (listening, speaking, writing and reading). These skills are naturally integrated with each other and the development of one skill leads to the development of the others skills. The settings of the study were also delimited to two selected government high schools, namely, Gimbichu and Jajura high schools in Hossana town.

1.8. Operational Definitions of Key Terms

Assessment: Refers to an ongoing process of gathering and analyzing the information to make consistent judgments.

Perception: Refers to our ability to elaborate, interpret and assign meaning to the input we received.

Practice: Refers to the extent to which teachers actually exercising a particular lesson and activity in the actual classroom.

Integrated Language Skills Teaching: Refers to linking two or more macro language skills (listening, speaking, reading and writing) and micro skills (vocabulary and grammar) in language teaching learning process.

Segregated Language Skills Teaching: Refers to a language teaching approach in which the four language skills of listening, reading, speaking and writing are not properly woven together in an instruction.

CHAPTER TWO: LITERATURE REVIEW

This chapter reviews the relevant literature to the researchers' leading questions stated under section 1.4 of this study. The literature is used to assess what has been done so far in line with entire concept of this study. In addition, this unit serves as a theoretical framework for data analysis and interpretation.

2.1. Definition of Perception

Different scholars define perception from different perspectives. For example, some of them focus on psychological perspective, and others emphasize on intellectual perspective. For instance, Allport (1966) defines it as the way we judge or evaluate others. That is, the way individuals evaluate people with whom they are familiar in everyday life. And also Woolfork (1998) defined perceptions as the process of determining the meaning of what are sensed. In addition, Silva (2005) elaborated it as the entire sequence from initial sensation, which involves registering and coding of various stimuli perceived by the sensory organs to full expression of understanding.

Although a variety of definitions have been suggested by many scholars, for the purpose of this study, the term perception is seen as intellectual ability used in mental process to recognize, interpret and understand events. This definition has been suggested by Eggen and Kuachak (2001) and Silva (2005). They gave cognitive or intellectual dimension of perception. They reported that perception involves peoples' ability to elaborate, interpret and design meaning to the input they receive. It refers to the entire sequence from initial sensations, which involve registering and coding of various stimuli perceived by the sensory organs, to the full experience of understanding. According to Adediwurang and Tayo (2007), perception may be influenced by both the present and past experiences, individual attitude at a particular moment, the interest of the person, the level of attention, and the interpretation given to the perception

2.2. Teachers' Perception and Classroom Practice

It has been recognized that there is high correlation between what teachers perceived they know and what they teach (Wilson *et al.*, 2001). Thus, the ability to teach integrated skills effectively depends on the teachers' perception of knowledge of subject matter and pedagogical skill. Silva (2005) argued that when teacher's perceptual knowledge contradicted by theory, teachers tend to reject the new knowledge and maintain practices no matter how logical or sound it could be and strong conflicts and dilemma may arise. He also stated that the teaching act then is perceived as a linear behavior that intends to deliver a product, and consequently, the self renewal of the teachers' knowledge that is intended may not be possible. Borg (2001) also pointed out that the way teachers' perceive their knowledge about all aspects of language will impact on how they view and approach classroom activities. In addition to this, Grossman *et al.* (1989); and Richards and Lockhart (1996) reported that teachers' lack of content knowledge can affect the style of instruction.

In teaching material they are uncertain of, teachers may choose to lecture rather than soliciting student questions, which could lead them in to unknown territory (Silva, 2005). For this reason, the conceptual understanding of a particular teaching approach and the pedagogical knowledge of the subject matter will impact how they view and approach classroom activities. This indicates that teachers' subject matter knowledge and classroom practice are highly interconnected. Eggen and Kauchak (2001) pointed out three directions under which a study on teachers' knowledge of subject matter can be done. These are knowledge of content, pedagogical content knowledge and general pedagogical knowledge. This advocates that to teach the subject matter or a particular approach effectively in the classroom, thorough knowledge is important. In other words, this is to mean that nobody can teach what he does not understand. According to Adediwura and Tayo (2007), perception is critical because it influences the information that enters working memory.

Background knowledge in the form of schemas affects perception and subsequent learning. Background knowledge resulting from experience strongly influence perception (Glover *et al.*, 1990). Teachers can make or break the integration of language skills which eventually affect (positively or negatively) students learning. If teachers have a positive perception towards integrative language skills teaching, they will implement practically in the

classroom. However, it will be worrying when teachers have a negative perception (Tyler, 2000). That means, if they have negative perception towards integrative language skills teaching, they will break the integration skills and focus on segregate language skills teaching.

It is highly accepted that better understanding of a particular teaching approach and content knowledge will direct to a kind of better teaching and learning process. The effectiveness teacher is impeded if he/she is unfamiliar with the body of knowledge taught and that teachers' effectiveness is subject specific (Adediwura and Tayo, 2007). The implication of this for teachers is that they must thoroughly understand the content of what they teach and they should possess pedagogical knowledge to practically implement in the classroom. The teacher whose understanding of topic is thorough, use clearer language, their discourse is more connected, and they provide better explanation than those whose background is weaker (Adediwura and Tayo, 2007). Research on teachers' belief system regarding teaching approach suggests that it is derived from a number of different sources. The following authors divided the sources into six categories. 1, their own experience as language learner 2, experience of what works best 3, established practice 4, personality factor 5, educational and research based principle and 6, principles derived from an approach or method (Charles and Lockhart, 1996). Teachers may believe in the effectiveness of a particular approach or method of teaching and consistently, try to implement it in the classroom.

2.3. Integrated Skills Teaching

Skills integration generally refers to linking two or more of the traditional four skills of language learning. According to Richard and Rodgers (1995), the concept of integrated skills is the teaching of language skills of reading, writing, listening and speaking in conjugation with each other as when the lesson involves activities that relate listening and speaking to reading and writing. They suggested the integration of receptive to productive skills in order to make full integration of language skills. On their part, McDonough and Shaw (1993) suggested that the process of integrating the language skills involves linking them together in such a way that what has been learnt and practiced through one skill is reinforced and perhaps extended through further language activities which will bring one or more of the skill into use. They noted that the language skills support each other in one or other way and the development of particular skill leads to the development of other skills. It is widely accepted

as the best approach through out the world today (Oxford *et al.*, 1994; Cerce-Murcia, 1995; and Jing, 2006). Because, successful integrative teaching might help teacher to make the lessons dynamic, involving the learners in varied activities and interactions which can create plenty of opportunities for students to participate in class and raise their motivation to learn the English language skills.

It is well known that English language teaching (ELT) has gone a number of phases in using different approaches and methods as the result of continuous developments and changes of knowledge in the world. Among many approaches the one which is widely used throughout the world today is that of integrated language skills teaching (Snow, 1991; Scarcella and Oxford, 1994; Oxford *et al.*, 1994; and Jing, 2006). In an integrated language skills instruction, students are exposed for real and authentic language as well as meaningful communication (Harmer, 1991). It is also believed that a separate focus on individual skill can play a useful role in promoting students' language learning if it is well taught. However, such an approach would not ensure adequate preparation for later success in academic communication, career-related language use or everyday interaction in the language (Oxford, 2001).

The course book should deal with the four language skills and develop the students' ability in using English in everyday situations as much as possible. In connection with this, Widowson (1990) pointed out that the purpose of language teaching course is commonly defined in terms of four skills (listening, speaking, reading and writing). On his part, Cunningsworth (1995) strengthened the above explanation as the way the course books deals with the micro skills are central to language learning. He also suggested course book evaluation to check whether it deals with all the language skills. From his suggestion one can understand that if the course books treat the language skills equally, they can play a crucial role in promoting communicative competence of the students. Therefore, it is the responsibility of teachers and other professionals to evaluate course books whether the course books accommodate the skills equally or not (Abdu Mohammed and Mulugeta Teka, 2001).

The macro and micro language skills must go side by side to realize full integration of language skills. In addition to this, addressing the need of the student is important in the teaching of integrated language skills because students might have different ability in employing the language skills. In connection with this, Prodromou (1995) argues that just as

some learners may be good at vocabulary but weak at grammar, others are good at listening but bad at speaking; it is worth catering to the variety of the needs of their students. McDonough and Shaw (1993) argues that if we want our language learning to come as close as possible to real life communicative situations, then we have to organize activities that let students use all the four language skills. They notified that it is better if teachers look for or even design themselves suitable materials for the classroom activities, getting and retaining their students' attention along with enthusiastic participation. Therefore, it could be logical to deduce that the authentic utilization of the four language skills in many situations in accordance with the context can play a significant role in teaching and learning process. To this end, it is clear that textbooks should present and treat activities and tasks in a balanced approach and in integration. Thus, the fulfillment of these dimensions would reveal that text books serve as facilitator for class room activities (Savignon, 1991). In his discussion, Harmer (1991) showed that the activities in language learning could have the opportunity to focus on one particular skill to make the learner concentrate on it. The focus on one skill in particular setting must lead to practice in another through the integration. He also argued that there are cases in which an individual skill may be treated individually.

To sum up, it is worth noticing the importance of integrated language skills teaching which allows for practice of language in a way which is closer to the real world and assist in the development of full language user (Gower *et al.*, 1995). It always helps for the continuity in the teaching–learning process as tasks and activities are not performed in isolation but are closely related and dependent on each other (Edwards, 2003).

2.4. Segregated Skills Teaching

Segregated English language skills teaching approach is a kind of traditional teaching method in which teachers focus on the teaching the language skills separately. Oxford *et al.*, (1994); and Jing (2006); Akram and Malik, (2010) stated that for different reasons traditional English language teachers tend to teach the language skills separately and materials and activities designed usually focus on one specific skill and others are ignored. In the segregated-skill teaching approach, the mastery of discrete language skills such as reading and speaking is seen as the key to successful learning, and language learning is typically separate from content learning (Mohan, 1986). This approach is a direct opposite to the integrated language

skills teaching in which people use two or more language skills in real life communication. Without doubt, a separate focus on segregate skills can play important role in promoting students' language learning if it is well taught. However, some of the language specialists, for example, Oxford (2001) and Jing (2006) and many others pointed out that segregated skills teaching approach would not ensure adequate preparation for the later success in everyday interaction through the language.

According to these language specialists, an extreme example of segregated language skills teaching approach is GTM (Grammar-Translation Method) in which teaches to analyze grammar and to translate, usually in writing, from one language to another. However, it has its own limitation. For example, it is believed that GTM limits the language learning to a very narrow, non-communicative range that does not prepare students to use the language in everyday life. Even though focusing on one or two discrete language skills can develop particular skill of the students, it cannot prepare students for developing overall skills.

Oxford *et al.* (1994); and Jing (2006) pointed out the major reasons of English language teachers' preference of segregated language skills teaching as: perhaps teachers and administrators think it (segregated skills teaching) is logistically easier to present courses in writing divorced from speaking or on listening isolated from reading. However, if the language teacher is skillful, he or she can intertwine one skill with the other. In line with this, Oxford (2001) pointed out that in many instances where an ESL or EFL course is labeled by a single skill, the segregation of language skills might be only partial or even illusory.

2.5. Rationales for Skills Integration

The goal of integrated English language skills teaching is to develop students' communicative competence which includes both the knowledge about the language and the knowledge about how to use the language appropriately in communicative situations. Practicing integrated language skills teaching enable students to develop their ability in the use of two or more of the four skills within communicative framework. Accordingly, Hersan (1998) stated that nowadays communication is the major goal for learning a foreign language. He suggested that the classroom activities should be taught in integration in order to arrive at ease in communication.

In daily life, these skills (listening, speaking, reading and writing) are seen in integration, for instance, Oxford (2001) exemplified skills integration as: in a course on intermediate reading, the teacher probably gives all of the instructions orally in English, thus causing students to use their listening ability to understand the assignment. In this course, students might discuss their readings, thus employing speaking and listening skills and certain associated skills, such as pronunciation, syntax and social usage. Students might be asked to summarize or analyze readings in written form, thus activating their writing skills.

