

**ADDIS ABABA UNIVERSITY  
INSTITUTE OF LANGUAGE STUDIES  
DEPARTMENT OF FOREIGN LANGUAGES  
AND LITERATURE  
(GRADUATE PROGRAMME)**

**A STUDY OF THE PRACTICE OF INTEGRATING  
LANGUAGE SKILLS IN THE TEACHING OF ENGLISH:  
THREE GOVERNMENT PRIMARY AND SECONDARY  
SCHOOLS IN FOCUS**

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**JUNE 2008**

**A Study of the Practice of Integrating Language Skills  
in the Teaching of English: Three Government Primary  
and Secondary Schools in Focus**

**By**

**Alemayehu Nagash Djibiti**

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the Department of Foreign Languages and Literature  
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## **DECLARATION**

I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in any other university.

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## **Abstract**

*The main concern of this study was to assess integrated-skills teaching/learning process at grade nine level. To this end, three schools in Addis Ababa were purposefully selected to be the settings of the study; and all the 25 English language teachers who taught English at grade nine level in the schools along with 164 students of grade nine in the schools were the subjects of the study. To collect the necessary data for the study, two sets of questionnaires (one for the teachers and another for the students) were employed as the main data collecting tools. Besides, classroom observations and document analysis (analysis of the Teacher's Guide) were employed as supporting instruments so as to triangulate the findings of the questionnaires. Then, the collected data were analyzed using both quantitative and qualitative methods of data analysis.*

*The study revealed that the teachers had high theoretical orientations and understanding of integrated-skills teaching principles. On the other hand, it was found that the teachers lacked practical skills of implementing integrated-skills teaching in classrooms. The study further showed that the teachers sometimes taught two language skills in integration in reading, listening, speaking and writing lessons; they hardly taught four language skills in integration in these lessons. Moreover, the teachers rarely used communicative activities and project work when they taught language skills in integration. The study also portrayed that most of the teachers could not effectively play their 'managerial roles' when they taught language skills in integration; and they hardly used various teaching aids and equipment when they taught language skills in integration.*

*Insofar as the contribution of the new Teacher's Guide to integrated-skills teaching/learning is concerned, the study indicated that the new Teacher's Guide created a fertile ground for integrated-skills teaching/learning in the classroom. However, the teachers did not have the new Teacher's Guide on their hand.*

*Furthermore, the study showed that the teachers frequently used whole class organization at the expense of pair and/or group organizations when they taught language skills in integration. Similarly, the study revealed that a number of impediments which related to the schools, the students and the teachers directly or indirectly hampered integrated- skills teaching/learning process in classrooms.*

# CHAPTER ONE: INTRODUCTION

## 1.1. Background of the Study

Integrated-skills teaching, which refers to the linking of the macro language skills (listening, reading, speaking and writing) and language elements (grammar and vocabulary) in language teaching/learning process, is widely practiced in many countries of the world nowadays (Oxford et al., 1994). Snow, as cited in Celce-Murcia (1991:313) further points out:

*In the past decades we have seen a movement away from narrow methods to broader integrated approaches in language teaching, approaches that encourage the teaching of all four skills within the general framework of using language for learning as well as for communication.*

Indeed, strictly speaking, it is very difficult to have a totally segregated skills teaching in a classroom. Rather, there is a chance of integrating skills in the process of discrete skills instruction (Atkins, Hailom and Nuru, 1996; Byrne, 1986; Gower, Phillips and Walters, 1995; Parrott, 1993; Harmer, 1991; Mcdonough and Show, 2003). However, some English language teachers may think that it is instructionally difficult to teach two or more skills at a time. These teachers may thus prefer segregated-skill teaching to integrated-skills teaching (Oxford, 2001).

There are a number of rationales for integrated-skills teaching in schools.

In real life communication situation outside classroom and in a classroom language learning process, students rarely use only one skill. Students use integrated-skills when they learn a language (Harmer, 1991). In this regard, Byrne, in Johnson and Morrow (1981:130) argues: "... we should be looking for opportunities to knit skills together, because this is what happens in real life." Therefore, two or more language skills should be interwoven and presented in context for foreign/second language learners

(McDonough and Show, 2003; Selinker and Tomlin, 1986; Oxford et al., 1994).

It is further believed that integrated-skills teaching helps students develop their communicative competence (grammatical/linguistic competence, strategic competence, sociolinguistic competence and discourse competence) (Atkins, Hailom and Nuru, 1996; McDonough and Show, 2003). Furthermore, many scholars (for instance, Long and Crookes, 1992; McDonough and Show, 2003; Seedhouse, 1999) describe that integrated-skills teaching provides authentic language learning environment in a classroom, enables students to learn language skills in better way, makes students be successful academically, helps students become critical thinkers (to analyze, synthesize and evaluate information), creates motivation in students by avoiding a routine practice of forms of the language, which creates boredom in students, brings student-centered and humanistic approach to language teaching in a classroom.

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

On the other hand, as far as the present researcher knows, there are very limited studies conducted on integrated-skills teaching in the Ethiopian context. Two studies conducted in this area are Endalkachew (1995) and Nasise (1999). Endalkachew's (1995) study aimed to see the feasibility of integrated-teaching of listening and speaking at grade eleven

level; and by designing tasks that unify listening and speaking skills, he proved the feasibility of teaching listening and speaking skills at a time at grade eleven level. Nasise's (1999) study, on the other hand, aimed to see the distribution and ratio of integration of skills in grade ten English for Ethiopia Books (1) and (2). She also observed some classroom teaching practices in Yekatit 12 and Menilik II schools. Nasise's study showed that the integration of more than two skills was rarely seen in the text books, and most English teachers failed to integrate language skills in the classrooms observed.

However, none of these studies tried to look at the integrated-skills teaching practice at grade nine level. This study, therefore, basically differs from the above studies in that the study focuses on assessing the practice of integrated-skills teaching at grade nine level in the light of: (a) teachers' theoretical orientations and understanding of integrated-skills teaching (b) the practical implementation of integrated-skills teaching in classrooms and (c) the impediments, if any, that hamper/hinder integrated-skills teaching in classrooms.

It is on this ground that the present researcher proposed to conduct a study on integrated-skills teaching practice at grade nine level. The study is hoped to bridge the existing research gap in our country in the area.

## **1.2. Statement of the Problem**

Nowadays, integrated-skills teaching is a common language teaching practice in many countries of the world (Oxford et al., 1994; Snow, in Celce-Murcia, 1991). It seems that there is also a general consensus about the need of integrated-skills teaching in Ethiopian high schools. For instance, integrated-skills teaching is selected to be the language teaching practice at grade nine level. In this regard, the new and revised

ENGLISH SYLLABUS FOR GRADE NINE, which is produced by the Institute for Curriculum Development and Research (ICDR) in 2004, clearly shows that grade nine students should learn language skills in integration as much as possible. The syllabus further clearly shows that the language skills to be taught in integration in the classroom are mainly organized around topics.

Even though integrated-skills teaching is assumed to be practiced at grade nine level, to the extent that the present researcher knows, there is not systematically collected evidence which shows how much the integrated-skills teaching is being practically implemented in classrooms as intended. The present researcher believes that to make the best pedagogic decisions for the students, thus, a systematic study on the practice of integrated-skills teaching at grade nine level may be important.

### **1.3. Objectives of the Study**

The major aim of this study is to assess integrated-skills teaching/learning process at grade nine level. In doing so, the study attempts to answer the following research questions in particular:

1. Do teachers have adequate theoretical orientations and understanding of integrated-skills teaching?
2. To what extent is integrated-skills teaching practically implemented in classrooms?
3. What are the impediments, if any, which hinder integrated-skills teaching in classrooms?

### **1.4. Significance of the Study**

The present researcher hopes that the attempt made in this study may help English language teachers to revise their method of teaching English language at grade nine level, and thus make the necessary

improvement in the implementation of the integrated-skills teaching. Furthermore, the insights gained from the study are hoped to provide information for those concerned with training of students and/or teachers, supervising teachers and writing materials. In doing so, the evidence gained through the study may help bring the desirable quality in English language teaching in high schools. Moreover, the study is hoped to provide possible future researchers with some insights into the area.

### **1.5. Scope of the Study**

This study will be carried out in three government primary and secondary schools in Addis Ababa, namely Wro. Kelemework Primary and Secondary School, Entoto Amba Primary and Secondary School and Yekatit 66 Primary and Secondary School. The above three schools are chosen because the teaching/learning process in the schools is going on without plasma television, and this makes it possible to see teachers' direct involvement in integrated-skills teaching.

### **1.6. Limitations of the Study**

Apart from the various minor problems that were encountered when conducting this study, the following are the major limitations of this study:

- Because the study is conducted on only three schools in Addis Ababa, conclusions deduced from such a narrow context and recommendations provided may not serve the case of all schools throughout Ethiopia.
- Document analysis was intended to be done on the Student's Book and the Teacher's Guide. But, due to constraint of time, only the Teacher's Guide is analyzed.

- The classroom observations were intended to be done with a co-observer. However, since the subjects were not willing to be observed with a co-observer, this was not accomplished.

### **1.7. Organization of the Thesis**

With the exception of the peripheries, this thesis has five chapters. The first chapter deals with introduction to the study, which contains background of the study, statement of the problem, objectives of the study, significance of the study, scope of the study, and limitations of the study. Chapter Two deals with the review of related literature. Chapter Three is concerned with research methodology. Specifically, the research design, the subjects of the study, sampling technique, data gathering instruments, development of data gathering instruments and methods of data analysis are discussed in this chapter. Chapter Four consists of the data analysis and interpretation. Finally, Chapter Five presents the conclusions and recommendations of the study.

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

### **2.1. Definition of Integrated-skills Teaching**

In Communicative Language Teaching (CLT), the term 'integrated-skills teaching refers to the linking of two or more macro language skills (listening, reading, speaking and writing) and language elements (grammar and vocabulary) in language teaching/ learning process (Bill and Gower, cited in Tomilison, 1998; Byrne, in Johnson and Morrow, 1981; Cunningsworth, 1984, 1995; Gower, Phillips and Walters, 1995; Harmer, 1991; Oxford et al., 1994; Oxford, 2001; Ur, 1996). The term integrated-skills teaching is also usually considered as synonymous with 'reinforcement'. This is because the learning of one skill leads to the learning of another skill(s). For instance, speaking may be followed by related reading or writing in language teaching/learning process (Byrne, 1986).