At present, the focus of the classroom instruction is to produce learners who are capable of acquiring the lesson independently on their own and the aim of foreign language teaching is therefore, to help students achieve communicative skills in the foreign language. To achieve this, students should interact with each other inside and outside the classroom through the target language. Certainly, integrative skills interaction either in the classroom or outside the classroom can promote effective communication. Nunan (1989) believes skills integration to be an important features of language learning which appeals to interaction, task continuity, real world focus, language and learning focus and task outcomes. On his part, Jing (2006) argued that through the integration, the students are given opportunities to engage in activities.

To make students competent in communication, teachers are needed to integrate all the language skills together in the classroom lessons. According to some language experts, for instance, Gower *et al.*, (1995) and Brown (2000) skills cannot be separated from one another; they are naturally interconnected and closely intertwined. They argued that “real life integration of language skills gets them (students) to perceive the relationship among several skills”. If the language skills are intertwined well, it will prepare students for better academic performance and social usage. Very frequently, experts demonstrate strategies as though they were linked to only one particular skill, such as listening and speaking (Peregoy and Boyle, 2001). However, it can be misleading to believe that a given strategy is associated with only one specific language skill. In connection with this, Oxford *et al.* (1994) teaching students to improve their learning strategies in one skill area can often enhance performance in other language skill.

Integrated skills instruction usually follows the principle of the communicative approach in which students can be competent in communications. The translation of communicative competence in language teaching practice is to develop learners' language skills, namely, listening, speaking, reading and writing. The commonly accepted perspectives on language teaching and learning recognize that in meaningful communication, people employ incremental language skills not in isolation but in tandem (Hinkel, 2006). In order to promote communication skills of the students, the classroom language skills exercises need to become more like the authentic communication tasks. According to Jing (2006), using integrative classroom tasks can help a teacher create a relaxed atmosphere in his or her class that students' all-round abilities are well improved. For this reason, teachers need to design tasks and activities that will promote different skills of students (Martha, 1985; and McDonough and Shaw, 1993). When a teacher makes use of activities that have been specially designed to incorporate several language skills simultaneously, they provide their students with situations that allow for all-rounded development of the language abilities.

2.6. Importance of Integrated Skills Teaching

Integrated skills teaching can provide numerous advantages for both teachers and students. It has been widely accepted that integrated skills teaching can develop communicative competence of the students because it focuses on the realistic communication. Therefore, integrated language skills make students to participate actively in the teaching and learning process. Successful integrative approach helps language teachers make the lesson dynamic, involve the lessons in diverse activities and interactions. This makes students actively participate in classroom activities (Davies and Pearse; 2000).

The integrated skill teaching approach, as contrasted with the purely segregated approach, exposes English language learners to authentic language and provides the opportunities to interact in the target language. As the result of this, learners rapidly gain a true picture of the richness and complexity of the English language as employed for communication. According to Oxford (2001), integrated skills approach stresses that English is not just an object of academic interest nor merely a key to passing an examination; instead, English becomes a real means of interaction and sharing among people. Successful integrative language skills teaching may help the teacher to make the lessons dynamic involving the learners in varieties

of activities and interactions which can create plenty of opportunities for students to participate in class and raise their motivation to learn English language.

Using integrative teaching approach in a communicative classroom require teachers to make more effort in choosing materials and designing activities in comparison with the traditional English language teaching. Teachers' practice and interaction at the classroom level seem to have vital role for improving communicative competence of the students. According to Atikins, *et al.* (1996), by learning to integrate the skills, students have the benefit of practicing all the language skills in an integrated, natural, communicative ways which develops the mental power. They also reported that by learning to integrate the skills, the students not only develop their ability to express themselves but also they develop their thinking power; they get mental power. As McDonough and Shaw (1993) argue integrating skills makes it possible for learners to gain a deeper understanding of how communication works in the foreign language as well as becoming more motivated when they see the value of performing meaningful tasks and activities in the classroom.

2.7. Forms of Integrated-Skills Teaching

Integration of the four language skills can be achieved through various models. On his part, Hinkel (2006) pointed out that the models for integrated teaching with a communicative focus include an extensive array of curricula and types of instructional models, such as content based (including theme based), task based, text based (also called genre based), discourse based, project based, problem based, literature based, literacy based, community based, competency based, or standards based. In fact, Richards and Rodgers (2001) noted that as long as instruction engages learners in meaningful communication and enables them to attain the curricular objectives, the range of models and teaching materials compatible with integrated language teaching is unlimited. However, currently both Task-Based and Content-Based instructions are probably among the most widely accepted integrated language teaching models (Richards and Rodgers, 2001; Widowson, 1990; Hinkel, 2006). For this reason, both Task-Based and Content-Based instructions are discussed here under.

2.7.1. Task Based Language Instruction

Different scholars define tasks differently. Richards and Renandya (2002) gave the following definition: A task is an activity which learners carry out using their available language resources and leading to a real outcome. They also exemplified tasks as: playing a game, solving a problem or sharing and comparing experiences. In carrying out tasks, learners are said to take part in such processes as negotiation of meaning, paraphrase and experimentation, which are thought to lead to successful language development. Nunan (2004) categorized tasks in to two major categories: a) real world or target tasks, and b) pedagogical tasks. According to him, the target (real world) tasks refer to uses of language in the world beyond the classroom, and pedagogical tasks are those that occur in the classroom. In addition, Ellis (2006) defines task as a work plan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed. Further, Nunan (2004) define task as a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language.

Task-Based instruction calls for language teaching to be organized around different tasks (Long, and Crookes, 1992; Skehan, 1998; Willis, and Willis, 2001). Task-Based language instruction is an integrated approach to language program design which focuses on tasks or the kind of communicative events in which people engage in everyday life (Long, 1985 and Oxford *et al.*, 1994). In general, Task-Based language learning is an approach of language learning that involves doing a familiar task by using the target language. A Task-Based instruction aims to provide learners with a natural context of language use. As learners work to complete a task, they have ample opportunity to interact.

Task-Based instruction plays an important role in current language pedagogy. A Task-Based lesson usually provides the learner with an active role in participating and creating the activities, and consequently increases their motivation for learning. It is also believed that in Task-Based instruction, the teacher can be more open to the needs of the students. It allows students to use the knowledge they have learnt and apply it productively in the task context. This practical experience helps learners to appreciate why certain academic questions are important and provide an experiential substrate for the development of a further academic discourse (Solares, 2006).

However, few people would question the pedagogical values of employing tasks as a vehicle for promoting communication and authentic language use in classroom. For example, Seedhouse, (1999); Richards and Rodgers, (2001); and Swan, (2005) pointed out that task-based instruction over traditional teaching has not been demonstrated empirically and that to date research has had little to say about its effectiveness. Critics also contend that in many ESL and EFL situations worldwide, the implementation of task-based instruction may be simply inappropriate and impractical (Ur, 1996; and Swan, 2005). Furthermore, Norris *et al.* (2002) argued that task-based learning does not provide any basis for making interpretations beyond the particular task or test context and it cannot simulate all of the factors that define actual language use situations.

2.7.2. Content Based Language Instructions

According to Richards and Rodgers (2001), Content-Based Instruction (CBI) refers to an approach to second language teaching in which teaching is organized around the content or information that students will acquire, rather than around a linguistic or other type of syllabus. Content-Based Instruction (CBI) is the integration of a particular content (e.g., math, science, social studies) with second language aims (Brinton *et al.*, 1989). It refers to the concurrent teaching of academic subject matter and second language skills.

The special contribution of Content-Based instruction is that it integrates the learning of language with the learning of some other contents (Freeman, 2000). On his part, Cunningsworth (1984) contend that in content based instruction language skills are interwoven around a common topic or theme. It views language use as involving several skills together. In a content based class, students are often involved in activities that link the skills, because this is how the skills are generally involved in the real world. Hence, students might read and take notes, listen and write a summary, or respond orally to things they have read and written. Content based instruction promotes language skills integration because its aim is at the development of language skills use. Therefore, it is distinguished by the learning of a specific content and language skills (Brinton *et al.*, 1989).

In Content-Based instruction, students practice all the language skills in a highly integrated and communicative fashion while learning content of the other subjects. It is valuable at all

levels of proficiency, but the nature of the content might differ by proficiency level (Richards and Rogers, 2001). For beginners, the content often involves basic social and interpersonal communication skills, but past the beginning level, the content can become increasingly academic and complex. At least three general models of content-based language instruction exist: theme-based, adjunct, and sheltered (Scarcella and Oxford, 1994).

2.8. Ways of Integrating-Skills in the Lessons

Language skills are divided into receptive and productive ones. Skills can best be integrated in a model where practice of receptive skills of listening and reading leads into practice of the productive ones of speaking and writing. Such integration can be achieved through the use of a body of information the learner read or listen to, a discourse expressing the body of information and later reproduce at least some of its content in spoken and /or written language (Burgess, 1994). According to Jing (2001), listening, speaking, reading and writing are means of communication and among them, listening and reading are considered as receptive skills that help students get information as the input of language, whereas speaking and writing are both treated as productive skills that make language output possible and require sufficient language input as their basis.

The receptive skills include listening and reading while the productive ones are speaking and writing. The communication competency comprises of receptive and productive skills. The significance of language, being the medium of communication is paramount. It is believed that extensive exposure to receptive (listening and reading) skills leads to the productive one (writing and speaking). In line with this, Fadwa and Al-Jawi (2010) maintains that the transfer of linguistic knowledge from receptive to productive is probably a relatively slow process, but it does take place, as the study of language acquisition shows. Hence, a rich exposure to listening and reading is required to attain mastery and proficiency in natural production. For adequate receptive skills, the habits of listening and reading skills should be improved. A student should be a good listener. He should be a careful reader as well.

According to Tomlinson (1998); McDonough and Shaw (1993); and Burgess (1994), “skills can be best be integrated in a model where practice of receptive skills of listening and reading leads in to practice of the productive ones of speaking and writing”. These techniques are used for teaching of integrative language skills of listening, speaking, writing and reading

together in a time. Therefore, skills can be best integrated around a topic/theme in a lesson in which tasks may incorporate more than one skill in the teaching of the lesson. By learning different strategies and ways of language skills integrations, teachers' can teach more than two language skills in integration. As Oxford (2001) pointed out any teacher can integrate language skills and strengthen the tapestry of language teaching and learning. She also suggested the following techniques to integrating the language skills in the lesson(s). A) Learn more about the various ways to integrate language skills in the classroom (task based and content based instructions). B) Choose the instructional materials, text books, and technologies that promote the integration of skills.

2.9. Impediments of Integrated-Skills Teaching

There might be different factors that affect the teaching of integrative English language skills. In describing the factors that impede the integration of language skills (Cohen and Mohan, 1993, Cruickshan *et al.* 1995; Oxford, 2001, and Richards and Redgers, 2001) divided in to three factors. These are teacher related factors, student related factors and school related factors. Consequently, for the sake of discussions, each factor was discussed separately here under.

2.9.1. Teacher factors

The integration of language skills is not a simple task, particularly, for those who do not have experiences on planning and developing activities and tasks for teaching integrated skills in the classroom. According to Frazee (1995), English language teachers may not have adequate knowledge and skills of how to teach the language skills in integration. To practically implement in the classroom lessons, theoretical understanding of integrative skills teaching is very essential for those who have low ability of skills integration. Oxford (2001) state various ways (content-based, task-based and a hybrid content-based and task-based) in which the language skills could be integrated in ESL/ EFL instruction. Skillful teachers can integrate the language skills around topic or theme of the lesson. Davies and Pearse (2000) stated that the integration of language skills can be built around a theme or topic. For this reason, teachers' training on the specific strategies of skills integration can play crucial role to increase the awareness of skills integration.

As Hiep (2001) claims along with the teacher training, teacher development must be a vital component in teacher education since development fills the gap in training by giving teachers opportunities to reflect on classroom practice, gain insight into teaching experiences and deal with change and divergence. Ewunetu and Firdissa (2010) stated that with the changing educational reforms new ways of practices, new ways of working, and different ways of instructional practice demand continuous improvement and updating teachers. Adding to this, Craft (2000) argues that the current change in instructional practice demands new knowledge, new skills and increased commitment to lifelong learning. As the result of this, it is hoped that training will fill the gap which existed between the theory and practice.

It may take teachers more time to find or design suitable materials and tasks for teaching and learning purpose. Jing (2006) pointed out that integration is also demanding of teachers in terms of finding or designing suitable materials, particularly when it is necessary to take into account the differing rates of progress of students in mastering the individual skills. In the teaching and learning process, differences among students should also be taken into consideration. In addition to this, getting and keeping students' attention and their positive participation may be another task of the teachers. Regarding this point, Davis and Pearse, (2000) suggested that the teacher needs to establish appropriate atmosphere, plan appropriate activities, encourage learners and deals with problems sensitively in the classroom. Planning integrative activities and organizing the classroom flexibly should be taken in to consideration. Besides, "the limited time may be the negative factors affecting the integrative teaching of the teachers" (Jing, 2006). However, these challenges should not prevent teacher from attempting the integration in English language teaching because it can bring fruitful result to both teacher and students if they integrate well.

2.9.2. School factors

For the successful implementation of integrative language skills teaching in the classroom lessons, the school should provide the necessary teaching materials for the language teachers. According to Jing (2006), the setting must provide resources and values that strongly support the teaching of the language. The tapestry is woven from many strands, such as the characteristics of the teacher, the learner, the setting, and the relevant languages. From this description, one can note that in order to teach integrative language skills, the setting should

provide the necessary teaching materials. For instance, the setting must build enough classes, provide suitable seating etc. In addition to this, Edge (1987); Cruickshank *et al.* (1995); and Richards and Rodgers (2001) pointed out that unsuitable seating may hamper integrated skills teaching.

Oxford (2001) also describes that teachers and administrators' attitude towards integrated skills teaching as skill segregation is reflected in traditional ESL/EFL programs that offer classes focusing on segregated language skills. Why they offer such classes? Perhaps teachers and administrators think 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. The lack of good atmosphere in the teaching and learning environments can hamper the integration of language skills. For example, the shortage of teaching materials like books (textbooks, teachers' guide and reference books) audio-visual equipments might hinder full integration of language skills. Regarding to this point Cole *et al.* (2007) points out that the significant lack of material available to help teachers, trainers and tutors to develop their learners' language skills integration can be greatly affected.

2.9.3. Student factors

Integrating the four skills emphasizes the focus on realistic language and can, therefore, lead to the students' all-round development of communicative competence in English. In order to achieve this objective, integrated skills teaching should be implemented in the classroom lessons. However, there are some problems related to students which hinder integrative English language skills teaching during the lesson. For example, the learners are expected to play their role in the classroom activities to enhance the implementation of integrated skills in the classroom lessons.

In dealing with the factors related to students which affect the practical implementation of integrative language skills, the following problems can be identified. Learners' factors, for example, lack of motivation, lack of language proficiency, negative attitude towards their teachers and/or peers and so forth may hamper the integrated-skills teaching (Edge, 1987). What is mentioned here is that to practically implement the integrated skills teaching in the classroom lessons, students needed to play their role in the teaching and learning process. For

example, if students' do not have intention to actively participate during the instruction, teachers cannot implement communicative activities (dialogues, role play, etc.) in the classroom lessons. It is believed that students' positive participation in the class during the instructional period can promote the practice of integrative skills teaching in the lesson (Jing, 2006).

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

This chapter described the research methods that were employed to achieve the main objective of the study. It, therefore, discusses the research design, data collection instruments, and the data analysis methods used in the entire study.

3.1. Research Design

In order to achieve the intended objectives of the study, mixed approach in which the researcher incorporated both qualitative and quantitative methods to answer the research questions. The approach was chosen because a social phenomenon is so complex and different kinds of methods were needed to best understand these complexities. It also helped the researcher to freely use different research methods so as to get comprehensive information in studying the proposed problem than either quantitative or qualitative method alone (Onwuegbazie and Leech, 2004).

3.2. Population, Sample Size and Sampling Techniques

3.2.1. Participants of the Study

The aim of this study was, as indicated above, to assess English language teachers' perception and practice of integrative English language skills teaching, therefore, the participants of the study were 40 English language teachers from 2 government high schools, namely, Gimbichu and Jajura high schools in Hossana town in Hadiya Zone, SNNPRS.

3.2.2. Sampling Technique and Sample Size

To address the research questions of the study, the investigation was conducted on the above 2 high schools. An important decision that has to be taken while selecting a sampling technique is about the size of the sample. An appropriate sample size depends on various factors relating to the subject under investigation like the time aspect, the cost aspect, the degree of accuracy, etc. (Gupta, 2002). If sample size is too small, there is no chance to

achieve the objectives of the analysis. But if it is too large, the resources will be wasted while dealing with the sample. So, appropriate size has to be applied in order to get good representative data. The data for this research were collected from two government high schools, namely, Gimbichu and Jajura, high schools.

These schools were selected purposively because they were relatively nearer to the residence of the researcher and were accessible to collect data for the study. In addition to this, the researcher was familiar with most of the staff members of the schools, therefore, it was hoped that the researcher would get reliable data to carry out this study. In these schools there were 40 English language teachers: 21 teachers were in Gimbichu ,and 19 teachers in Jajura, high schools respectively. Since the number of the teachers was manageable, all teachers were taken purposively as the sample of the study. Therefore, 40 respondents were the sample of this study.

3.3. Data Collecting Instruments

This study employed both qualitative and quantitative survey methods to generate the data required for its purpose. To get relevant data related to the study objectives; questionnaire, semi-structured interview, classroom observation, and student's textbook analysis were used as instruments of the data collection. Therefore, spoken and observed data were the major sources of this study.

3.3.1. Questionnaire

Questionnaire was one of the research tools of this study. It was designed for 40 teachers to generate the data on the teachers' perception and practice of integrative English language skills teaching. The nature of the questionnaire was semi-structured. Sharma (2000) stated that a questionnaire enables a researcher to collect data from large group of individuals within a short period of time. Therefore, the researcher designed close ended questions to collect data from teachers. The use of questionnaire was found to be important to elicit information on teachers' perception, attitudes and feelings towards integrative English language skills teaching. The questionnaires were adapted from Alemayehu Negash (2008) (Please refer Appendix, D). It was divided in to 4 sections. Section 1 of the questionnaire consists of the personal information which provided the teachers general profile such as age level, the total

years of teaching experience, and the area of specialization. On one hand, section 2 of the questionnaire designed to elicit information on teachers' awareness and conceptual understanding of integrative English language skills teaching. On the other hand, section 3 provided information on the strategies in which teachers used to integrate the language skills in the lessons. Finally, the last section of the questionnaire was designed to get information from teachers on the advantages and classroom practice of integrative English language teaching.

In short, the teachers from two schools were asked to think, and express their own opinions, feelings, beliefs, practice and perceptions on integrative English language skills teaching. In fact, designing questionnaire in line with the review of related literature was hoped to help in understanding the perceptions of the teachers, the current practice of integrative skills teaching, and some of the impeding factors of integrative English language skills teaching. Finally, it was distributed for purposively selected 40 teachers in each school.

3.3.2. Interview

Interview was another research instrument of the study. It was prepared for purposively selected 15 teachers from 2 schools (9 teachers from Gimbichu and 6 teachers from Jajura school). It was believed that the use of the interview was to make the research finding more reliable and to crosscheck the responses of the respondents (Appendix-A). According to Selinger and Shohamy (1989), the use of interview as a data collecting instrument permits a level of in-depth information, free responses, and flexibility that cannot be attained by other instruments. What is more, the reason of using interview was to get direct personal view or information on the research topic. It also enables participants to discuss their interpretations of the world in which they live, and to express how they regard situations from their own point of view (Patton, 1990).

3.3.3. Classroom observation

The classroom observation was carried out in order to check whether the teachers were actually implementing integrated skills teaching while the actual class lesson was going on. The reason of using observation is to get live data from the classroom situations (Patton, 1990). In addition to this, it provides direct evidence of behavior and allows large amount of

descriptive data to be collected. Louis *et al.* (2007) confirmed that what people do may differ from what they say and they do. Therefore, classroom observation was helped the researcher to observe the practical implementation of integrative English language skills teaching. It was an important tool in bringing the researcher more closely to the research problem.

It was also crucial to discover things that participants might not freely talk about the interview situations (Patton, 1990). As indicated above, there were 40 English teachers who were teaching English language at grade 10 level in the sample schools. Of the total teachers, 6 teachers (3 teachers from each school) were selected randomly for the classroom observations. The researcher used two consecutive classroom observations. Thus, the researcher carried out 12 classroom observations depending on the observation checklist (Appendix-H).

3.3.4. Textbook analysis

The English language textbook designed by the Ethiopian Ministry of Education for grade 10 was analyzed by the researcher based on checklist of textbook analysis (Appendix-F) and the results were compared and contrasted to the data obtained through questionnaire, interview and classroom observations. As Best and Khan (1989) pointed out documents are important sources of data. The primary purpose of textbook analysis was to check whether the activities were suitable to teach integrated skills or not. In addition to this, the researcher analyzed it to check whether the language skills were integrated thematically in the student's textbook.

3.4. Methods of Data Analysis

As stated under research design, on page 23, this study was conducted by using both quantitative and qualitative data gathering tools. For this reason, the data were analyzed using both qualitative and quantitative data analysis methods. The data collected through interviews, textbook analysis, and classroom observations were analyzed qualitatively by using narrative data analysis method. On the other hand, the questionnaires were analyzed by using quantitative data analysis method in which the data were analyzed by using descriptive statistics like percentages, mean, and frequencies. Accordingly, first, the researcher organized the data which were collected through questionnaires and goes through interviews, classroom observations and textbook analysis respectively. Then, in order to understand and gain the

sense of the contents of the data which were collected through the above tools, the researcher read and reread very carefully. Next to this, the integration of the themes of the data in to systematic category was made to give a holistic picture and to attain thematic uniformity. To avoid the redundancy of the responses collected through the above tools, the researcher employed a separate list of topic heading. Finally, the data were supported with the works of the scholars in order to create the intellectual sense of the study.

CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION

This study aimed at investigating the perception teachers hold concerning the teaching of integrative language skills with a view to understanding how perceptions relate to pedagogical practices in two selected high schools in Hossana town. In this section, the data collected through questionnaire, interview, classroom observations and content analysis of student's textbook were analyzed and interpreted. A mixed data analysis approach was made through the integration of themes into systematic category. The main purpose of the integration of data was to give holistic picture and to attain thematic uniformity. Accordingly, the discussion begins with the analysis of the results obtained from questionnaires and goes through interview, content analysis of student's textbook and classroom observations. Therefore, this section presents the analyzed response of the English language teachers and categorized as conceptual understanding of integrated skill teaching, specific strategies of skills integration, classroom practice, the importance and impediments of integrated skills teaching.

4.1. Analysis of Teachers' Conceptual Understanding of Integrated-Skills Teaching

The first research question of the study was concerned with the teachers' perception of integrative teaching of English language skills. In order to investigate the perception teachers' hold towards integrative English language skills teaching, the responses collected through questionnaire were analyzed and discussed briefly with reference to Table 1 and 1.1. In addition to this, to validate the results obtained through questionnaire, the researcher also conducted interviews, classroom observations and content analysis of the textbook. Accordingly, the first two items of the questionnaire deals with the teachers' conceptual and/or theoretical understanding of integrative teaching of English language skills. Next to this, three items discusses the responses of the teachers regarding the specific strategies in which they used to combine two or more language skills in a lesson. Besides, twelve items provided the responses of the teachers concerning the classroom practice of integrated language skills teaching, and the last section of the questionnaire (ten items) discusses the responses of the teachers about the importance of the integrated-skills teaching in terms of students' achievement (Appendix-C).