Accordingly, in integrated-skills teaching, as opposed to segregated or isolated skill teaching, two or more language skills are interwoven and presented to learners in context (Atkins, Hailom and Nuru, 1996; Campbell and Kryszewska, 1992; Oxford, 2001). The main focus of integrated-skills teaching is the teaching of language use for communicative purposes rather than teaching language forms devoid of context. In other words, through content-based and task-based instructions, integrated-skills teaching intends to help learners use two or more language skills at a time (Selinker and Tomlin, 1986; Snow, cited in Celse-Murcia 1991).

### **2.2. Rationale for Integrated-skills Teaching**

Integrated-skills teaching is a common language teaching practice in many countries of the world these days. Regarding this fact, Oxford et al. (1994:257) state that "language skills integration is the popular concept these days throughout the world." The current trend in language skills

teaching practice is also towards integrated-skills teaching in many countries. On this point, Snow, as cited in Celse-Murcia (1991:313) describes:

*In the past decades we have seen a movement away from narrow methods to broader integrated approaches in language teaching, approaches that encourage the teaching of all four skills within the general framework of using language for learning as well as for communication.*

Oxford et al. (1994:265) further confirm that "... such integration is expanding and that it has taken hold in the UK, Canada and elsewhere." There are a number of reasons for integrated-skills teaching to be expanded and practiced widely in countries. These reasons could be categorized as 'real-world rationale for integrated-skills teaching and 'pedagogic rationale for integrated-skills teaching ' (Byrne, in Johnson and Morrow, 1981; Harmer, 1991; Malamah-Thomas, 1987).

### **2.2.1. Real-world Rationale for Integrated-skills Teaching**

In real life communication situations outside classroom, we rarely use only one skill without the other. Rather, we use two or more skills at a time (Atkins, Hailom and Nuru, 1996; Harmer, 1991; Malamah-Thomas, 1987).

For example, we both listen and speak when we talk with a person on a telephone. We may also read an article about a film or a concert in a newspaper or a magazine. Then, we may discuss the important issues in the article we read with someone else who sits next to us (Cunningsworth 1984; Mcdonough and Show, 2003). Another example which shows integrated-skills use in the real-world communication outside classroom is that a director of a company may want to deliver a speech about annual objectives of a company. The director may need to refer past documents to write a short note. Then, the director may deliver

his/her speech by referring the note he/she prepared (Gower, Phillips and Walters, 1995). In these cases and in many other instances, we use two or more language skills in our day to day communication.

Consequently, language skills should be interwoven with each other and taught in a classroom. That is, language teaching in a classroom should reflect integration of skills in real-world communication (Burgess, 1994; Harmer, 1991). In this regard, Byrne, cited in Johnson and Morrow (1981:130) further argues that "we should be looking for opportunities to knit skills together, because this is what happens in real life." Mcdonough and Show (1993:203) also agree with Byrne's idea; they state: "Skills integration will hopefully show learners that skills are rarely used in isolation outside the classroom and that they are not distinct as such, but that there is considerable overlap and similarity between some of the sub-skills involved."

### **2.2.2. Pedagogic Rationale for Integrated-skills Teaching**

In an academic context, there are pedagogic reasons for integrated-skills teaching. In a lecture type of lesson, which is a common type of lesson in many schools, students are expected to listen to the information provided by their teachers, and to take notes so that they read it later on for detailed understanding. The students need to ask their teachers for clarification of point(s) which they do not understand while they are attending a lecture. They may also read a text related to the lecture they attended in the classroom. Therefore, integrated-skills teaching in schools helps students cope with their academic work, which demands them to use two or more skills at a time (Byrne, in Johnson and Marrow, 1981; Cunningsworth, 1984; Harmer, 1991). On this point, Atkins, Hailom and Nuru (1996:275) also point out the following:

*In any high school lesson there will be listening (to the teacher or the students), speaking (by the teacher and the students), reading and probably some writing. Thus, in reality, whether outside or inside the classroom, the macro skills are always integrated.*

Being multi-language skills users at a time enables student to be successful in their current and/or future academic learning; and two or more skills performance at a time can be achieved through integrated-skills teaching. In support of this fact, Blanto(1992:291), in particular, argues:

*Whatever activities are spun off the text, they must be in their combination - call on students to employ all modes of communication (reading, writing, listening, speaking) and to immerse themselves in language and language operation of the sort that will better prepare them for the academic road ahead.*

### **2.3. Theoretical Bases for Integrated-skills Teaching**

According to Brown (1994), Richards and Rogers (2001) and Stern (1983), any language teaching practice in English Language Teaching (ELT) must ultimately be related to theories. This means that any language teaching practice in ELT is rooted in explicitly stated or implicitly implied theories. This claim also holds true in integrated-skills teaching practice. Thus, it is hardly controversial to note that in a systematic investigation and discussion of integrated-skills teaching, it would be appropriate to look at theories (at least some theories) which the integrated-skills teaching is based on.

In integrated-skills teaching process, learners are viewed to be active information processors (learners apply their mental power in order to distil the input information presented to them). That is, in integrated-skills teaching/learning process, it is believed that learners analyze, synthesize, evaluate and judge the input information presented to them

before they reach conclusion(s) (Atkins, Hailom and Nuru, 1996). From this we understand that integrated-skills teaching is underpinned in the cognitive theory of learning.

On the other hand, integrated-skills teaching intends to help students use combined skills in their day to day communication situations, whether in a classroom or outside a classroom (Harmer, 1991; Oxford, 2001; Selinker and Tomlin, 1986). From this we could infer that integrated-skills teaching is grounded in the linguistics theory of language, which states/claims language to be a means of interpersonal interaction and a means of expressing functional meanings (Brown, 1994; Richards and Rogers 2001; Stern 1983).

Meanwhile, integrated-skills teaching aims to develop students' communicative competence (Atkins, Hailom and Nuru 1996; Campbell and Kryszewska, 1992). McDonough and Show (1993:203) also suggest the following:

*If one of the jobs of the teacher is to make the students 'communicatively competent' in L<sub>2</sub>, then this will involve more than being able to perform in each of the four skills separately. By giving learners tasks which expose them to these skills in conjunction, it is possible that they will gain a deeper understanding of how communication works.*

From this, it follows that integrated-skills teaching is rooted in the theory of communicative competence, which claims communicative competence to include four competences, namely, grammatical/linguistic competence (knowledge of the structure or form of the language), sociolinguistic competence (knowledge of when to use language in appropriate context), strategic competence (knowledge of how to 'repair' or 'mend' communication break down) and discourse competence (knowledge of understanding both spoken and written language beyond sentences level (Brown, 1994; Widdowson, 1978).

## **2.4. Types of Integrated-skills Teaching**

There are two broader kinds of integrated-skills teaching viz. content-based language teaching and task-based language teaching.

Alternatively, a hybrid of content-based and task-based language teaching can be possible (Oxford et al., 1994; Oxford, 2001; Snow, in Celce-Murcia, 1991).

### **2.4.1. Content-based Language Teaching**

The term 'content' has had many different interpretations in different language teaching methods. In Grammar translation method, content was defined as the grammatical structures of the target language (L2); in Audiolingualism, content was assumed to be the grammatical structures and vocabulary of L2. In this methods language content means, therefore, language forms. On the other hand, the more recent communicative approaches to the teaching of English (Communicative Language Teaching method, Community Language Learning method and so forth) define content as functions or the communicative purposes for which students use the target language (for example, greeting, invitation). In these methods, the term 'content' also refers to the use of subject matters for second/foreign language teaching purposes (Cunningsworth, 1995; Snow, in Celce-Murica 1991).

In content-based language teaching, a theme/topic of a subject matter serves as a basic building block to unify language skills. That is, language skills are interwoven around a common topic/theme in content-based teaching (Atkins, Hailom and Nuru, 1996; Cunningsworth, 1984).

Content-based language teaching includes two major models of language teaching viz. theme-based language teaching model and adjunct language teaching model (Oxford et al., 1994; Oxford, 2001).

#### **2.4.1.1. Theme-based Language Teaching Model**

In a theme/topic-based language teaching model, language skills are linked in the study of a theme or a topic, which could be a broader theme/topic (for example, global warming) or a narrow theme/topic (for instance, fire wood). The theme provides a context for language use in integrated-skills teaching. That is, the language skills 'revolve' around a common theme/topic; and the theme serves as 'catalyst' to join two or more language skills (Blanto, 1992; Cunningsworth, 1995; Oxford et al., 1994).

Theme-based language teaching is applicable at all grade levels (lower, intermediate and advanced grade levels); and it is suitable for heterogeneous groups of learners. Thus, it is the most useful and widespread form of content-based language teaching nowadays (Oxford, 2001).

#### **2.4.1.2. Adjunct Language Teaching Model**

Snow, in Celce-Murcia (1991:319) has the following to say about the nature of adjunct language teaching model:

*The adjunct model is content-based approach in which students are currently enrolled in a language class and content course. This model is typically implemented in post secondary settings where such linking or 'adjuncting' between language and content departments is feasible. A key feature of the adjunct model is the coordination of objectives and assignment between language and content instructors.*

Accordingly, in adjunct language teaching model, a language teacher/instructor works in collaboration with a content course (subject matter) teacher in such a way that the content course teacher may provide information pertaining to the language forms, language skills students need to develop and so on for the language teacher. Then, the language

teacher helps the students develop the skills which help them learn the content course.

Adjunct language teaching model is rarely used at lower grade levels; rather, it is more limited to higher institutions (Universities and Colleges). It is also suitable for advanced students who have higher language proficiency level (Blanto, 1992; Oxford et al., 1994).

All content based language teaching models stress the content chosen to link the language skills to be interesting for students, and to relate with students' language proficiency level, culture and background (Blanto, 1992; Cunningsworth, 1995; Nunan, 1989; Oxford et al., 1994; Oxford, 2001; Snow, in Celce-Murica, 1991).

#### **2.4.2. Task-based Language Teaching**

In task-based language teaching, tasks help unify two or more language skills together (Byrne, 1986; Crook, 2001; Long and Crookes, 1992; Nunan, 1989; Parrott, 1993; Seedhouse, 1999). Here, it is important to ask two basic questions: (a) what are language learning tasks? and (b) What are the different kinds of tasks which could be used to integrate language skills?

##### **2.4.2.1. Definition of Language Learning Tasks**

Many scholars (for example, Breen, in Nunan 1989; Nobuyoshi and Ellis 1998; Nolasco and Arthur, 1988; Nunan 1989; Richards, 2001) characterize language learning tasks to be 'activities' that make learners use the target language (L<sub>2</sub>) in meaningful communication. Nunan (1989:10) in particular defines a communicative task as task which "involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning rather than form."