Table 1: Teachers' responses concerning conceptual understanding of integrated-skills teaching

N ^o	Statements		Scale Values					Total	Mean
			5	4	3	2	1		
1	Language skills should be taught in integration.	f	36	4	-	-	-	40	4.9
		%	90	10	-	-	-	100	

5 = Strongly Agree 4 = Agree 3 = Have no idea 2 = Disagree 1 = Strongly disagree
f = Frequency % = Percentage

In Table 1, item 1 was designed to investigate teachers' conceptual understanding of integrative teaching of English language skills. Accordingly, the majority of the respondents, 36(90%) "Strongly agreed" with the concepts of integrated-skills teaching whereas very few, 4(10%) of the participants "agreed" with the idea of integrated skills teaching.

Table 1.1: Teachers responses concerning conceptual understanding of integrated-skills teaching

N ^o	Statements		Scale Values					Total	Mean
			5	4	3	2	1		
2	Language skills (reading, listening, writing and speaking) should be taught in integration.	f	40	-	-	-	-	40	5
		%	100	-	-	-	-	100	

5 = Strongly Agree 4 = Agree 3 = Have no idea 2 = Disagree 1 = Strongly disagree
f = Frequency % = Percentage

In addition to the item 1, in table 1, in table 1.1 for item 2, all participants "strongly agreed" with the issues of the skills integration. Also during the interview sessions, positive expressions were provided by teachers regarding integrative teaching of language skills teaching. For instance, one of the teachers (T2) elaborated his idea as:

Integrated skills teaching is the general name of all the skills (the skill of listening, speaking, writing and reading). I think we cannot treat the four skills as a separate skill. As a whole, they influence each other and one skill improving will enhance the improvement of the others.

For this reason, our teaching should cover at least two or three skills at a time. For example, to promote full integration of the skills, I can begin my teaching with listening and follow the material with reading to correct the image got from listening. After the students have enough information, we can ask them to tell what they have learned and then ask them to write down what they have mentioned. In this way, the four skills can be integrated (T2).

Another teacher (T5) strengthened the above teacher's reflections as:

In my opinion, there is no separate skill in any language, when we focus on separate skill; we also cover some of the other language skills. We combine one skill in some sense through other skills. For instance very frequently, we combine speaking and listening together, or reading and writing together. We are constantly performing tasks that involve a natural integration of language skills in our daily life. Therefore, in order to help the development of students' communicative competence, teachers need to integrate the four language skills in a class. This can be achieved through the employment of variety of communicative tasks. Integrating the four skills is desirable because it enhances students to focus on realistic communication, which is essential in developing students' competence in English (T5).

4.2. Analysis of the Strategies Teachers' used to Integrate Language Skills

This sub-theme deal with the specific strategies that the teachers used to integrate two or more English language skills in a lesson (See appendix-D). Accordingly, the results obtained through questionnaire and interview were interpreted and briefly discussed with reference to Table 2, 2.1 and 2.2, respectively here under.

Table 2. Teachers' responses regarding the strategies they used to integrate skills in the lesson(s)

N ^o	Statements		Scale Values					Total	Mean
			5	4	3	2	1		
3	Language skills can be integrated around a task in lesson(s).	f	32	8	-	-	-	40	4.8
		%	80	20	-	-	-	100	

5 = Strongly Agree 4 = Agree 3 = Have no idea 2 = Disagree 1 = Strongly disagree
 f = Frequency % = Percentage

Item 3, in Table 2, aimed at finding out the information about the strategies in which teachers used to integrate skills in the classroom lesson(s). Accordingly, for item 3, majority, 32(80%) of the respondents “strongly agreed” with the specific strategies of skills integration and minority, 8(20%) of the participants “agreed” with the same issue.

Table 2.1: Teachers’ responses regarding the strategies they used to integrate skills in the lesson(s)

N ^o	Statements		Scale Values					Total	Mean
			5	4	3	2	1		
4	Language skills can be integrated around a topic in lesson(s).	f	30	10	-	-	-	40	4.75
		%	75	25	-	-	-	100	

5 = Strongly Agree 4 = Agree 3 = Have no idea 2 = Disagree 1 = Strongly disagree
f = Frequency % = Percentage

Concerning the integration of language skills around the topic in the lesson, the majority, for item 4, 30(75%) of the respondents “strongly agreed” whereas a small number, 10(25%) of the participants “agreed” with the topical integration of language skills.

Table 2.2: Teachers’ responses regarding the strategies they used to integrate skills in the lesson(s)

N ^o	Statements		Scale Values					Total	Mean
			5	4	3	2	1		
5	Language skills can be integrated around both task and topic/theme in lesson(s).	f	33	7	-	-	-	40	4.83
		%	82.5	17.5	-	-	-	100	

5 = Strongly Agree 4 = Agree 3 = Have no idea 2 = Disagree 1 = Strongly disagree
f = Frequency % = Percentage

Also for the 5th item, in table 2.3, “integration of skills around both task and topic/theme in lesson(s)”, the majority, 33(82.5%) of the teachers “strongly agreed” with the thematic or topical integration whereas small number, 7(17.5%) of the participants also “agreed” with the idea of thematic or topical integration of language skills in a lesson.

In addition to these, during the interview session, one of the teachers (T15) reflected his idea regarding the strategies of skills integration as:

I think integrative language skills teaching means teaching more than two skills at a time. This is because the language skills are integrated naturally. To integrate one skill with the other skills at a time, I use different strategies; for example, in a reading passage, first I give instruction orally, in this case students develop listening skill. Next to this, when they read the passage, they can develop reading skill. Finally, I tell them to summarize the passage, therefore; they can develop writing skill (T15).

4.3. Analysis of Teachers' Responses concerning the Importance of Integrated-Skills

The aim of this section was to analyze the data obtained through questionnaire and interview regarding the importance of integrative language skills teaching in terms of students learning. Accordingly, the results of fifteen items were analyzed and interpreted as well as described briefly along with the results of interview. For the purpose of the discussions, the items were divided in to two sections and discussed with reference to Table 3.1 and Table 3.2 (Appendix-D).

Table 3.1: Teachers' responses concerning the importance of integrated-skills teaching

N ^o	Statements		Scale Values					Total	Mean
			5	4	3	2	1		
6	Integrated-skills teaching help students learn English language in a better way.	f	35	5	-	-	-	40	4.88
		%	87.5	12.5	-	-	-	100	

From Table 3.1, it was obvious that for the 6th statement, majority, 35 (87.5%) of the respondents "strongly agreed" with the importance of integrated language skills teaching. In the same way, very few, 5(12.5%), of the participants "agreed" with the provided information.

Table 3.1.1: Teachers' responses concerning the importance of integrated-skills teaching

N ^o	Statements		Scale Values					Total	Mean
			5	4	3	2	1		
7	Integrated-skills teaching motivates students to learn the English language	f	38	2	-	-	-	40	4.95
		%	95	5	-	-	-	100	

5 = Strongly Agree 4 = Agree 3 = Have no idea 2 = Disagree 1 = Strongly disagree
 f = Frequency % = Percentage

In addition to this, for the 7th item, “Integrated-skills teaching motivate students to learn the English language”, the great majority, 38(95%) of the participants “strongly agreed” whereas a small number, 2(5%), of the participants “agreed” with the benefits of the integrated skills teaching.

Table 3.1.2: Teachers’ responses concerning the importance of integrated-skills teaching

N ^o	Statements		Scale Values					Total	Mean
			5	4	3	2	1		
8	Integrated-skills teaching creates positive student-to student interaction	f	35	5	-	-	-	40	4.88
		%	87.5	12.5	-	-	-	100	

5 = Strongly Agree 4 = Agree 3 = Have no idea 2 = Disagree 1 = Strongly disagree
 f = Frequency % = Percentage

In table 3.1.2, for item 8, the majority, 35(87.5%) of the respondents “strongly agreed” with integrated-skills teaching creates positive student-to student interaction. Whereas, the minority, 5(12.5%) of the respondents “agreed” with the same idea.

Table 3.1.3: Teachers’ responses concerning the importance of integrated-skills teaching

N ^o	Statements		Scale Values					Total	Mean
			5	4	3	2	1		
9	Integrated-skills teaching creates positive teacher-to student interaction in classroom.	f	33	7	-	-	-	40	4.83
		%	82.5	17.5	-	-	-	100	

5 = Strongly Agree 4 = Agree 3 = Have no idea 2 = Disagree 1 = Strongly disagree
 f = Frequency % = Percentage

In table, 3.1.3: the majority, 33(82.5%) of the respondents “strongly agreed” but a few 7(17.5%) of participant “agreed” with the idea.

Table 3.1.4: Teachers' responses concerning the importance of integrated-skills teaching

N ^o	Statements		Scale Values					Total	Mean
			5	4	3	2	1		
10	Integrated-skills teaching creates a good classroom discipline	f	39	1	-	-	-	40	4.98
		%	97.5	2.5	-	-	-	100	

5 = Strongly Agree 4 = Agree 3 = Have no idea 2 = Disagree 1 = Strongly disagree
f = Frequency % = Percentage

Furthermore, in table, 3.1.4: the mean scores of 4.98 for item, 10 showed that most of the participants “strongly agreed” with the Integrated-skills teaching creates a good classroom discipline

Concerning the importance of integrated skills teaching, one of the participants (T3) expressed his idea as:

Teachers to build in more variety in to the class lesson; because the range of activities will be broader (T3). Integrating the skills means, to me, teachers are working at the level of realistic communication. It increases students' motivation and interest to learn English language skills which mean teachers can create conducive environment for learning language. Besides, integrating the language skills allow

Table 3.2: Teachers' responses concerning the importance of integrative language skills teaching

N ^o	Statements		Scale Values					Total	Mean
			5	4	3	2	1		
11	Integrated-skills teaching helps students develop positive self-esteem	f	34	6	-	-	-	40	4.85
		%	85	15	-	-	-	100	

5 = Strongly Agree 4 = Agree 3 = Have no idea 2 = Disagree 1 = Strongly disagree
f = frequency % = Percentage

As can be seen in Table 3.2, the mean scores of 4.85, for item 11, incline towards “strongly agree”. That means the majority of the respondents “strongly agreed” with the advantages of integrative English language skills teaching.

Table 3.2.1: Teachers' responses concerning the importance of integrative language skills teaching

N ^o	Statements		Scale Values					Total	Mean
			5	4	3	2	1		
12	Integrated-skills teaching helps students develop independent learning	f	35	5	-	-	-	40	4.88
		%	87.5	12.5	-	-	-	100	

5 = Strongly Agree 4 = Agree 3 = Have no idea 2 = Disagree 1 = Strongly disagree
f = frequency % = Percentage

In table,3.2:the majority 35(87.5%) of respondents “strongly agreed “and 5(12.5%) shows that a small numbers of respondents “agreed” with the same item.

Table 3.2.2: Teachers' responses concerning the importance of integrative language skills teaching

N ^o	Statements		Scale Values					Total	Mean
			5	4	3	2	1		
13	Integrated-skills teaching helps students develop their communicative competence	f	34	6	-	-	-	40	4.85
		%	85	17.5	-	-	-	100	

5 = Strongly Agree 4 = Agree 3 = Have no idea 2 = Disagree 1 = Strongly disagree
f = frequency % = Percentage

In table,3.2.2: for item 13,the majority34(85%) of respondents “strongly agreed” with the idea of integrated-skills teaching helps students develop their communicative competence. Whereas, the minority 6(17.5%) of participants “agreed” with the same idea.

Table 3.2.3: Teachers’ responses concerning the importance of integrative language skills teaching

N ^o	Statements		Scale Values					Total	Mean
			5	4	3	2	1		
14	Integrated-skills teaching help students develop their overall skills.	f	33	7	-	-	-	40	4.83
		%	82.5	17.5	-	-	-	100	
		%	95	5	-	-	-	100	

5 = Strongly Agree 4 = Agree 3 = Have no idea 2 = Disagree 1 = Strongly disagree
f = frequency % = Percentage

In table, 3.2.3: the majority 33(82.5%) of respondents “strongly agreed” for item, 14 whereas the small numbers 7(17.5%) of participants “agreed” with the idea integrated-skills teaching help students develop their overall skills.

Table 3.2.4: Teachers’ responses concerning the importance of integrative language skills teaching

N ^o	Statements		Scale Values					Total	Mean
			5	4	3	2	1		
15	Integrated-skills teaching enable students to be multi-language skills users in their day to day communication.	f	38	2	-	-	-	40	4.95
		%	95	5	-	-	-	100	

5 = Strongly Agree 4 = Agree 3 = Have no idea 2 = Disagree 1 = Strongly disagree
f = frequency % = Percentage

In table, 3.2.4: the mean score 4.95 shows that, the majority 38 (95%) of respondents “strongly agreed” whereas very few 2(5%) of the respondents “agreed” with the same idea.

Concerning the importance of integrating skills teaching the following teachers (T10) and (T12) reflected their idea as:

I think integrated skills teaching promote learning of English language skills. It increase students’ awareness and encourages them to use their independently gained language skills knowledge (T10). With integrated skills teaching approach, students will be helped academically, socially and emotionally. Besides, the integrated skills approach helps students to communicate with each other and with their teacher. Therefore, it helps them to develop communicative skills and it promotes the learning of real context (T12).

4.4. Analysis of Teachers' Responses regarding the Implementation of Integrated-Skills

This sub-theme presents the aspects of the teachers' position towards the practical implementation of integrated skills instruction in the actual classroom lesson(s). In addition to the responses of questionnaire, the researcher interpreted the results obtained through interview to get information on the strategies teachers used to implement integrated skills in the lesson(s). Besides, consecutive classroom observations were made while the actual classroom lessons were going on in order to observe different aspects of the classroom situations. Furthermore, the results of textbook content analysis were added to substantiate the results obtained through questionnaire, interview and observations. Concerning the practical implementation of integrated skills teaching, twelve items were analyzed (Refer appendix-D).based on Table 4.1, 4.2, 4.3 and 4.4 in the following section.

Table 4.1: Teachers' responses concerning the utilization of variety of activities during integrated skills teaching

N ^o	Statements		Scale Values					Total	Mean
			5	4	3	2	1		
1	When I teach integrated skills, I use different instructional materials	f	-	-	25	15	-	40	2.63
		%	-	-	62.5	37.5	-	100	

5 = Always 4 = Usually 3 = Some times 2 = Rarely 1 = Never f = Frequency % = Percentage

As can be seen in Table 4.1, for items 1, the intention of the researcher was to elicit information from English language teachers' on the utilization of different instructional resources during the lesson(s). Accordingly, for item 1, the majority of the participants inclined towards "sometimes". In other words, 25(62.5%), respondents "sometimes" use instructional materials when they teach integrated skills whereas, 15(37.5%), of the respondents response inclined towards "rarely".

Table 4.1.1: Teachers' responses concerning the utilization of variety of activities during integrated skills teaching

N ^o	Statements		Scale Values					Total	Mean
			5	4	3	2	1		
2	I give project works, therefore, students develop more than one skill at a time	f	-	-	22	11	7	40	2.2
		%	-	-	55	27.5	17.5	100	

5 = Always 4 = Usually 3 = Some times 2 = Rarely 1 = Never

f = Frequency

% = Percentage

As can be seen in Table 4.1.1: for items 2, the intention of the researcher was to elicit information from English language teachers' on the utilization of variety of activities during the lesson(s). Accordingly, more than half respondents, 22(55%) and 11(27.5%), of the participants give project work "sometimes" and "rarely" respectively when they teach integrated skills. Conversely, minority of the participants, 7(17.5%), "never" give project work while teaching integrated language skills.

Table 4.1.2: Teachers' responses concerning the utilization of variety of activities during integrated skills teaching

N ^o	Statements		Scale Values					Total	Mean
			5	4	3	2	1		
3	When I teach integrated skills, I give interesting tasks to the students	f	15	20	5	-	-	40	4.25
		%	37.5	50	12.5	-	-	100	

5 = Always 4 = Usually 3 = Some times 2 = Rarely 1 = Never f =

Frequency

% = Percentage

In table, 4.1.2: for item 3, concerning "interesting tasks" the response of the participants inclined to the point of "usually". In other words, less than half, 15(37.5%), of the participants "always" teach interesting tasks during integrated skills instruction. On the other hand, half, 20(50%) and a small number, 5(12.5%), of the participants teach interesting tasks "usually" and "sometimes" respectively.

During the interview sessions, teachers were asked about the utilization of different instructional resources during the instructions. Regarding to this point, one of the teachers (T4) contended that:

I think, instructional materials might be used to implement the instruction and which facilitate students' achievements of the course objectives. It can also facilitate learning or increase understanding of your material. It also helps to attract the attention of and develop interest of the students. To bring this fact in to reality, I use different instructional materials and communicative activities to maximize students understanding of integrative skills teaching. I think communicative activities are the bases for the development of integrated English language skills teaching (T4).

Table 4.2: Teachers' responses regarding the utilization of communicative activities during integrated skills teaching

N ^o	Statements		Scale Values					Total	Mean
			5	4	3	2	1		
4	When I teach integrated skills, I give authentic materials	f	-	15	20	5	-	40	3.25
		%	-	37.5	50	12.5	-	100	

5= Always 4 = Usually 3 = Some times 2 = Rarely 1 = Never f = Frequency % = Percentage

The purpose of the 4th item in Table 4.2 was to get information concerning the teachers' choice of authentic tasks and materials to teach two or more skills integratively. Regarding the statement, half of the participants, 20(50%), "sometimes" use authentic tasks when they teach integrated language skills. On one hand, some, 15(37.5), of the participants response inclined towards "usually". On the other hand, a small number, 5(12.5), of the participants response was pointed towards "rarely". In other words, they rarely use authentic materials when they teach the language skills.

Regarding the utilization of varieties of activities, the interviewed teachers, (T3) and (T6) explained as:

Authentic materials bring images of reality of the world in to classroom lesson(s). It exposes students for real life communications. Authentic materials are ideal for starting point for classroom discussions of topical events. This is what the reality is about authentic materials

but I sometimes use authentic materials when I teach integrated skills because it is difficult to involve the students in class participation because they are too passive (T3).

Another teacher (T6) strengthens the above idea saying:

Authentic tasks are one of the methods of relating the classroom lesson to the outside world. Authentic materials enable the students to cope with real world and teach them something the world they live, thus it help students to develop social skills and interactions. Therefore, it enables the learners to learn the English language for communication (T6).

Table 4.2.1: Teachers' responses regarding the utilization of communicative activities during integrated skills teaching

N ^o	Statements		Scale Values					Total	Mean
			5	4	3	2	1		
5	I give gap filling activities because it helps students use multiple skills.	f	13	12	7	8	-	40	3.75
		%	32.5	30	17.5	20	-	100	

5= Always 4 = Usually 3 = Some times 2 = Rarely 1 = Never f = Frequency % = Percentage

In table, 4.2.1: the mean scores of 3.37, for item 5 indicates that the teachers “always” give gap filling activities when they teach integrated skills. In other words, 13(32.5%) of the participants give gap filling activities while they teach integrated skills. On the other hand the minority 12(30%) respondents give gap filling activities when they teach integrated skills. Conversely, a few number 7(17.5%) of respondents “sometimes” give gap filling activities. While, small numbers 8(20%) of participants “rarely” give gap filling activities when they teach integrated skills.

Table 4.2.2: Teachers' responses regarding the utilization of communicative activities during integrated skills teaching

N ^o	Statements		Scale Values					Total	Mean
			5	4	3	2	1		
6	I give role play activities because they can help students use two or more skills together at a time	f	-	-	22	12	6	40	2.4
		%	-	-	55	30	15		

5= Always 4 = Usually 3 = Some times 2 = Rarely 1 = Never f = Frequency % = Percentage

The responses for item 6 in table, 4.2.2: depict that more than half, 22(55%), of the respondents “sometimes” give role play activities whereas 12(30%) and 6(15%) of the respondents response inclined on” rarely” and “never” respectively.

Regarding to role play and information gap filling activities, one of the teachers (T11) said that:

I use different activities to teach two or more skills at the same time. For example, I give gap filling tasks, role play activities, dialogues, etc. when I teach integrated skills. These activities help me to teach integrated skills in the classroom lessons. After providing communicative tasks, I arrange students in to different groups which help them to share their ideas. In this case, they can interact with each other so that they can use two or more skills at the same time (T11).

Table 4.3: Teachers’ responses regarding group and pair organizations during integrated skills teaching

N ^o	Statements		Scale Values					Total	Mean
			5	4	3	2	1		
7	I organize students in pair and group works to increase students interaction	f	-	6	4	30	-	40	2.4
		%	-	15	10	75	-	100	
8	I organize students in pair and group works to increase students cooperation	f	-	10	25	5	-	40	3.13
		%	-	25	62.5	12.5	-	100	

5= Always 4 = Usually 3 = Some times 2 = Rarely 1 = Never f = Frequency
% = Percentage

For items 7 and 8, the intention of the researcher was to obtain information from the English language teachers on the groups and pair organization for promoting cooperation and interaction in order to create conducive classroom environment for teaching integrated language skills. Accordingly, the mean values of 2.4 for 7th item, and 3.13 for 8th item indicates that the English language teachers “sometimes” organize the students into groups and pairs when they teach integrated skills. Regarding group and pair activities, one teacher (T3) reflected his idea as:

As we well know, all students come with different experience, background knowledge, socio-cultural background etc. Furthermore, all students are not equal in terms of their performance. By providing different communicative activities, I arrange students into groups and pairs to discuss on the given topic. After finishing the discussions, I made them to present what they have discussed. I doing so, first, I can create good interaction among them; second, I can make them to use two or more language skills at a time (T3).

Table 4.4: Teachers' responses regarding the practice of two or more language skills in the lesson

N ^o	Statements		Scale Values					Total	Mean
			5	4	3	2	1		
9	I teach listening and speaking in integration	f	3	6	15	10	6	40	2.75
		%	7.5	15	37.5	25	15	100	

5= Always 4 = Usually 3 = Some times 2 = Rarely 1 = Never f = Frequency

% = Percentage

In table, 4.4: for item 9, 3(7.5%) teachers “always” teach listening and speaking in integration. On the other hand, 6(15) teachers “usually” teach listening and speaking in integration. Whereas, 15(37.5) teachers “sometimes” teach listening and speaking in integration. While, 10(25%) and 6(15%) of teachers “rarely” and “never” respectively teach listening and speaking in integration.

Table 4.4.1: Teachers' responses regarding the practice of two or more language skills in the lesson

N ^o	Statements		Scale Values					Total	Mean
			5	4	3	2	1		
10	I teach reading and writing in integration	f	2	8	18	7	5	40	2.83
		%	5	20	45	17.5	12.5	100	

5= Always 4 = Usually 3 = Some times 2 = Rarely 1 = Never f = Frequency

% = Percentage

For item, 10 in table 4.4.1: 2(5%) teachers “always” teach reading and writing in integration. Whereas, 8(20%) of teachers “usually” teach reading and writing in integration. On the other hand, 18(45%), 7(17.5%) and 5(12.5%) of teachers “sometimes” “rarely” and “never” respectively teach reading and writing in integration.

Table 4.4.2: Teachers’ responses regarding the practice of two or more language skills in the lesson

N ^o	Statements		Scale Values					Total	Mean
			5	4	3	2	1		
11	I teach listening, speaking, reading and writing in integration	f	-	2	10	19	9	40	2.13
		%	-	5	25	47.5	22.5	100	

5= Always 4 = Usually 3 = Some times 2 = Rarely 1 = Never f = Frequency

% = Percentage

For item, 11 in table, 4.4.2: 2(5%) and 10(25%) teachers “usually” and “sometimes” respectively teach listening, speaking, reading and writing in integration. While, 19(47.5%) and 9(22.5%) of respondents “rarely” and “never” respectively teach listening, speaking, reading and writing in integration.