Communicative tasks are basically different from activities and exercises (for example, repetition and substitution drills) that make learners practice the target language forms (Nubuyoshi and Ellis, 1998). In this regard, Nunan (2005) puts in a nutshell the distinction among tasks, activities and exercises as follows:

*I distinguish between tasks, exercises and activities. A task is a communicative act that does not usually have a restrictive focus on a single grammatical structure. It also has a non-linguistic outcome. An exercise usually has a restrictive focus on a single language element, and has a linguistic outcome. An activity also has a restrictive focus on one or more language item(s)... [On-line].*

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

#### **2.4.2.2. Types of Language Learning Tasks**

There are two broad categories of language learning tasks that could be used to integrate language skills on the continuum of language learning tasks (Long and Crookes, 1992; Nunan, 1989; Richards, 2001).

##### **2.4.2.2.1. Pedagogic Tasks**

Pedagogic tasks are based on second language acquisition (SLA) theory (theory of second language acquisition is the reference point to select pedagogic tasks); and it is believed that pedagogic tasks stimulate L2 learning/acquisition process (Nunan, 1989; Richards, 2001).

Pedagogic tasks demand learners to engage in tasks which the learners are unlikely to perform outside classrooms. However, while learners are carrying out pedagogic tasks, they might develop language skills which

they probably transfer to perform real-world tasks (Nunan,1989). Pedagogic tasks could be problem-solving tasks, information gap tasks, jigsaw tasks and so on (Long and Crookes, 1982; Nunan, 1989; Parrott, 1993; Richards, 2001).

#### **2.4.2.2.2. Real-world Tasks**

'Real-world tasks' are identified via learners' needs analysis. In other words, real-world tasks are tasks that are brought into a classroom after the learners' need had been analyzed in terms of target task(s) they want to perform outside a classroom; and the learners perform tasks (for example, reading technical manual, reporting an experiment) which are directly related to their need of tasks in the real world (Long and Crookes, 1992; Nunan, 1989; Richards, 2001).

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

#### **2.4.3. A hybrid of Content-based and Task-based Language Teaching**

Although it may be appropriate to view content-based language teaching and task-based language teaching as two broader integrated-skills teaching models on the continuum of integrated-skills teaching, the distinction between content-based language teaching and task-based language teaching does not mean that we can not use a blend of

content-based and task-based language teaching. Indeed, language skills may be organized both around tasks and topics in a unit and/or lesson. In this case, a hybrid of content-based language teaching and task-based language teaching could be used to teach language skills in combination (Cunningsworth, 1995; Oxford, 2001; Seedhouse, 1999).

## **2.5. Advantages of Integrated-skills Teaching**

Integrated-skills teaching provides a number of advantages to foreign/second language learners (Oxford et al., 1994; Oxford, 2001; Seedhouse, 1999).

By immersing learners in topics and tasks which demand the use of two or more language skills at a time, integrated-skills teaching exposes the learners to authentic language and enables them to interact naturally with the target language. That is, it enables learners acquire/learn L<sub>2</sub> by exploiting its full meaning potential (Byrne, 1986; McDonough and Show, 2003). Integrated-skills teaching also assists students to develop: (a) their communicative skills, and (b) their thinking (cognitive) ability (Cunningsworth, 1984; Gower, Phillips and Walters, 1995; Oxford, 2001). In this regard, Atkins, Hailom and Nuru (1996:226) also confirm:

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

Moreover, by engaging learners in meaningful tasks and interesting topics/themes that demand the learners to use two or more language skills at a time, integrated-skills teaching could create an authentic language learning environment (positive cooperation and interaction among learners and among teachers and learners) in a classroom. In other words, integrated-skills teaching provides authentic language

learning environment, which is characterized by active and positive student-to-student and teacher-to-students interaction in a classroom (Oxford, 2001).

Furthermore, integrated-skills teaching addresses learners' 'affective factors' viz. motivation, attitude and positive self-esteem (Atkins, Hailom and Nuru, 1996; Byrne, cited in Johnson and Morrow, 1981; Frazee, 1995; Gower, Phillips and Walters, 1985; Nunan, 1989; Oxford et al., 1994). Integrated-skills teaching engages learners in meaningful communication process through tasks and topics which are selected based on the students' experience, background, culture and so forth. In doing so, it could provoke motivation in students. The motivation that is provoked through integrated-skills teaching in students, in turn, creates a willingness to ask questions, to think how to learn, to accept correction, to take responsibility and so on. It also indirectly facilitates students' confidence, success, independent study, positive attitude (to learning, peers, school and so on) and growth towards self-fulfillment (Atkins, Hailom and Nuru, 1996; Harmer, 1991, 2001; Oxford, 2001).

## **2.6. Techniques of Integrating Language Skills in Lesson(s)**

In integrated-skills teaching/learning process, language skills should be sequenced and chained/unified within a framework of a lesson or sequence of lessons (Atkins, Hailom and Nuru, 1996; Byrne, in Johnson and Morrow, 1981).

There are different ways of unifying language skills around a common topic or task in lesson(s). However, according to Bill and Gower, cited in Tomilison (1998) and McDonough and Show (2003), the common and convenient skill integration pattern in a unit and lesson(s) is from receptive skills (listening and reading) to productive skills (writing and speaking). Burgess (1994) also suggests the receptive → productive skills

pattern of skills integration to be the 'best' method to unify skills. He says:

*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 (Op cit.: 309).*

Accordingly, skills can be integrated around a topic in a lesson and taught in a classroom in such a way that first, a listening passage may be provided for students. Then, the students may be asked to discuss the major issues in the listening text after they perform listening task(s). After this, the students may be asked to read an article which relates with the listening text they heard in the classroom and take a short note. In this way, and in many other instances, students could learn two or more language skills in a lesson or sequence of lessons (Byrne, in Johnson and Morrow, 1981).

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

Meanwhile, it is important to notice two points here. First, the receptive → productive skills sequence for integrating skills in lesson(s) is not the only pattern of skills integration. In fact, skills could be also integrated in productive → receptive pattern in lesson(s). For instance, in pre-reading and pre-listening activities, students may begin with discussion/speaking and then move on to reading or listening (Atkins, Hailom and Nuru, 1996; Gower, Philips and Walters, 1995; Parrott, 1993). The relative importance of the skills, the view taken of the optimum ordering of the skills, the level of students and so on determine the pattern of skills integration in a lesson (Byrne, 1986; Selinker and Tomilin, 1986). Second, for lesson(s) to reflect the desirable characteristic of integrated-skills teaching, the lesson(s) should facilitate language learning/acquisition process, create motivation, cooperation and so forth in classroom (Nunan, 1989; Frazee, 1995).

## **2.7. Roles of Teachers and Students in Integrated-skills Teaching**

Richards and Rogers (2001), in their extensive discussion of 'Approaches and Methods in Language Teaching', point out that any language teaching practice reflects roles of teachers and learners. Teachers' and learners' roles refer to the part that teachers and learners are expected to play in language teaching/learning process (Nunan, 1989). Integrated-skills teaching, in particular, presupposes that teachers and learners have crucial roles in integrated-skills teaching/learning process (Atkins, Hailom and Nuru, 1996; Campbell and Kryszewska, 1992). Teachers' and students' roles are one of the major determinant factors for effective integrated-skills teaching in schools (Oxford, 2001).

### **2.7.1. Roles of Teachers in Integrated-skills Teaching**

With regard to the roles of English language teachers in integrated-skills teaching, Atkins, Hailom and Nuru(1996:228) describe:

*The basic role of the English teacher is, therefore, to help students to deal with the skills integration process, not only as a means of developing communicative skills in English, but also to help them achieve deeper understanding of the course content of their other subjects.*

Consequently, English language teachers should play their crucial roles in helping students deal with the skills integration process. They should organize students into different groups and/or pairs, monitor students' involvement in skills learning process, advise students, participate in students group/pair discussion, if it is necessary, and so forth (Harmer, 1991, 2001; Edge, 1993; Hedge, 2000; Nolasco and Arthur, 1988; Oxford, 2001; Richards and Rogers, 2001; Wright, 1987). English language teachers are also responsible for planning, implementing and evaluating appropriate lesson(s) which reflect(s) integrated-skills teaching. They are also responsible for adapting existing material(s) for integrated-skills teaching purpose, if it is necessary (Nolasco and Arthur, 1988; Oxford, 2001). In integrated-skills teaching process, Oxford (2001) further advises English language teachers to: identify the various ways (for instance, content-based, task-based) of integrating language skills in a classroom, evaluate the extent to which skills are interdependently taught, choose and use appropriate teaching aids that promote the integrated teaching of language skills and teach language learning strategies that could enhance the performance in multiple skills.

### **2.7.2. Roles of Students in Integrated-skills Teaching**

Teachers' and students' roles in integrated skills teaching are complementary (Oxford, 2001; Nolasco and Arthur, 1988); and integrated-skills teaching presupposes that students also have crucial roles in integrated-skills teaching (Allwright, 1988; Atkins, Hailom and Nuru, 1996; Byrne, 1986; Mcdonough and Show, 2003; Oxford, 2001). Dublin and Olsbtain, cited in Nunan (1989) give a metaphorical expression about the roles of students in a communicative course. They say:

*The terms play and players hold out a rich potential for developing a metaphor concerning language learners....As a player, one must participate actively. At the same time one must concentrate by overserving what other do. Players take part in all of the interactional configurations which are important in a communicative language course: as individual, in pairs, in small groups and in whole group display (ibid.: 84-5).*

Dublin and Olsbain's metaphorical expression about students' roles in a communicative language course has also relevance to the roles that students should play in integrated-skills teaching/learning process.

Thus, in integrated-skills teaching, students should actively negotiate and interact in group/pair work. That is, they should contribute their own opinions, experiences and feelings in pair/group discussions. Learners are also expected to: (a) ask questions and answer questions (b) show interest and effort, and (c) use different learning strategies and learning styles (Atkins, Hailom and Nuru, 1996; Bygate, 1987; Harmer, 2001). Besides, learners should take responsibilities for their own learning (they should be 'manager' of their own learning); and they should be motivated (Edge, 1993; Richards, 2001).

## **2.8. Factors that impede Integrated-skills Teaching**

In describing factors which hinder integrated-skills teaching, it is possible to look at factors from the point of view of teachers' factors, school's factors and learners' factors (Cohen and Manion, 1993; Cruickshan, Bainer and Metcalf, 1995; Edge, 1993; Frazee, 1995; Oxford, 2001; Richards, 2001).

English teachers may not have adequate knowledge and skills as to how to teach language skills in integration (Frazee, 1995). Thus, they may not play their 'managerial roles' (they may not act as facilitator, organizer,

consultant and so on) in classroom (Nolasco and Arthur, 1988; Richards, 2001; Wright, 1987). English teachers may further think that it is logistically simple to teach language skills in isolation than to teach two or more language skills at a time. They may also believe that it is instructionally impossible to teach more than one language skills at a time. Oxford (2001) describes the effect of teaches' attitude on integrated-skills teaching as follows:

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

Furthermore, there may not conducive conditions in schools for effective integrated-skills teaching to occur in classrooms. For instance, there may not enough instructional materials and equipment, such as books, newspapers, magazines, photocopy machine, overhead projector computers, audiocassettes, Video cassettes and so on in schools. Moreover, the presence of large number of students in small/narrow classroom and unsuitable seatings (the types of chairs, tables and desks) may restrict integrated-skills teaching (Cruickshan, Bainer and Metcalf, 1995; Edge, 1987; Richards, 2001).

Besides, learners' factors, for example, lack of motivation, lack of language proficiency, negative attitude towards their teachers and/or peers and so forth may hamper integrated-skills teaching (Edge, 1987; Oxford, 2001; Richard, 2001).

Still, the testing system, whether teacher made test or national examination, could impede integrated-skills teaching. In principle, integrated-skills teaching demands integrative-tests. However, in practice, if only discrete point tests which measure only a single

language skill (for instance, a test that assesses only reading skill and/or a test that assesses only grammar skill) at a time are used to measure learners' performance in language skill, the discrete point tests may have negative washback effect on integrated-skills teaching/learning process (Brown, 1994; Heaton, 1988; Spolsky, 1989).

To sum up, it is worth noticing the fact that the impediments that have been discussed so far are not inclusive factors that impede integrated-skills instruction.

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.1. Introduction**

This Chapter deals with the research methods that were used in this study. It discusses the research design, the subjects of the study, sampling technique, data gathering instruments, development of instruments and data analysis used in carrying out the study.

### **3.2. Research Design**

The major aim of this study is to assess integrated-skills teaching/learning process at grade nine level. In this study, a descriptive survey design involving both qualitative and quantitative techniques was employed. Sharma (2000) describes that a descriptive survey is helpful to identify present conditions and point to present needs. Besides, it is useful in showing immediate status of a phenomenon.

### **3.3. Subjects of the Study**

The subjects of the study were 164 grade nine students who learn in three government primary and secondary schools viz. Wro. Kelemework Primary and Secondary School, Entoto Amba Primary and Secondary School and Yekatit 66 Primary and Secondary School in Addis Ababa. Moreover, 25 English language teachers who teach English at grade nine level in the three schools were the subjects of the study.

### **3.4. Sampling Technique**

Purposive sampling technique has been employed to select the three schools. The three schools were purposefully selected to be the settings of the study because the schools were relatively near to the residence of the researcher and were accessible to collect the data for the study.

There were 30, 25 and 10 grade nine sections in Wro. Kelemework Primary and Secondary School, Entoto Amba Primary and Secondary School and Yekatit 66 Primary and Secondary School respectively; and totally, there were 3, 697 grade nine students (excluding 20 students selected from the schools for piloting the students' questionnaire) in the three schools (1, 562 students in Wro. Kelemework Primary and Secondary School, 1,605 students in Entoto Amba Primary and Secondary School and 530 students in Yekatit 66 Primary and Secondary School). Because it was positively costly and time consuming to include the whole population (3,697) in this study, proportional sampling technique was used to get a sample of 164 students from the three schools. The proportion was 69 students from Wro. Kelemework school, 71 students from Entoto Amba school and 24 students from Yekatit 66 school. However, lottery method of random/probability sampling technique was employed to choose a sample of students from each school. That is to say first, 6, 12 and 14 grade nine sections were selected from Yekatit 66 school, Entoto Amba school and Wro. Kelemework school respectively using lottery method of random or probability sampling technique. Then, lottery method of probability sampling technique was used to select a sample of students from the selected sections.

There were 25 English language teachers who teach English at grade nine level in the three sample schools (12 teachers in Wro. Kelemework Primary and Secondary School, 9 teachers in Entoto Amba Primary and Secondary School and 4 teachers in Yekatiti 66 Primary and Secondary School). Thus, comprehensive sampling technique was used to select all the 25 available English language teachers so as to distribute the teachers' questionnaire; but from the 24 teachers, 9 teachers (three teachers from each school) were randomly selected using lottery method of probability sampling technique for classroom observations.

### **3.5. Data Gathering Instruments**

In order to collect the required data for this study, three types of data collecting tools namely, questionnaire, classroom observation and document analysis (content analysis of the Teacher's Guide) were used as data gathering instruments.

#### **3.5.1. Questionnaires**

Best and Kahan (1989) and Sharma (2000) state that a questionnaire enables a researcher to collect data from large groups of individuals within a short period of time; and it is also easy to administer to a number of subjects in one place at a time. Thus, two sets of questionnaires (one for students and another for teachers) were designed and administered, as a main data collecting tool, to collect the necessary data from the respondents (Please refer to Appendices A, B and C).

The teachers' questionnaire contained both open-ended and close-ended questions; and it was divided into three parts. Part one aimed at gathering the teachers' background information (their age, qualification and so on). Part two of the questionnaire was intended to find out the teachers' theoretical orientations and understanding of integrated-skills teaching (item 1), ways of integrating language skills in lesson(s) (items 2, 3 and 4) and merits of integrated-skills teaching (items 5 to 13). Item 2.2 checked whether or not the teachers have taken adequate pre-service and/or in-service training about integrated-skills teaching. In doing so, the 14 items in part two of the teachers' questionnaire were designed so as to get responses to the specific research question, that is, "Do teachers have adequate theoretical orientations and understanding of integrated-skills teaching?", identified in Chapter One. The last part of the teachers' questionnaire (part three) concerned with integrated-skills teaching practice and impediments that hamper integrated-skills teaching in the sample schools. In this part, the teachers were asked

whether or not they teach their students two or more language skills in integration (item 3.1), the extent to which they teach two or more language skills in integration in reading, listening, speaking and writing lesson(s) (item 3.2) and so forth. In doing so, part three of the teachers' questionnaire was intended to find out answers to the two specific research questions identified in Chapter One viz. "To what extent is integrated-skills teaching practically implemented in classrooms?" and "what are the impediments, if any, that hamper integrated-skills teaching in classroom?". The items under 3.2 and 3.3 in part three of the teachers' questionnaire were prepared based on the five points Verbal Frequency Scale ranging from 'Always' to 'Never'; whereas the items 1 to 13 in part two of the teachers' questionnaire were prepared based on the five points Likert Scale ranging from 'Strongly agree' to 'Strongly disagree'.

The students' questionnaire contained nineteen items of which one item was open-ended question. The items were divided under three directions in the questionnaire. The students were asked whether or not they learn two or more language skills in English session and so forth under Direction One. Items 1 to 8 under Direction Two of the questionnaire were constructed based on the five points Verbal Frequency Scale. Generally speaking, the students' questionnaire was intended to get information on integrated-skills teaching/learning practice and problems that hamper integrated-skills teaching/learning in classroom. Since the researcher felt that the students might not adequately understand and respond to the questions, the students' questionnaire was translated into Amharic so as to enable them fill the questionnaire appropriately.

### **3.5.2. Observation**

According to Best and Kahan (1989), observation gives the first hand account of situations under study; and when combined with other data collecting tools, it allows for a holistic interpretation of the situations which are being studied. Robson (2002:310) further states: "Data from direct observation contrast with and can often usefully complement information obtained by virtually any other techniques". To this end, the researcher prepared classroom observation checklist (Please refer to Appendix D) in order to collect additional data and substantiate the results obtained through questionnaires. The checklist has four parts focusing on: teachers' roles during integrated-skills teaching, students' roles during integrated-skills teaching, instructional materials and equipment used during integrated-skills teaching and factors that impede integrated-skills teaching. The checklist was prepared based on the review of related literature made in Chapter Two; and its format was adapted from Nolasco and Arthur (1988) and Parott (1993).

As indicated under 3.4 above, nine English teachers who taught English at grade 9 level in the sample schools were randomly selected for the observation; and each of them has been observed two times. Thus, the researcher carried out 18 observations; and the observations were made without disturbing the teaching/learning process in any way. This is to say that the researcher took the position where his presence did not disturb the class. The observations were carried out before the teachers' and the students' questionnaires have been distributed in the schools.

### **3.5.3. Document Analysis**

According to Best and Kahan (1989), documents are important sources of data for qualitative research.

Consequently, it was found out important to examine the Teacher's Guide so as to look at whether or not it was suitable for/encouraged integrated-skills teaching/learning in classroom.

### **3.6. Development of Data Gathering Instruments**

The data collecting instruments (the questionnaires and the observation checklist) were designed based on the objectives of the study and the review of related literature made in Chapter Two. The instruments were commented by the researcher's advisor and two of the researcher's colleagues who were prospective graduate students of TEFL. Taking the constructive comments and suggestions given by these individuals, the researcher made the necessary changes in the tools. Then, to further check the content validity, logical flow and clarity of items in the teachers' questionnaire, the questionnaire was pre-tested in Agazian No 3 Secondary School, which is a government school in Addis Ababa where the teaching/learning process was carried out without plasma television, using four English language teachers who teach English at grade nine level in the school.

The researcher conducted the pilot study on grade 9 English teachers in this school because all the 25 grade nine English teachers in the three sample schools were selected to fill in the teachers' questionnaire. On the other hand, the students' questionnaire was pre-tested in the three sample schools using 20 students (3, 8, and 9 students from Yekatit 66 school, Wro. Kelemework school and Entoto Amba school respectively) who were randomly selected from grade nine sections. The insights gained from the pilot study helped the researcher to cross out ambiguous items and to modify the instructions and alternatives of some questions. The researcher also carried out two observations in Wro. Kelemework Primary and Secondary School so as to check the content of the observation checklist. Then, adjustment has been made on the checklist before conducting the main study.

### **3.7. Methods of Data Analysis**

The collected data were analyzed using both quantitative and qualitative methods of data analysis. That is to say the collected data were tabulated and simple statistical techniques which are percentages and mean values were used for the numerical interpretation. The percentages were used to show the proportion of the responses; whereas the weighted means were computed to describe the characteristics of given items. On the other hand, because the classroom observation was basically used to triangulate the data obtained through questionnaires, the data gathered through classroom observation checklist were described in connection with the data gathered through questionnaires. That is to say the data gathered through observations were narrated in an intermingled way with the data collected through questionnaires. The Teacher's Guide was also analyzed in separate section. Finally, based on the findings, conclusions and recommendations were made.