Table 4.4.3: Teachers’ responses regarding the practice of two or more language skills in the lesson

N ^o	Statements		Scale Values					Total	Mean
			5	4	3	2	1		
12	I teach grammar and vocabulary in integration	f	22	11	7	-	-	40	4.38
		%	55	27.5	17.5	-	-	100	

5= Always 4 = Usually 3 = Some times 2 = Rarely 1 = Never f = Frequency

% = Percentage

Furthermore, the mean score of 4.38 for item 12 shows that the respondents “always” teach grammar and vocabulary exercises in integration. With the implementation of two or more skills, one of the teachers reflected his view during interview as:

Teaching the language skills in integration can promote communicative competence of the students. I sometimes do pay attention to using two or more skills in my lessons. Due to time limitation, I do not teach the four language skills in integration. I think teaching and assessing the four skills should be the starting point of my teaching approach. I believe that students should not only learn about a foreign language but should learn how to do things in that language (T5).

4.5. Analysis of the Impediments of Integrated-Skills Teaching

There might be impediments of integrated skills teaching that affect the successful implementation of integrated skills teaching in the classroom lessons. Teachers' responses in the interview indicated that there were major impediments working against the implementation of integrated skills teaching in the classroom lessons. They also reported that most of the challenges were external factors and a number of the participants also reported the existence of internal factors as well. Accordingly, this section deals with the impediments of integrative language skills teaching in the classroom lessons in order to suggest possible solutions for the effective practice of integrated skills in the lessons. According to Cohen and Mohan (2000); Cruickahank *et al.* (1995); Oxford (2001); Frazee (2001), the impediments of integrated skills teaching are divided in to three categories. These were the factors related to students, school and teacher. For making the discussions easier, the researcher discussed each of them separately in the proceeding sections.

4.5.1 The Impediments Related to Students

The results obtained from the interviews and classroom observations revealed that there were possible constraints that hamper the implementation of integrated skills in the lessons. During the interview session, teachers pointed out some of the impediments related to students which prevent teachers from implementing integrated skills teaching in the classroom lessons. Most of the teachers reported that the most common impediments related to students which hinder the implementation of integrated skills teaching were: a) low English language proficiency, b) lack of interest and motivations to learn the language C) less participation during the classroom activities D) insufficient background knowledge. For example, one of the interviewed teachers revealed that:

One of the most significant problems of our students was low level of background knowledge in English language. Their English language ability was very poor. As to me, it was one of the major constraints of effective classroom practice of integrated skills teaching. Most of the students have difficulties of understanding what the teacher said. Thus, it is difficult for them to express their own ideas in English language. For this reason, it was very difficult for us to conduct communicative activities with students who have limited English language proficiency. In addition to this, they do not have motivation and willingness for participating in different activities. If the students want to improve their English language ability, they should try to speak in target language instead of other languages in the classroom. Even, they use other languages rather than using English language in the classroom (T7).

4.5.2. The Impediments Related to School

This sub-theme presents the factors which were related to school that contributes for ineffective implementation of integrated skills teaching in the classroom lessons. During the interview sessions, almost all teachers noted that the most challenging problems that teachers encountered during integrated language skills teaching were lack of teaching materials such as students' textbook, reference books, tape recorder (for listening and speaking skills activities), video recorder, large class size, the presence of immovable and unsuitable chairs and tables were identified as the major impediments of integrative language skills teaching. For example, one of the participants (T11) reflected his view in interview session concerning problems related to school as:

The most significant problem in our school was lack of supplementary materials. For example, the school does not have tape recorder, video recorder, TV and related materials. For this reason we have encountered problems to teach listening and speaking skills. Even none of the language teachers tested listening skill exams. For this reason, it was difficult to us to teach more than two skills at a time. For instance, if language laboratory equipments are available in the school, it was easy for teacher to present model speaking and listening activities (dialogue, conversation etc (11).

Another teacher (T13) strengthened the above teacher's idea as:

As we know teaching materials can play crucial role in teaching and learning process in general, language classroom particularly. But in our school there are no enough teaching materials for practicing two or more than language skills at the same time. To mention some, for example, we do not have reference books for exploring additional input to integrate skills in the classroom teaching. Besides, the seating arrangements in the classroom are not suitable for doing group and pair activities. Furthermore, large class size is the other obstacles for practicing integrated skills teaching because with in short period of time I cannot give feedback for all students in the classroom (T13).

4.5.3. The Impediments Related to Teachers

This section deals with teacher related factors that hinder the implementation of integrated skills teaching in the classroom lessons. The interviewees pointed out some of the challenges which prevent them from implementing integrated skills teaching in the lessons. Almost all teachers pointed out the following problems as teacher related factors such as a) inability to implement integrated skills teaching in line with the theory of skills integration, b) inability to use instructional materials during the classroom instruction(s), c) lack of motivation to use different communicative activities and d) low English language proficiency.

The interviewees (T1, T6, and T10), pointed out that the most challenging problem teachers faced with during the classroom instruction was inability to integrate two or more skills at the same time. They reported that even though they know the concept of integrated skills teaching, they did not know how to integrate more than two skills at the same time in the lesson. In connection with this, for example, another teacher (T9) explained teachers' problems as:

As it was well known, integrated skills teaching demands teachers to teach more than two language skills at a time. But, it was not easy to find a good way to teach such skills together at the same time. That means, it was difficult to us to implement integrated skills in the classroom context because we had received insufficient training on the specific strategies of skills integration. Still we need trainings on the strategies of skills integration. Even, most of the teachers were poor in English. Thus, integrated skills teaching requires being proficient in English (T9).

4.6. DISCUSSION OF FINDINGS

The purpose of this sub-topic was to discuss the findings of the study, regarding teachers' conceptual understanding of integrated-skills teaching, the strategies teachers' used to integrate language skills, the discussions concerning the importance of integrated-skills, the implementation of integrated-skills and the impediments of integrated-skills teaching.

4.6.1. Regarding Contextual Understanding of Integrated-Skills Teaching

- ❖ As the result of the table 1 and table 1.1, the mean scores of 4.9 for item 1 and 5 for item 2 indicated that the English language teachers' had good conceptual understanding of integrative English language skills teaching. In addition to questionnaire for items 1 and 2, in table 1 and table 1.1, the (T2) response in interview session indicated that, one can infer that the integrated skills teaching is the teaching of two or more language skills at a time and learning one skill leads to the development of the other skill(s). His expression matches with the idea of Byrne (1986). He argues that speaking may be followed by related reading or writing in language learning or teaching. Also from (T5) responses in interview session, one can see three important issues. One issue was that the English language skills are naturally interconnected with each other. As the result of this, the development of one skill leads to the development of the other language skills. Another issue expressed by (T5) was that designing and implementing communicative tasks in the classroom lesson(s) can promote the natural integration skills and which are crucial for enhancing communicative competence of the students. And the last concern of (T5) was that an integrative skills teaching is desirable to improve realistic communication.

In general, from the results obtained through questionnaire and interview, one can conclude that the English language teachers had good conceptual understanding of integrative teaching of English language skills. For this reason, it was hoped that, the English language teachers had positive perception towards integrated skills teaching. In line with this, well known language teaching specialists, for instance, Oxford *et al.* (1994); McDonough and Shaw (1993); Jing (2006); and Oxford (2001) and many others maintained that integrated skills involves linking the four language skills of listening, reading, speaking and writing and supportive skills such as grammar, pronunciation, and vocabulary.

4.6.2. Regarding Strategies Teachers' Used to Integrate Language Skills

- ❖ From the response of (T15) in interview session regarding the strategies teachers used to integrate the language skill teaching, one can deduce that using different strategies of skills integration can help teachers to teach two or more skills integratively in the classroom lessons. In view of this, Oxford (2001) and Jing (2006) notified as teachers should learn more about the various ways to integrate language skills in the classroom and choose instructional materials, textbooks, and technologies that promote the integration of listening, reading, speaking, and writing, as well as the associated skills of syntax, vocabulary, and so on.

In addition to the above teachers' responses, the results of the textbook content analysis indicated that the activities and tasks were designed in such a way to integrate two or more language skills at a time. The activities in each unit (there were twelve units) tend to train the language skills separately like listening focused activities, speaking focused activities etc. but they were semantically integrated with each other to foster integrative teaching of two or more skills at a time. Some of the activities could be flexibly re-arranged and connected together in order to make the integration topical or thematic. It was possible to say that the textbook incorporated the activities which provide the opportunity to the integration of two or more skills in the classroom lessons. For instance, on listening section, on page 59, the instruction stated as:

- 1. Your teacher will read a true story, written by Pamela A aged 13, taken from shattered innocence: Testimonies of children abducted in Northern Uganda. Listen, and note down Pamela's main problems, then discuss them with your group.*
- 2. One of your groups will now present your opinions to the class who will ask questions about your group's conclusions.*

From the above listening focused activity instructions, one can understand that in a single topic two or more skills can be integrated. For example, when the teacher read the passage; students listening skill can be enhanced, in taking note of the main points, their writing skills can be developed, and when they discuss in groups; both listening and speaking skills can be

developed. In this way, students have the benefit of practicing all the language skills in an integrated and in a natural communicative way. In connection with this, Davies and Pearse (2000) suggested that the integration of skills can be developed around a theme or topic can enhance the integration of language skills.

To conclude, the discussions, the total mean scores of 4.8, 4.75 and 4.83 for items 3, 4, and 5 in table 2.1, 2.2 and 2.3 respectively indicated that the English language teachers had better understanding of the strategies of skills integration. In addition to this, the results of textbook analysis indicated that the tasks and activities were designed in such a way that two or more skills can be integrated around a topic or theme of the lesson. In connection with this, Davies and Pearse (2000); and Jing (2006) suggest that the classroom teachers should know more about effective strategies for teaching English language skills teaching. Furthermore, Tomilson (1998) elaborated that the content of any material should be integrated with topics of interests to the target learner.

4.6.3. Concerning the Importance of Integrated-skills

From the teacher's (T3) expression, one can realize that using integrative language skills teaching approach can help a teacher to create a relaxed atmosphere in his or her class in which students' all round abilities would be improved and a combination of different activities could enhance realistic communication. As the result of this, the students would be more motivated and more involved and engaged enthusiastically in the classroom activities.

From teachers (T10) and (T12) views, one can note that successful integration of skills in the lesson(s) can help students learn the language, increase thinking power and knowledge of the students. Thus, the teachers' reflections have direct connection with the arguments of Atikins *et al.* (1996). They saw integrated skills teaching/learning in relation with the mental development of the students. As they pointed out integrated skills teaching approach encourages learners to use what they have learnt rather than practicing isolated structures.

Generally, from the teachers responses collected through questionnaire and interview concerning the importance of integrated skills teaching, one can note that teachers had good understanding of the advantages of integrated skills teaching. In line with this, Oxford (2001) pointed out that English language teachers need to know the various merits of integrated skills teaching or learning so that they help their students to be beneficiaries of the

advantages of integrated skills learning. In addition to this, Oxford *et al.* (1994); Schurr *et al.* (1995); Akram and Malik (2010) argued that this [integrated skills teaching] approach allows teachers to track students' progress in multiple skills at the same time. It also promotes the learning of real content, not just the dissection of language forms and can be highly motivating to students of all ages and backgrounds.

To sum up, from section two of the questionnaires and responses of interview, one can deduce that the English language teachers had good awareness concerning theoretical understanding and the importance of integrated-skills teaching and also they had good concepts on the specific strategies of skills integration in the lessons. As the result of this, the results suggest that the English language teachers had positive perception towards integrative teaching of English language skills.

4.6.4: Regarding the Implementation of Integrated-Skills

- ❖ From the teacher's (T4) response, one can understand that instructional materials are vital for calling students attention and to increase the interests of the students towards integrated skills learning. He also pointed out that the utilization of different communicative activities and teaching materials can play their part in developing communicative competence of the students. In connection with this, Richards and Rogers (2001) suggested as English language teachers are also responsible for planning, implementing, and evaluating appropriate lesson(s) which reflects teaching English language skills integratively.