## CHAPTER FOUR: THE DATA ANALYSIS AND INTERPRETATION

This Chapter deals with the analysis and interpretation of the data obtained through questionnaire, classroom observation and document analysis. The chapter has three main sections. Section one deals with the analysis of teachers' responses. Section two presents the analysis of students' responses. Finally, in section three, content analysis of the Teacher's Guide is presented.

### 4.1. Analysis of Teachers' Responses

#### 4.1. Part One: Teachers' Profile

As indicated in Chapter Three, the teachers involved in this study were 25 in number: 9 from Entoto Amba Primary and Secondary School, 12 from Wro. Kelemework Primary and Secondary School and 4 from Yekatit 66 Primary and Secondary School. The teachers' background information/ profile is presented below.

**Table 1: Teachers' Profile**

No	Item	18 years and above	Frequency	%
1	Age	18-25 years	5	20
		26-30 years	11	44
		31-40 years	3	12
		41-50 years	4	16
		51 years and above	2	8
		<b>Total</b>	<b>25</b>	<b>100</b>
2	Qualification	Diploma	3	12
		B.A	10	40
		BE.D	12	48
		MA/MSc	-	-
		Ph. D	-	-
		<b>Total</b>	<b>25</b>	<b>100</b>
3	Area of Qualification	English major	24	96
		English minor	1	4
		<b>Total</b>	<b>25</b>	<b>100</b>
4	Total years in teaching English language	1-5 years	12	48
		6-10 years	4	16
		11-15 years	4	16
		16-20 years	1	4

Age wise, Table 1 above shows that 5(20%) of the teachers fall in the age range between 18 to 25 years; whereas 11(44%) and 3(12%) of them are in the 26 to 30 years range and 31 to 40 years range respectively. Likewise, 4(16%) of the respondents are in the 41 to 50 years range; while 2(8%) of the informants are 51 years old and above.

Insofar as the teachers' qualification is concerned, 3(12%) of them are Diploma holders; while 10(40%) and 12(48%) of them are B.A and B.Ed graduates respectively. From qualification point of view, on the other hand, the great majority of the teachers (96%) graduated majoring in English; whereas only 1(4%) of them graduated minoring in English.

As to the teachers' experience in teaching English language, Table 1 above shows that 12(48%) of the teachers taught English up to 5 years; whereas 4(16%) and 4(16%) of them taught from 6 to 10 years and from 11 to 15 years respectively. Besides, 4(16%) of the respondents had more than 25 years of experience as English language teachers, and 1(4%) of the teachers taught English from 16 to 20 years.

From the data collected from the teachers, it can be concluded that the great majority of the subjects met the minimum qualification required, that is, B.A and/or B.Ed to teach English at grade nine level; and almost all the teachers graduated majoring in English. Perhaps, this may enable them to teach language skills in integration in classrooms.

#### **4.2. Part Two: Teachers' Theoretical Orientations and Understanding of Integrated-skills Teaching**

English language teachers need to know the basic assumptions of integrated-skills teaching/learning so that they actively play their roles in the process of integrated-skills teaching (Oxford, 2001). To this effect, then, part two of the teachers' questionnaire was designed to find out the teachers' theoretical orientations and understanding of integrated-skills

teaching (item 1), ways of integrating language skills in lesson(s) (items 2, 3 and 4), and merits of integrated-skills teaching/learning (items 5 to 13). Thus, the data gathered from the teachers is presented in Tables 2, 3 and 4 below.

**Table 2: Teachers' Responses Regarding their Theoretical Orientations and Understanding of Integrated-skills Teaching**

No	Statement	Responses										Total		Mean	
		SA(5)		AG(4)		HNA(3)		DA(2)		SDA(1)					
		f	%	f	%	f	%	f	%	f	%	f	%		
1	Language consists of macro skills (reading, listening, writing and speaking) and language elements (grammar and vocabulary); and these skills should be taught in integration.	20	80	5	20	-	-	-	-	-	-	25	100	120	4.8

**SA= Strongly agree AG= Agree HNA= Have no idea DA= Disagree  
SA= Strongly disagree**

Many ELT scholars, for example, Oxford (2001), Selinker and Tomilin (1986) state that integrated-skills teaching is underpinned in the assumption that there are four macro language skills (reading, writing, listening and speaking) and language elements (grammar and vocabulary); and these language skills should be integrated in language skills teaching . To this end, item 1 asked the teachers' theoretical orientations and understanding of integrated-skills teaching.

In responding to this item, it is quite revealing to see from Table 2 above that the great majority of the respondents (80%) strongly agree; whereas the minority of the subjects (20%) said they agree to the statement. The

mean score of item 1(4.8) shows that the relative inclination of the teachers' responses is towards 'Strongly agree'.

**Table 3: Teachers' Responses Concerning their Theoretical Orientations and Understanding of Ways of Integrating Language Skills in Lesson(s)**

No	Statement	Responses										Total		Mean	
		SA(5)		AG(4)		HNA(3)		DA(2)		SDA(1)		f	%		
		f	%	f	%	f	%	f	%	f	%				
2	Language skills can be integrated around a task in lesson(s).	15	60	10	40	-	-	-	-	-	-	25	100	115	4.6
3	Language skills can be integrated around a topic/ theme in lesson(s).	14	56	11	44	-	-	-	-	-	-	25	100	114	4.56
4	Language skills can be integrated around both task and topic/theme in lesson (s).	13	52	12	48	-	-	-	-	-	-	25	100	113	4.52

**SA = Strongly agree AG= Agree HNA= Have no idea DA=Disagree  
SDA= Strongly disagree**

Language skills can be chained around a task, a topic/theme or both around task and topic in lesson(s) (Burgess, 1994; Gower, Phillips and Walters, 1995; Nunan, 1989). Hence, items 2, 3 and 4 were aimed at assessing the teachers' understanding of ways of integrating language skills in lesson(s).

Table 3 above reveals that 15(60%) and 10(40%) of the respondents respectively confirmed that they strongly agree and agree with the claim: "Language skills can be integrated around a task in lesson(s)" (item 2). Likewise, in replaying to item 3, 14(56%) and 11(44%) of the respondents respectively reported that they strongly agree and agree with the claim

"Language skills can be integrated around a topic/theme in lesson(s)" (items 3). To item 4, that is, "Language skills can be integrated around both task and topic/theme in lesson(s)", as can be observed from Table 3 above, 13(52%) and 12(48%) of the respondents respectively answered that they strongly agree and agree with the claim raised in this item. In sum, the mean scores of these items (4.6, 4.56 and 4.52 for items 2, 3 and 4 respectively) incline towards 'Strongly agree'.

**Table 4: Teachers' Responses Concerning their Theoretical Orientations and Understanding of Merits of Integrated-skills Teaching**

No	Statement	Responses										Total		Mean	
		SA(5)		AG(4)		HNA(3)		DA(2)		SDA(1)		f	%		
		f	%	f	%	f	%	f	%	f	%				
5	Integrated-skills teaching enables students to be successful in their current and future academic learning.	21	84	4	16	-	-	-	-	-	-	25	100	121	4.84
6	Integrated-skills teaching helps students learn English language in a better way.	22	88	3	12	-	-	-	-	-	-	25	100	122	4.88
7	Integrated-skills teaching motivates students to learn the English language.	14	56	11	44	-	-	-	-	-	-	25	100	114	4.56
8	Integrated-skills teaching creates positive students-to- students and teacher-to-student interaction in classroom.	15	60	10	40	-	-	-	-	-	-	25	100	115	4.6
9	Integrated-skills teaching creates a good classroom discipline.	8	32	11	44	3	12	3	12	-	-	25	100	99	3.96
10	Integrated-skills teaching helps students develop positive self-esteem and independent learning.	13	52	9	36	3	12	-	-	-	-	25	100	110	4.4
11	Integrated-skills teaching helps students develop their communicative competence.	12	48	12	48	1	4	-	-	-	-	25	100	111	4.44
12	Integrated-skills teaching helps students develop their thinking ability.	12	48	11	44	2	8	-	-	-	-	25	100	110	4.4
13	Integrated-skills teaching enables students to be multi-language skills users in their day to day communication.	12	48	9	36	4	16	-	-	-	-	25	100	108	4.32

**SA= Strongly agree AG= Agree HNA= Have No idea DA=Disagree SDA= Strongly disagree**

English language teachers need to know the various merits of integrated-skills teaching/learning so that they help their students to be beneficiaries of the advantages of integrated-skills learning (Oxford, 2001). Owing to this, items 5 to 13 were used to find out the subjects' awareness of the different uses of integrated-skills teaching/learning.

Table 4 above demonstrates that the mean values viz. 4.84, 4.88, 4.56 and 4.6 for items 5,6,7 and 8 respectively reveal that the respondents' 'Strongly agree' with the issues raised in these items. Moreover, the mean scores:3.96, 4.4, 4.44, 4.4, and 4.32 for items 9,10,11,12 and 13 respectively incline towards "Agree".

On the whole, as can be observed from Tables 2,3 and 4,the data collected from the teachers regarding their theoretical orientations and understanding of integrated-skills teaching principles in terms of integrated-skills teaching, ways of integrating language skills in lesson(s) and advantages of integrated-skills teaching showed that the subjects had high awareness of integrated-skills teaching assumptions.

**Table 5: Teachers' Responses on whether or not they have taken adequate pre-service training and/or in-service training about Integrated-skills Teaching**

<b>No</b>	<b>Question</b>	<b>Responses</b>				<b>Total</b>	
		<b>Yes</b>		<b>No</b>		<b>f</b>	<b>%</b>
2.2	Have you ever taken adequate pre-service training and/or in-service training about integrated-skills teaching?	3	12	22	88	25	100

It is known that adequate training, whether in-service training or pre-service training, is an essential means to make language teachers aware

of principles of integrated-skills teaching; and it is also a means to improve teachers' skills of teaching language skills in integration in classrooms. In turn, the teachers' understanding of the assumptions of integrated-skills teaching along with the skills they have as to how practically implement integrated-skills teaching dictates their course of actions in integrated-skills teaching/learning process. Accordingly, in item 2.2, the teachers were asked whether or not they had taken adequate pre-service training and or in-service training about integrated-skills teaching.

In reporting to this item, as Table 5 depicts, the great majority of the informants (88%) confirmed that they had not gained adequate pre-service training and/or in-service training on integrated-skills teaching. Only a minority of the subjects (22%) replied that they had gained adequate pre-service training and/or in-service training on integrated-skills teaching. From this, one could infer that the majority of the informants may not properly implement integrated skills teaching in classrooms. Indeed, it seems that it is hardly possible to expect teachers properly implement integrated-skills teaching in classroom in the condition where they had not gained adequate training on integrated-skills teaching. Therefore, here, it can be argued that the teachers should gain training on integrated-skills teaching.

### 4.3. Part Three: Teachers' Integrated-skills Teaching Experiences

**Table 6: Teachers' Responses on whether or not they Teach two or More Language Skills in Integration**

<b>No</b>	<b>Question</b>	<b>Responses</b>				<b>Total</b>	
		<b>Yes</b>		<b>No</b>		<b>f</b>	<b>%</b>
3.1	Do you teach your students two or more language skills which are organized around the same topics and/or tasks at a time?	25	100	-	-	25	100

The teachers from the sample schools were asked if they taught their students two or more language skills which are chained around the same topics and/or tasks at a time (item 3.1). In responding to item 3.1, all of the teachers (100%) confirmed that they taught two or more language skills in integration at a time.

In the teachers' questionnaire (Please see Appendix A), item 3.1 was followed by item 3.2 which asked the 'Yes' respondents to tell the extent to which they taught language skills in integration in reading, listening, writing and speaking lessons(s). In responding to this item, therefore, the subjects gave the following responses (for the sack of simplicity, the data collected from the teachers is presented in Tables 7, 8, 9 and 10).

**Table7: Teachers' Responses Regarding the Practice of Teaching Language Skills in Integration in Reading Lesson(s)**

<b>No</b>	<b>Practice</b>	<b>Responses</b>										<b>Total</b>		<b>Mean</b>	
		<b>AL(5)</b>		<b>US(4)</b>		<b>SO(3)</b>		<b>RA(2)</b>		<b>NE(1)</b>		<b>f</b>	<b>%</b>		
		<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>				
1	I teach reading and vocabulary.	6	24	14	56	5	20	-	-	-	-	25	100	101	4.04
2	I teach reading and grammar.	1	4	11	44	6	24	7	28	-	-	25	100	81	3.24
3	I teach reading and writing.	1	4	11	44	11	44	2	8	-	-	25	100	82	3.28
4	I teach reading and listening.	2	8	7	28	11	44	5	20	-	-	25	100	86	3.44
5	I teach reading and speaking.	3	12	5	20	10	40	3	12	4	16	25	100	75	3
6	I teach reading, writing, speaking and listening.	-	-	1	4	2	8	16	64	6	24	25	100	48	1.92

**AL= Always    US= Usually    SO= Sometimes    RA= Rarely    NE= Never**

Table 7 above displays that the respondents teach language skills in integration in reading lesson(s). That is, the mean value of item 4(4.04) indicates that the teachers usually teach reading and vocabulary in integration in reading lesson(s); whereas the mean scores which are 3.24, 3.28, 3.44 and 3 for items 2,3,4 and 5 respectively fall in the 'Sometimes' region. This implies that the teachers sometimes teach reading and grammar (item 2), reading and writing (items 3), reading and listening (item 4) and reading and speaking (item 5) in integration in reading lesson(s). The mean score of item 6(1.92), on the other hand, suggests that the respondents hardly teach the four language skills in integration in reading lesson(s).

However, in the reading sessions the present researcher observed that the two teachers (T1 and T2) were not seen deliberately teaching reading skill in integration with other language skills in the pre-reading stage and the post-reading stage, which is according to Ur (1996) a typical stage to integrate reading skill with other language skills. That is, the two teachers did not let the students perform a pre-reading activity in the pre-reading stage; and after the students had performed the comprehension questions which were multiple-choice exercises based on the passage, the two teachers did not purposefully let the students reflect their opinions in writing and/or speaking tasks in the post-reading stage. It appeared that if the teachers had not been stuck highly to the exercises in the Student's Book (perhaps, because the book has to be covered), they could have integrated reading skill with other language skills in the post-reading stage, for the topic: *"The Role of Women in Ruler Development"* was suitable to integrate language skills in the post-reading stage.

**Table 8: Teachers' Responses Concerning the Practice of Teaching Language Skills in Integration in Listening Lesson(s)**

No	Practice	Responses										Total		Mean	
		AL(5)		US(4)		SO(3)		RA(2)		NE(1)		f	%		%
		f	%	f	%	f	%	f	%	f	%				
1	I teach listening and vocabulary.	2	8	6	24	7	28	10	40	-	-	25	100	75	3
2	I teach listening and grammar.	1	4	2	8	10	40	6	24	6	24	25	100	61	2.44
3	I teach listening and reading.	-	-	7	28	6	24	7	28	5	20	25	100	65	2.6
4	I teach listening and speaking.	2	8	9	36	11	44	2	8	1	4	25	100	84	3.36
5	I teach listening and writing.	2	8	8	32	7	28	6	24	2	8	25	100	77	3.08
6	I teach listening, writing, speaking and reading.	-	-	-	-	-	-	21	84	4	16	25	100	46	1.84

**AL= Always US= Usually SO = Sometimes RA = Rarely NE = Never**

Do the teachers in the sample schools teach two or more language skills in integration in listening lesson(s)? As can be seen from Table 8 above, the mean values, that is, 3, 2.6, 3.36 and 3.08 for items 1, 3, 4 and 5 respectively imply that the respondents 'Sometimes' teach listening and vocabulary (item 1), listening and reading (item3), listening and speaking (item 4) and listening and writing (item 5) in integration in listening lesson(s). Besides, the mean score of item 6(1.84) shows that the teachers hardly teach the four language skills in integration in listening lesson(s).

**Table 9: Teachers' Responses Concerning the Practice of Teaching Language Skills in Integration in Speaking Lesson(s)**

No	Practice	Responses										Total		Mean	
		AL(5)		US(4)		SO(3)		RA(2)		NE(1)					
		f	%	f	%	f	%	f	%	f	%	f	%		%
1	I teach speaking and vocabulary.	2	8	6	24	7	28	5	20	5	20	25	100	70	2.8
2	I teach speaking and grammar.	1	4	8	32	5	20	7	28	4	16	25	100	66	2.64
3	I teach speaking and writing.	2	8	5	20	10	40	6	24	2	8	25	100	74	2.96
4	I teach speaking and reading.	1	4	6	24	9	36	7	28	2	8	25	100	72	2.88
5	I teach speaking and listening.	6	24	10	40	7	28	2	8	-	-	25	100	95	3.8
6	I teach speaking, listening, reading and writing.	1	4	2	8	2	8	12	48	8	32	25	100	51	2.04

**AL= Always    US= Usually    SO= Sometimes    RA= Rarely    NE = Never**

As far as the practice of teaching language skills in integration in speaking lesson(s) is concerned, Table 9 above shows that the mean values:2.8, 2.64, 2.96 and 2.88 for items 1,2,3 and 4 respectively incline towards 'Sometimes'. This indicates that the teachers sometimes teach speaking and vocabulary (item 1), speaking and grammar (item 2), speaking and writing (item 3) and speaking and reading (item 4) in integration in speaking lesson(s). The mean score of item 5(3.8) also shows that the subjects usually teach speaking and listening in integration in speaking lesson(s). On the other hand, the mean value of item 6(2.04) suggests that the teachers rarely teach the four language skills in integration in speaking lesson(s).

In this regard, during the observations made in speaking lessons, the two teachers (T3 and T7) were observed deliberately teaching language skills in integration. That is, by organizing speaking, listening and reading skills around the task “*Asking for and Giving an Opinion*”, T3 deliberately attempted to teach the three skills in integration in two subsequent speaking lessons. Likewise, by chaining speaking and listening skills around the task “*Telling Stories*”, T7 consciously tried to teach the two skills in integration in two consecutive speaking lessons.

**Table 10: Teachers’ Responses Regarding the Practice of Teaching Language Skills in Integration in Writing Lesson(s)**

No	Practice	Responses										Total		Mean	
		AL(5)		US(4)		SO(3)		RA(2)		NE(1)					
		f	%	f	%	f	%	f	%	f	%	f	%	f	%
1	I teach writing and vocabulary.	3	12	7	28	5	20	7	28	3	12	25	100	75	3
2	I teach writing and grammar.	3	12	9	36	9	36	3	12	1	4	25	100	85	3.40
3	I teach writing and reading.	1	4	10	40	11	44	3	12	-	-	25	100	84	3.36
4	I teach writing and speaking.	1	4	5	20	13	52	5	20	1	4	25	100	75	3
5	I teach writing and listening.	-	-	7	28	6	24	8	32	4	16	25	100	66	2.64
6	I teach writing, reading, speaking and listening.	-	-	2	8	1	4	17	68	5	20	25	100	46	1.84

**AL = Always US= Usually SO= Sometimes RA= Rarely NE = Never**

As can be observed from the above table, the mean values: 3,3.40, 3.36, 3 and 2.64 for items 1,2,3,4 and 5 respectively fall in the ‘Sometimes’ region. This indicates that the teachers sometimes teach the language skills mentioned in these items in integration in writing lesson(s). On the

other hand, the mean score of item 6(1.84) indicates that the teachers rarely teach the four skills in integration in writing lesson(s). In connection to this, the researcher observed two teachers (T5 and T9) while they were deliberately/consciously teaching language skills in integration in two consecutive writing lessons. That is, T5 consciously taught writing, speaking and reading skills in integration while he was teaching “*Summary Writing*” in two subsequent writing lessons. Similarly, T9 deliberately taught writing, speaking and reading skills in integration while he was teaching “*Process Writing*” in two subsequent writing lessons.

In the teachers' questionnaire (Please see Appendix A), the subjects were requested to specify and rate other language skills, if any, which they taught in integration in reading, listening, speaking and writing lessons. However, none of the teachers reported that they have taught other language skills in integration in these lessons apart from the suggested integrated-skills (reading and speaking, writing and reading and so on).

On the whole, as can be seen from Tables 7, 8, 9 and 10, the mean values of most items in these tables incline towards 'Sometimes'. This would suggest that the teachers sometimes teach two language skills in integration in reading, listening, speaking and writing lessons. The mean values for item 6 in each table also incline towards 'Rarely'. This could imply that the informants hardly teach the four language skills in integration in reading, listening, speaking and writing lessons. Tables 7, 8, 9 and 10 further show that the respondents teach language elements (vocabulary and grammar) in integration with the macro language skills. However, in the reading, speaking and writing lessons the present researcher observed, none of the teachers were seen teaching grammar and/or vocabulary in integration with the macro language skills. Regarding

vocabulary and grammar teaching, nevertheless, the present research observed the following:

- A teacher (T4) was observed while she was teaching vocabulary, that is, “*Compound Words*”, for two subsequent vocabulary lessons following the exercises in the Student’s Book. The vocabulary exercises which the students were performing were not integrated with speaking or other macro skills. That is to say the vocabulary exercises were purely at sentence level, and the students were not seen using the words beyond sentence level in meaningful listening, speaking, writing or reading tasks.
- Two teachers (T2 and T8) were observed teaching grammar: T2 while he was teaching “*The Present Simple Tense*” and T8 while he was teaching “*Improbable and Impossible Conditionals*”. T2 was seen teaching grammar in integration with speaking and writing skills following the task in the Student's Book. That is, T2 let the students discuss a “*diagram of the water cycle*” using simple present tense. Then, he let the students describe “*the water cycle process*” in writing using paragraphs. On the other hand, T8 was not seen teaching the grammar in integration with other macro skills. What T8 did in the classroom was that he gave a detailed explanation about the forms of improbable and impossible conditionals using examples at sentence level. Thus, the students were not seen using the grammar at discourse level in writing, speaking, reading or listening tasks.