However, what the teacher reflected and what was practiced during the instructional periods were somewhat different. Because, during the classroom observation, the researcher did not observe any teacher while using the instructional materials. For instance, a teacher (T4) was observed while teaching vocabulary lesson for grade 10 J section students. The topic of the day's lesson was "*Dictionary work*". The researcher observed that he (teacher) simply wrote some words on the blackboard and asked students to copy the words from the blackboard. The following day, the same teacher was observed while teaching different section. He taught the same topic and he followed the same practice as he did in the previous section. Even though the day's topic was very interesting for teaching the language skills in integration, the teacher did not integrate one skill with the other skills and he did not use instructional

materials during the classroom lessons. However, the results of the content analysis of the textbook showed that the vocabulary and grammar sections activities were suitable for the integration of two or more language skills together in the lessons. For example, in vocabulary section activity, on page 99, the instruction states that:

- 1. Look at the following in a dictionary. Strange, peer pressure, addiction, etc.*
- 2. Now work in pairs to match the words with their definitions using the following patterns.*

From the above instructions, one can note that the tasks were properly designed to integrate two or more language skills at a time. For instance, when the students look up the words in the dictionary, they can enhance reading skill, and when they take words or definitions for the given words from the dictionary, they can develop writing skill and when they discuss with their peers; they can employ both listening and speaking skills. For this reason, one can realize that the designed vocabulary activities were suitable to teach two or more English language skills at the same time. In the same way, the Grammar exercises were designed in such a way to integrate more than two skills at a time. For instance, on page 61, the instruction states as:

- 1. Work in your group to write down three examples of 'wrong' behavior and three examples of 'right' behavior.*
- 2. What other examples of good and bad behavior can you think of? Your teacher will write your suggestions on the board.*
- 3. Work in groups to agree or disagree with the following suggestions, give your reasons and simple counter arguments.*

From these grammar lesson instructions, one can deduce that in dealing with the given activities, two or more skills can be enhanced. For instance, when the students work in groups to write 'wrong' and 'right' behaviors, they can employ listening, speaking and writing skills. At the same time, when they work in groups to 'agree' or 'disagree' in a given topic, students' speaking, writing, listening and reading skills can be developed. From these examples, it can be noted that the vocabulary and grammar activities in the textbook were designed to teach two or more English language skills at a time.

- ❖ Regarding the utilization of communicative activities during integrated skills teaching from teacher's (T3) reflections, one can conclude that using variety of authentic materials in the teaching and learning process is crucial for the development of communicative competence of the students and it encourages them to relate classroom tasks with that of the outside world activities. As the result of this, it enhances the learners to integrate skills and knowledge of the target language. Nevertheless, he reported that he sometimes use authentic tasks in the class room lesson(s) because the students do not have willingness to be engaged in different communicative activities.

From teacher's (T11) reflections, one can also see two important concerns. One concern is that he considered learning by doing as the most effective way to learn language skills. The second concern is that he believed that organizing students into groups help them to interact with each other and which can support a more conducive and cooperative class. In addition to the teacher's response, the results of content analysis of textbook showed that the activities were designed in such a way to incorporate authentic materials which help students relate classroom activities with the real world tasks. Besides, most of the activities request students to perform in groups and pairs in the classroom. In the other words, the designed activities encourage active involvement of the student in the classroom lesson(s). For instance, under writing section on page 27, the instruction states that:

"Have you ever had an accident? Work in pairs to write a conversation between yourself and the nurse at the clinic who gives you First Aid after you have broken your arm. Then act out your role play to the class".

From the above instruction, one can understood that students can relate classroom tasks with the outside world activities. In the above example, even though the topic contains the information on a single skill (writing skill) students can train more than two skills at a time. However, the researcher observed mismatch between what was said and what was going on during the classroom lesson. Because, the researcher observed that most of the teachers did not use communicative tasks (for instance, information gap filling tasks, role play activities, dialogues etc.) during the lesson. In addition to this, they did not organize students into groups to enhance group interaction and cooperation. Furthermore, even though the activities in the textbook was suitable for teaching integrative language skills, the teachers who were being observed did not made any effort to integrate the skills in the lesson.

- ❖ Regarding group and pair organizations during integrated skills teaching from the teacher's (T3) response, the following important issues can be considered. One issue was that the utilization of different communicative activities can help teachers to practice two or more English language skills a lesson. The second issue was that providing group and pair activities can promote interaction and collaboration among the students. The third issue was that when the teachers give instruction orally, students listening skill can be enhanced; in group discussion they can also improve both speaking and listening skills and when they summarize the main points of the discussion; their writing skill would be improved.

Furthermore, the results of the textbook content analysis showed that most of the activities and tasks were designed to engage students' into different group and pair discussions. However, what teachers said and what was observed by the researcher did not match. This was because; the researcher observed that most of the teachers were seen while teaching the lesson without forming the students into groups and pairs. For this reason, students' interaction in the class was left to the minimum. However, their (teachers) classroom practices contradict with the idea of Vygotsky (1986); Kessler (1991); and Slavin (1995). They suggested that instruction should be organized to facilitate interaction and collaboration of the students.

- ❖ Regarding the practice of two or more language skills in the lesson from items 9 to 12, in table, 4.4, 4.4.1, 4.4.2, 4.4.3: the researchers' aim was to elicit information from teachers' on the practical implementation of two or more skills in the classroom instruction(s). The mean values of 2.75 for item 9, and 2.83 for item 10, indicates teachers "sometimes" teach two or more skills in integration. In addition to this, the mean score of 2.13 for item 11 indicates that the English language teachers "rarely" teach the four English language skills in integration. Furthermore, the mean score of 4.38 for item 12 shows that the respondents "always" teach grammar and vocabulary exercises in integration.

From teacher (T5) views, regarding the above idea, one can note that she gave importance to the development of communicative competence of the students. She mentioned that using the four language skills in the same lesson promotes the communicative aspect of language learning and help students use the target language. However, due to time limitation it is impossible for teachers to teach all the language skills. In line with this, Akiram and Malik

(2010) pointed out that the integration is also demanding much of the time and patience of teachers.

- ❖ During the classroom observation sessions, the researcher observed the opposite of what the teacher said in the above discussions. In Jajura high school, one of the teachers (T2) was observed for two consecutive sessions while he was teaching vocabulary and grammar lessons respectively. To make it clear, in the first day of the observation he was seen while teaching the vocabulary lesson. He let the students to construct their own sentences by using the given words in the student's textbook. Then, some students constructed their own sentences by using the given words in the textbook. In grammar lesson, he made students listen to when he explain the lesson with examples. In both lessons, a number of students were seen when disturbing the class and doing unrelated activities with the day's topic. Thus, the researcher observed that the exercises discussed in the classroom were not integrated with two or more language skills and the teacher made no attempt to integrate more than two skills in the classroom lesson(s). However, the results of the content analysis of the textbook revealed the designed activities in each section were suitable for teaching two or more language skills at the same time. In the students textbook, sufficient and interesting activities were presented and are connected with each other semantically. For instance, under speaking section activity, the instruction states that *"work in groups and talk about the following..."* from the instruction one can guess that at least two skills can be integrated under one topic.

Under Reading centered activities on page 9, the instruction states that:

"Read the following news paper article quickly, then tell your teacher what you have found about it" from this instruction one can note that students can train the reading skill when they read the passage for acquiring information, speaking skill when tell the main points of the passage; and writing skill when they take note from the passage. In addition to this, under writing section on page 2001, the instruction stated that:

"Using the information from the First Aid instruction you wrote in your exercise book; work in groups of three to write a dialogue, then role plays the following scene".

From the above instruction, one can deduce that students can train the four language skills at the same time. That is, they read the passage to get information, the reading skill can be

developed; write dialogue in their exercise book from the given information, writing abilities of the students can be developed; during the dialogue, students listen and respond at the same time; therefore, listening and speaking skills can be developed. In line with this, Hersan (1998); Cunningsworth (1984); Harmer (1991); and Oxford (2001) pointed out that the language skills are rarely used alone in everyday life. All the language skills are integrated naturally.

Taken together, the results of the classroom practice of integrated skills teaching showed that the English language teachers “sometimes” teach two or more skills at the same time. However, their classroom practice was related with the idea of the Al-Jawi and Fadwa (2010). He pointed out that “some language skills are neglected during the classroom practice and hence they are given insufficient and in adequate exposure”. Besides, they “sometimes” teach communicative activities such as role play, information gap filling, dialogues activities etc) when they teach integrated language skills teaching. In addition to this, the results of the classroom observation revealed that the classroom environment was not conducive for teaching integrated skills, for instance, the seating are immovable and uncomfortable for group and pair activities. Furthermore, the results of the textbook content analysis showed that it contained variety of interesting and authentic materials which help students relate classroom activities with the outside world. At the same time, it helps students to train two or more skills at the same time. What is more, teachers seemed that they could not play managerial role effectively and they neglected the importance of cooperative learning and the interaction of students because they sometimes organize students for pair and group works when they teach integrated skills.

4.6.5: Impediments of Integrated-Skills Teaching

There might be impediments of integrated skills teaching that affect the successful implementation of integrated skills teaching in the classroom lessons.

4.6.5.1: The Impediments Related to Students

From the teacher’s (T7) view, in interview session, one can note the following important points. The first point was that students’ had limited background knowledge of English language which was one of the impediments to implementing integrated skills teaching in the

classroom lessons. The second concern was that the English language teachers found it was very difficult for them to conduct communicative activities with students who have low interest to participate in classroom activities. The third point was that to foster communication through English, students needed to communicate in target language other than mother tongue.

During the classroom observation sessions, the researcher also observed less engagement of students in the classroom activities when their teachers teach lessons. Some students were seen disturbing the class while the teacher was teaching the day's lesson. That means, they were seen doing unrelated things with nearby students in the classroom. In addition to this, further results of the classroom observation showed that the reported problems by English teachers were existed on the side of students. In connection to this, Edge (1987); Oxford (2001); and Richards and Rodgers (2001) pointed out that learners' factors such as low language proficiency, lack of motivation and interest may affect integrated skills teaching.

4.6.5.2. The Impediments Related to School

From teacher's (T11) response, one can infer that supplementary materials can play crucial role for implementing two or more language skills at the same time. In addition to this, the presence language laboratory equipments can help teachers to present model speaking activities (dialogue, conversations) and listening activities which indirectly expose the students for target language.

From the above teacher's response, one can conclude that teaching materials can play crucial role in the teaching and learning process. The second issue was that it was very difficult for teachers to give feedback to all students in the large classes. And the third concern was that unsuitable seating arrangements can hinder active engagement of students in different activities in the class room. In addition to the above English language teachers response, the researcher observed that the seats were not movable and comfortable for arranging students for group and pair activities. Furthermore, it is difficult for teachers to provide feedback for students' activities because the number of students per section is very large. In line with this, Edge (1987); Cruickshank *et al.*, (1995), and Richards and Rodgers (2001) pointed out that unsuitable seating may hamper integrated skills teaching.

4.6.5.3. The Impediments Related to Teachers

From the teacher's (T9) actual words, one can deduce that having conceptual understanding of integrative skills teaching is not guarantee for the practical implementation of two or more language skills in the classroom lessons. Due to insufficient training, the teachers found it as the major constraint to implement two or more language skills at the same time in the classroom lessons. Furthermore, from his reflection, it was clear that they were not competent in English language to teach the skills in integration. Moreover, the results of the classroom observation showed that most of the teachers were seen while teaching the language skills separately; without combining two or more skills together and they were not enough competent in English language. In connection with this, Wright and Bolitho (1997); and Ellis (2006) suggested that ESL teachers need to be both proficient users and skilled analysts of English language. Studies also support "pre" and "in" service teacher development as a continuum (Bernier and McClelland, 1989; Delanno , 2000). This has led to a shift away from a fragmented vision of discrete "pre" and "in" service training to one of teacher learning over time.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter summarizes the study, draws conclusions on the basis of the findings and finally makes recommendations.

5.1. Summary

The purpose of the present study was to find out the English language teachers' perception and classroom practice of integrative teaching of English language skills. To this end, it tried to investigate the perception teachers hold towards integrated-skills teaching and how perception relate to the pedagogical practices, and to investigate some of the major impediments of integrated-skills teaching that the teachers possibly encountered during the classroom instruction with reference to grade 10 in Gimbichu and Jajura high schools in Hossana town. To address the objectives of the study, the following research questions were raised.