In conclusion, ELT scholars such as Atkins, Hailom and Nuru (1996), Byrne (1981), Gower, Phillips and Walters (1995), Ur (1996) describe that language teachers can teach two or more language skills in integration in reading, listening and so forth lesson(s). In this regard, the teachers also

taught language skills in integration in reading listening, speaking and writing lesson.

In the teachers' questionnaire (Please see Appendix A), item 3.2 was followed by item 3.3 which asked the subjects to give answers for items 1 to 15. In responding to these items, the teachers reported the following in Table 11 and Table 12 below.

**Table 11: Teachers' Responses Concerning the Practice of Teaching Integrated-skills**

No	Practice	Responses										Total		Mean	
		AL(5)		US(4)		SO(3)		RA(2)		NE(1)		f	%		%
		f	%	f	%	f	%	f	%	f	%				
1	I organize students in pairs, groups and whole class when I teach language skills in integration.	6	24	13	52	6	24	-	-	-	-	25	100	100	4
2	I encourage students to express their ideas and to do their best when I teach language skills in integration.	16	64	5	20	3	12	1	4	-	-	25	100	111	4.44
3	I give interesting and challenging tasks to students so that they develop their self-esteem and independent learning when I teach language skills in integration.	3	12	6	24	9	36	6	24	1	4	25	100	79	3.16
4	I advise students so that they take responsibility for their own work when I teach language skills in integration	11	44	10	40	4	16	-	-	-	-	25	100	107	4.28
5	I encourage collaborative/cooperative learning in classroom when I teach language skills in integration.	9	36	13	52	3	12	-	-	-	-	25	100	106	4.24
6	I give sufficient time to students to complete tasks when I teach languages skills in integration.	16	64	7	28	2	8	-	-	-	-	25	100	114	4.56
7	I encourage students to ask questions when I teach language skills in integration.	15	60	10	40	-	-	-	-	-	-	25	100	115	4.6
8	I tell students the importance of integrated-skills learning in order to motivate them to learn language skills in integration.	4	16	6	24	12	48	3	12	-	-	25	100	86	3.44
9	I give project work to students so that they practice two or more language skills at a time.	5	20	7	28	10	40	3	12	-	-	25	100	89	3.56

**AL = Always US= Usually SO= Sometimes RA= Rarely NE = Never**

For effective integrated-skills teaching/learning to occur in language classrooms, students need to be organized in different groupings: in pairs, in small groups and in whole class (Atkins, Hailom and Nuru, 1996). In this regard, item 1 asked if the teachers organized students into different groupings when they taught language skills in integration. Accordingly, 6(24%) of the teachers reported that they always organized students into different groupings when they taught language skills in integration; whereas 13(52%) and 6(24%) of them said that they usually and sometimes did so respectively. However, in most of the lessons observed, the teachers were not seen effectively organizing the students into different groupings – whole class organization was the norm, and there were some pair and small group organizations.

In replying to item 2, the majority of the teachers (64%) confirmed that they always encouraged students to express their ideas and to do their best when they taught language skills in integration; whereas 5(20%), 3(12%) and 1(4%) of the respondents answered that they usually, sometimes and rarely did so respectively. Item 3 asked the teachers if they gave interesting and challenging tasks to students so that they develop their self-esteem and independent learning. In responding to this item, 3(12%), 6(24%) and 9(36%) of the teachers replied that they always, usually and sometimes respectively gave interesting and challenging tasks to their students so that they develop their self-esteem and independent learning; while 6(24%) and 1(4%) of the respondents reported that they rarely and never did so respectively.

In item 4, the subjects were asked whether or not they advised their students so that they take charge of their own work when they learn language skills in integration. In replying to this item, as can be observed in Table 11, 11(44%) of the subjects confirmed that they always advised their students so that they take responsibilities for their own work when

they learn language skills in integration; whereas 10(40%) of the informants said that they did it usually. Besides, 4(16%) of the teachers answered that they sometimes did so.

By engaging students in communicative tasks such as role-play and problem solving - tasks that demand the students to use two or more language skills at a time - it is possible to make students actively work together and engage in integrated-skills teaching/learning process (Nunan, 1989; Oxford et al., 1994; Richards, 2001). In connection to this, in item 5, the teachers were asked if they encouraged collaborative/cooperative learning in classroom when they taught language skills in integration. Thus, as the mean score of item 5(4.24) shows, the respondents usually encourage collaborative/cooperative learning in classroom when they teach language skills in integration.

As far as giving sufficient time to students to complete tasks when they learn language skills in integration is concerned (item 6), the majority of the teachers (64%) confirmed that they always gave sufficient time to students to complete tasks when they learn language skills in integration; while 7(28%) and 2(8%) of the respondents replied that they did it usually and sometimes respectively. Nevertheless, during classroom observations, almost all the teachers were observed rushing from one activity to another without giving enough time for the students to complete activities.

To item 7, that is, "I encourage students to ask questions when I teach language skills in integration", the majority of the subjects (60%) confirmed that they always encouraged students to ask questions when they learn language skills in integration; while 10(40%) of them answered that they usually did so. The mean value of item 7(4.6) further shows that the subjects always encourage their students to ask questions when they learn language skills in integration.

In item 8, the teachers were asked if they told students the importance of integrated-skills learning in order to motivate them to learn language skills in integration. The mean score of this item (3.44) reveals that the respondents sometimes tell their students the importance of integrated-skills learning in order to motivate the students to learn language skills in integration. However, during the classroom observations, none of the teachers were heard telling the students the relevance of integrated-skills learning. In this regard, ELT scholars, for example, Dornyei (2001) and Richards (2001) argue that in any language teaching/learning process, learners need to know what they will get from performing a particular activity in classroom. In turn, when students clearly know the merits of the activities they are performing, they could be highly motivated to engage in the learning process.

Item 9 was intended to know whether or not the respondents gave project work to students so that they practice two or more language skills at a time. The mean value of item 9(3.56) inclines towards 'Usually'. This would seem to suggest that the teachers usually use project work as a means of helping students practice language skills in integration. Nevertheless, in all the classroom observations made, none of the teachers were seen giving project work for students so that they practice two or more language skills at a time.

In sum, Table 11 above shows that the mean values which are 4, 4.44, 4.28 and 4.24 for items 1,2,4 and 5 respectively seem to indicate that the subjects in the sample schools are properly playing their 'managerial roles' (as organizer and advisor) in the process of integrated-skills teaching/learning. However, this is inconsistent with what the present researcher observed in the classrooms. This is because almost all the teachers were not seen effectively organizing students in different groupings and/or encouraging students to ask questions and so on.

In this regard, Atkins, Hailom and Nuru (1996) and Campbell and Kryszewska (1992) argue that English language teachers should play their crucial managerial roles in helping learners deal with the skills integration process. That is, English language teachers should organize students into different groups, monitor students' involvement in integrated-skills learning process, advise students so that they take charge of their work and so forth.

**Table 12: Teachers' Responses Concerning the Practice of Teaching Integrated-skills**

No	Practice	Responses										Total		Mean	
		AL(5)		US(4)		SO(3)		RA(2)		NE(1)		f	%	f	%
		f	%	f	%	f	%	f	%	f	%				
10	I adapt tasks from other materials for integrated-skills teaching purposes in classroom.	-	-	-	-	-	-	4	16	21	84	25	100	24	1.16
11	I plan lessons that contain integrated-skills, implement them and evaluate their effectiveness.	5	20	7	28	6	24	7	28	-	-	25	100	85	3.4
12	I prepare integrative-tests and evaluate students' performance in two or more language skills at a time.	-	-	-	-	2	8	18	72	5	20	25	100	47	1.88
13	When I teach language skills in integration, I check whether or not tasks/topics are interesting, not too difficult/too easy for students.	4	16	6	24	11	44	4	16	-	-	25	100	85	3.4
14	When I teach language skills in integration, I give role plays information gap etc. tasks to students.	-	-	4	16	6	24	15	60	-	-	25	100	60	2.4
15	I use different instructional materials and equipment (for example, newspaper, magazines, films, overhead projector etc.) when I teach language skills in integration.	-	-	-	-	5	20	12	48	8	32	25	100	47	1.88

**AL = Always US=Usually SO= Sometimes RA= Rarely NE= Never**

Oxford (2001) states that English language teachers are responsible for adapting materials for integrated-skills teaching purpose, if it is necessary. On this issue, the respondents were asked to tell if they adapted tasks from other materials for integrated-skills teaching purpose in classrooms (item 10). As can be observed from Table 12 above, the mean value of item 10(1.16) shows that the respondents never adapt tasks from other materials for integrated-skills teaching purpose in classrooms. From this, we may deduce that the teachers in the sample schools stick highly to the activities in the Student's Book when they teach language skills in integration.

Integrated-skills teaching demands language teachers to plan, implement and evaluate appropriate lesson(s) which reflect(s) integrated-skills teaching/learning (Oxford, 2001).

In responding to item 11, that is, "I plan lessons that contain integrated-skills, implement them and evaluate their effectiveness", 5(20%) and 7(28%) of the teachers replied that they always and usually respectively planned, implemented and evaluated lessons which contained integrated-skills; whereas 6(24%) and 7(28%) of the subjects answered that they sometimes and rarely did so respectively. The mean score of this item (3.4) inclines towards 'Sometimes'. This would mean that the subjects do not always and/or usually plan, implement and evaluate lessons that reflect integrated-skills teaching/learning.

In all the lessons observed, too, the teachers were not seen telling the students that they will practice/learn integrated-skills in the daily lesson; and many of the teachers were not seen following clear procedures (steps) that enable students effectively learn language skills in integration. This probably further implies that the subjects hardly

plan, implement and evaluate lessons that reflect integrated-skills teaching when they teach language skills in integration.