- How do the English language teachers' perceive integrative teaching of language skills?
- How do teachers integrate language skills practically in the classrooms?
- To what extent are English language skills integrated in the student's textbook?
- What were the factors that hinder the teaching of integrated English language skills?

To achieve the desired objectives of the study, mixed research approach was used. This was because social phenomena are so complex and different kinds of methods are needed to best understand these complexities. Questionnaires, interviews, classroom observations and students textbook content analysis were used as data gathering tools for this study. The participants of this study were 40 English language teachers currently teaching in 2 selected government high schools in Hossana town (21 from Gimbichu, and 19 from Jajura high schools). Purposive and random sampling techniques were used to select the respondents of the study. Purposive sampling technique was also used to select the schools. As the result of this, the findings were analyzed, discussed and described quantitatively and qualitatively.

5.2. Conclusions

The following conclusions could be drawn from the discussions in the preceding sections of this study.

- ✓ The results of the study noted that the English language teachers had positive perception towards integrated skills teaching since they had good conceptual understanding of integrative skills teaching. In addition, the results of the study also revealed that English language teachers had good understanding of the importance of skills integration. Furthermore, it seemed that they had good understanding of how to integrate the language skills in the classroom lessons successfully.
- ✓ Further results of the study also indicated that, unlike a high level of understanding of integrated skills teaching, most of the teachers' responded negatively when asked about the practical implementation of integrated skills in the lessons. The study explored the existence of mismatch between the theory and classroom practice of integrative language skills teaching. This shows that teachers' conceptual understanding of integrated skill teaching did not necessarily lead to the practical implementation of integrated skills in the classroom lessons.
- ✓ Further findings of the study pointed out that the English language teachers sometimes teach two or more language skills (listening, speaking, reading and writing) in combination. Further results of the study showed that most of the times they [teachers] focused on segregated skill teaching.
- ✓ Additional results of the study indicated that teachers sometimes teach communicative activities and/or authentic materials like, project works, gap filling, and role play activities in the classroom lessons. Besides, they rarely use different instructional materials during the classroom instruction. What is more, the findings of the study noted that the classroom conditions were not suitable for teaching integrated-skills; because some students were seen when disturbing the class and doing unrelated activities in the classroom while the classroom lesson was going on. Additionally, the seating were not movable and suitable which was difficult for students to participate in group or/and pair activities and the number of the students was very high so that teachers could not give feedback to each students during the class time.

- ✓ The results of the student's textbook content analysis indicated that varieties of interesting and authentic materials were incorporated which were designed to help students learn two or more language skills at a time. The designed activities in each section were suitable for teaching integrative language skills at a time. Furthermore, in each section, there was sufficient variety of activities presented and most of the activities were semantically connected with each other. However, there is a discrepancy between the activities in the textbook and classroom implementation. The activities in the textbook expects an integrated approach used in the class whereas in the classroom only minimal amount of integration actually occurs.

- ✓ The study also investigated the factors that hinder the practical implementation of integrative language skills teaching and categorized them as: school related, teachers related and students related factors. The impediments related to school such as the shortage of teaching materials (students' textbook, reference books, tape recorder, video recorder, classroom shortage, the presence of immovable chairs for group and pair works, inability of arranging school or departmental level trainings) were identified as the major obstructions of integrative language skills teaching.

- ✓ In addition, the results of the study explored teacher related factors which impede the practical implementation of integrated skills teaching such as inability to designing appropriate teaching materials and tasks for integrated skills teaching, inability to implement the integrated skills teaching in line with the theory of language skills integration, lack of motivation and interest to use different communicative activities and low English language proficiency were identified as the major impediments of integrated skills teaching. Finally, students related factors that hinder the implementation of integrative skills were identified. For instance, lack of interest and motivation for learning, less participation in group and pair activities, low English language proficiency, disruption in the classroom while the lesson was going on.

5.3. Recommendations

The researcher would like to give the following recommendations in accordance with the findings and conclusions drawn in the above sections.

1. First and foremost, the findings of the study suggested a need to offer adequate in-service training for teachers to implement integrated skills teaching in the classroom lessons. That means, teaching in applied practices rather than theory was more beneficial for both teachers and students in terms of students' achievement. To do so, the English language departments should prepare awareness creation workshops, seminars, and conferences preferably in collaboration with other concerned bodies on the practical implementation of integrative language skills teaching.
2. Possible efforts should be made by English language teachers to select and design appropriate activities in order to teach two or more skills integratively in the classroom lessons. Furthermore, teachers should employ authentic materials (project works, dialogues, group and pair works and variety of integrated activities) to successfully practice two or more language skills in the lessons. To promote integration of the language skills, it is better if they (teachers) used different instructional resources while they teach language skills in integration. In short, teachers should create a positive classroom atmosphere, plan appropriate tasks, encourage learners to be engaged in different activities, and should know more about effective strategies of skills integration in the lesson(s).
3. The school with other concerned bodies should provide the necessary materials; for instance, student's textbooks and reference books, video and tape recorders, movable and suitable chairs and tables. In addition to this, it should pay every effort to build additional classes.
4. Further investigations should be carried out on the same issue which will consist of large number of participants of English language teachers at high school level; hence, it would help to re-assure the reliability and validity of this study.

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APPENDICES

Appendix-A

Adama Science and Technology University

School Of Humanities and Law

Departments of English

Interview for Language Teachers

Good morning/ good afternoon. My name is Abaynesh Dutose. I came from Adama University School of Humanities and Law in order to investigate teachers' perceptions and practice of integrative language skills teaching in Gimbichu, and Jajura high schools. Your true responses are very crucial for the success of this research. Thus, you are cordially requested to provide real responses to the questions I ask you. You are guaranteed of your responses.

Thank you very much for your cooperation

Sex_____ Age _____ Specifications _____ Teaching experience _____ Code_____

1. What do you know about integrative English language skills teaching?
2. How do you view the importance of integrative language skills teaching?
3. Have you ever taken enough pre-service and/ or in-service training about integrative English language skills teaching?
4. What efforts do you make to teach the language skills integratively?
5. Does the textbook helps students to integrate language skills?
6. What are the strategies you use in order to teaching integrative language skills?
7. What are the factors, if any, which hinder/ hamper integrative skills teaching while you are teaching language skills? Please write your answer based on the following headings
 - 7.1. Problems related to yourself
 - 7.2. Problem(s) related to students
 - 7.3. Problem(s) related to school

Appendix-B
Adama Science and Technology University
School of Humanities and Law
Departments of English
Questionnaire to be filled in by Teachers

Dear teacher,

This questionnaire is designed for gathering data regarding the practice and perceptions of integrated-skills teaching at grade tenth level. Your genuine response to the questions will have significant contribution for the success of this study.

Notice: You are not required to write your name.

Thank you very much for your cooperation!

Section 1: Background information. Please give information about yourself by putting a tick (✓) mark in the given box and writing your responses in the given blank spaces.

1.1 Name of the school _____

1.2 Age

18-25 ☐ 26-30 ☐ 31-40 ☐ 41-50 ☐ above 51 ☐

1.3 Qualification

Diploma ☐ B.A ☐ B.ED ☐ B.SC ☐ M.A/MSc ☐

1.4 Area of specifications _____

1.5 Total years in teaching English language _____

Appendix-C

Section 2: Questions concerning teachers' Conceptual understanding of integrated skills teaching.

2.1. For each of the statements given below, please decide whether or not you strongly agree, agree, have no idea, disagree, or strongly disagree based on your theoretical orientations and understanding of integrated-skills teaching. Indicate your responses by putting a tick (✓) mark under the appropriate column on the right side.

Nº	Statements	Rating scale				
		SA	A	HI	D A	S D
1	Listening, speaking, reading and writing should be taught in integration.					
2	Language consists of macro skills (reading, listening, writing and speaking) and language elements (grammar and vocabulary); and these skills should be taught in integration.					
3	Language skills can be integrated around a task in lesson(s).					
4	Language skills can be integrated around a topic/theme in lesson(s).					
5	Language skills can be integrated around both task and topic/theme in lesson(s).					
6	Integrated-skills teaching help students learn English language in a better way.					
7	Integrated-skills teaching motivates students to learn the English language					
8	Integrated-skills teaching create positive student-to-student interaction in classroom.					
9	Integrated-skill teaching create positive teacher-to-student interaction in classroom.					

10	Integrated-skills teaching create a good classroom discipline.					
11	Integrated-skill teaching help students develop positive self-esteem					
12	Integrated-skills teaching help students develop independent learning.					
13	Integrated-skills teaching help students develop their communicative competence.					
14	Integrated-skills teaching helps students develop their overall skills					
15	Integrated-skills teaching enable students to be multi-language skills users in their day to day communication.					

Appendix-D

Section 3: Questions concerning ELT teachers' classroom teaching practice

Nº	Statements	5	4	3	2	1
		AI	NA	S	R	N
1	When I teach integrated skills, I use different instructional materials					
2	I give project works, therefore, students develop more than one skill at a time					
3	When I teach integrated skills, I give interesting tasks to the students					
4	When I teach integrated skills, I give authentic materials.					
5	I give gap filling activities because it helps students use multiples kills.					
6	I give role play activities because they can help students use two or more skills together at a time					
7	I organize students in pairs and group works to increase students interaction					
8	I organize students in pair and group works to increase students cooperation					
9	I teach listening and speaking in integration					
10	I teach reading and writing in integration					
11	I teach listening, speaking, reading and writing in integration					
12	I teach grammar and vocabulary in integration					

Appendix-E

Textbook analysis checklist

Grade and Section _____ Lesson topic _____

Points to be analyzed from the students textbook will be:

	Analysis on the students' textbook	
1	To what extent is the textbook designed to teach English language skills integratively?	Result
2	Does the textbook provide an appropriate balance of the four language skills?	
3	Are the four language skills included proportionally in students' textbook	
4	Are the reading passages associated with pre, while and post reading activities?	
5	What types of activities are designed to integrate English language skills in EFL classroom?	
6	Does listening activities accompanied by background information questions and activities which help comprehension?	
7	The materials for spoken English(dialogues, role play, gap filling activities etc) are designed to equip learners for real life interaction	
8	Does the textbook pay attention to writing activities such as controlled, guided and free.	

Appendix-F

The results of language skills distribution in each units

Nº	Language skills ↓	A number of skills in each unit													total
		Units →	1	2	3	4	5	6	7	8	9	10	11	12	
1	Listening		3	4	3	1	2	1	1	1	2	1	3	2	24
2	Speaking		3	3	3	4	5	7	3	3	4	4	5	4	48
3	Writing		3	4	3	2	4	3	5	3	3	2	5	2	47
4	Reading		3	2	3	4	3	4	3	2	3	2	3	2	34

Appendix-G

Classroom observation checklist

Name of the school_____ Lesson being observed_____ Number of students in the class:

Male_____ Female_____ Total_____

1.	Classroom condition	Yes	No
1.1	Is the class size appropriate to teaching integrative English language skills?		
1.2	Are the seats movable for arranging group and pair works?		
1.3	Is there enough space for movement between desks?		
1.4	Is there enough seating spaces for all students?		
2	Teachers' activity		
2.1	Arrange students for different classroom activities?		
2.2	Clarify the day's lesson objectives?		
2.3	Is there group work activities?		
2.4	Use different instructional methods to implement integrative language skills teaching?		
2.5	The teacher teach language skills in integration		
2.6	The teacher is effective in explaining, motivating and describing the day's lesson?		
2.7	The teacher manages the class effectively while he is teaching integrative language skills?		
2.7	The teacher use different activities to teach integrative language skills		

3	Activities of the students during the lesson		
3.1	Students are participating in lesson while teacher teaches integrative language skills		
3.2	Students are taking part in different activities in group/ pair work		
4.	Utilization of Instructional Materials		
4.1	Does the teacher use different instructional materials which are relevant to the topic?		
4.2	Does the teacher give more focus on instructional materials?		
4.3	Does not he/she use instructional material at all?		
4.4	Does the teacher illustrate ideas and concepts with the help of different instructional materials?		