Many ELT scholars, for example, Brown (1994), Heaton (1988) and Spolsky (1989), do agree on the interwoven kind of relationship that exists between language teaching and language testing. This would imply that integrated-skills teaching presuppose integrative-tests which assess students' performance in two or more language skills at a time. Do the teachers in the sample schools prepare integrative-tests and measure the students' performance in two or more language skills at a time? (item12).

As can be observed from Table 12 above, the majority of the respondents (72%) confirmed that they rarely prepared integrative-tests and measured their students' performance in two or more language skills at a time; whereas the minority of the informants (8% and 20% with the sum of 28%) sometimes and never did so. The mean value of item 12(1.88) inclines towards 'Rarely'. This would suggest that the subjects always, usually or sometimes use discrete point tests which assess the students' performance in a single language skill at a time. From this, it may be possible to deduce that the teachers' too much reliance on discrete point tests may negatively affect integrated-skills teaching/learning in the schools.

ELT scholars, for instance, Nunan (1989) and Richards (2001) argue that tasks and topics that are used as a 'glue' to unify language skills together need to be related to learners' interest, language proficiency level and so forth. In connection to this, item 13 asked the respondents if they checked whether or not topics and tasks around which the language skills were chained to be interesting, not too difficult/too easy for the students. The mean value of item 13(3.4) inclines towards 'Sometimes'. Conversely, this would imply that the teachers do not always and/or

usually check whether or not the topics and/or tasks around which language skills are chained to be interesting, not too difficult/too easy for their students.

From integrated-skills teaching/learning point of view, communicative tasks such as role-plays and information gap tasks are pedagogically sound tasks in that they: (a) enable students to use two or more language skills at a time and (b) actively engage learners in the process of integrated-skills teaching/learning (Byrne, 1981; Parrot, 1993). In this connection, item 14 asked if the teachers gave communicative tasks to the students so that they practice two or more language skills at a time. In replying to this item, 4(16%) and 6(24%) of the informants answered that they usually and sometimes respectively gave communicative tasks such as role-plays and information gap tasks to the students so that they practice two or more language skills at a time; while the majority of the respondents confirmed that they did it rarely. The mean value of item 14(2.4) also inclines towards 'Rarely'. This would suggest that the subjects are not effectively using communicative tasks as a means of linking and teaching two or more language skills at a time.

In item 15, the teachers were asked if they used different instructional materials and equipment when they taught language skills in integration. It is quite revealing to see from Table 12 above that the mean value of this item (1.88) inclines towards 'Rarely'. This shows that the subjects hardly use different instructional materials and equipment when they teach language skills in integration. The classroom observation result also confirmed this. That is, in all the observations made, none of the teachers were seen using instructional aids and equipment other than the Student's Book.

Thus, here, it is possible to conclude that if the teachers could use various instructional materials and equipment in the process of integrated-skills teaching, the integrated-skills teaching/learning process might become realistic or effective.

There could be impediments that hamper integrated-skills teaching/learning in schools. Consequently, learners may not be beneficiaries of advantages of integrated-skills learning (Frazee, 1995; Oxford, 2000). To this end, in item 3.4 of the teachers' questionnaire (Please see Appendix A), the subjects were asked to mention factors, if any, which hindered integrated-skills teaching while they were teaching language skills. Specifically, the teachers were asked to list the barriers under: "*Problems related to students*" (I), "*Problems related to the school*" (II) and "*Problems related to yourself*" (III). The data collected from the teachers is categorized and presented below.

### **I. Problems related to students:**

The respondents reported that the following factors are problems related to students that hinder integrated-skills teaching/learning:

- ❖ Many of the students lack language proficiency (many of the teachers reported that the students are weak at English language).
- ❖ Many of the students do not know the advantages of integrated-skills learning.
- ❖ Some of the students have no interest and motivation to learn.
- ❖ Some of the students do not give attention to their work (assignment and/or class work).
- ❖ Some of the students do not participate in group and/or pair discussions.
- ❖ Some of the students disturb in the classroom.
- ❖ Many of the students use Amharic during group or pair discussion.

## **II. Problems related to the school:**

The teachers reported that the following factors are problems related to the school that hamper integrated-skills teaching/learning:

- ❖ The new Teacher's Guide is not available in the school at all.
- ❖ There are no sufficient teaching aids and equipment such as audio/video Cassettes.
- ❖ There is no language laboratory.
- ❖ The seatings in the classrooms are not suitable for group and pair work.
- ❖ Classrooms are large (some of the teachers reported that there are up to 65 students in the classroom).
- ❖ The school does not arrange training at all.
- ❖ There are no incentives and follow-up from the school.
- ❖ The school does not have strong rules and regulations about the students.

## **III. Problems related to the teachers:**

The teachers confirmed that the following factors are problems related to them that impede integrated-skills teaching/learning:

- ❖ Many of the teachers reported that they do not know how to practically teach language skills in integration in classrooms, design tasks for integrated-skills instruction purpose, and test students' performance in two or more language skills at a time.
- ❖ Some of the teachers reported that they are careless for their work as the students do not have interest and motivation to learn.

In connection to problems partly related to the students that hamper integrated-skills teaching/learning, as seen during the classroom observations, most of the students seemed not good at English. Most of them, for example, were heard speaking in a very slow way at words and/or phrases level with frequent use of Amharic. Most of them did not

seem to even speak a correct sentence let alone actively discussing in pair/group work using English. Besides, some students were seen copying notes of other subjects, doing assignment of other subjects and laughing and talking to each other.

As the impediments related to the schools, the seatings (benches) in classrooms seemed to be inappropriate for group work. That is to say in all the observed classrooms, the benches were arranged in rigid/fixed rows, and there were no special seating arrangements (for example, circular, semi-circular seating patterns). Moreover, large class size appeared negatively affected integrated-skills teaching/learning in the classrooms by restricting the teachers' effort of helping all students and checking students' work.

In sum, the problems that hampered integrated-skills teaching/learning in the schools seemed to work in concatenation. For example, the problems related to the schools such as shortage of teaching aids and equipment and large class size were directly or indirectly affecting the teachers' effort of teaching integrated-skills in classrooms.

In the teachers' questionnaire (Please refer to Appendix A), item 3.4 was followed by item 3.5 which asked the subjects to suggest their ideas as to how to promote integrated-skills teaching at grade nine level. In replying to this item, thus, most of the respondents reported that they needed training to be given to them on how they practically teach language skills in integration, test students' performance in two or more language skills at a time and manage large class size. Most of the teachers further reported that they needed enough teaching materials and equipment (specially the Teacher's Guide) to be provided to them. Still, others commented that the number of students in classrooms to be minimized.

On the whole, it seems that many of the hindrances, if not all of them, that hamper integrated-skills teaching/learning in the sample schools may be avoided/reduced if the teachers get adequate training on how they practically teach language skills in integration, manage large class size and so forth.

#### 4.2. Analysis of Students' Responses

One hundred sixty-four copies of the students' questionnaire in Amharic were dispatched among grade nine students of the three sample schools: Wro. Kelemework Primary and Secondary School, Entoto Amba Primary and Secondary School and Yekatit 66 Primary and Secondary School. Out of 164 copies of the questionnaire distributed, 156 were properly filled out and given back. Accordingly, the students' responses are tabulated and analyzed below.

**Table 13: Students' Responses on whether or not they Learn Language Skills in Integration**

<b>No</b>	<b>Question</b>	<b>Responses</b>					
		<b>Yes</b>		<b>No</b>		<b>Total</b>	
1	Do you learn two or more language skills (for example, reading and writing, writing and grammar, listening, writing and speaking) that are integrated around the same topic and/or task when you learn English?	156	100	-	-	156	100

Item 1 asked if the students learned language skills in integration when they learned English. In responding to this item, as can be seen from Table 13, all the subjects confirmed that they learned language skills in integration when they learned English. The students' responses match

with what the teachers reported in responding to item 3.1. (Please refer to Table 6 on page 42).

In the students questionnaire (Please see Appendix B), item 1 was followed by item 2 which asked the ‘Yes’ respondents’ interest and motivation to learn language skills in integration. Table 14 below shows the students’ responses.

**Table 14: Students' Responses Concerning their Interest and Motivation to Learn Language Skills in Integration**

No	Question	Responses								Total	
		Very high		High		Low		Very low			
		f	%	f	%	f	%	f	%	f	%
2	If your response to question No. 1 is Yes, how much is your interest and motivation to learn language skills in integration?	66	42.31	80	51.28	10	6.41	-	-	156	100

The above table displays that 66(43.31%) and 80(51.28%) of the respondents respectively confirmed that they had very high and high interest and motivation to learn language skills in integration; while the minority of the subjects (6.41%) replied that they had low interest and motivation to learn language skills in integration. From this, it could be deduced that those students who have very high and/or high motivation and interest to learn language skills in integration may keenly participate in group/pair discussions, take responsibility for their own learning when they learn language skills in integration. However, as it was observed during classroom observations, many students were not seen eagerly participating in the classroom. The poor presentation of lessons, which is mostly dominated by the teachers’ talk along with the teachers’ poor classroom management skills negatively affected the students’ interest and motivation to ask questions, actively participate in discussion and so forth.

In item 3 of the students' questionnaire (Please refer to Appendix B), the students were asked to give comment, if any, about integrated-skills learning/teaching in their classroom. In replying to this item, some of the students reported that their teachers (a) did not present lessons in a participatory way (b) did not organize them in pairs/groups (c) lacked skills of teaching language skills in integration (d) had no motivation to teach language skills in integration, and (e) stuck highly to the Student's Book. On the other hand, other students commented that their teachers should give due attention for teaching language skills in integration in classroom.

Under Direction Two of the students' questionnaire (Please see Appendix B), eight items (items 1 to 8) that were intended to get information about the practice of integrated-skills teaching/learning were presented to the sample students. In replying to these items, the students gave the following responses in Table 15 and Table 16.

**Table 15: Students' Responses Concerning their Integrated-skills Learning Practices**

No	Question	Responses										Total		Mean	
		AL(5)		US(4)		SO(3)		RA(2)		NE(1)					
		f	%	f	%	f	%	f	%	f	%	f	%		
1	When we learn language skills in integration, our teacher organizes us in pairs and in groups; and he/she lets us to express our ideas in writing or in speaking after we discussed a topic or a task.	4	2.56	45	28.85	63	40.38	24	15.38	20	12.82	156	100	457	2.93
2	When we learn language skills in integration, our teacher encourages us so that we ask questions and express our ideas freely.	81	51.92	43	27.56	23	14.74	4	2.56	5	2.21	156	100	659	4.22
3	When we learn language skills in integration, our teacher gives constructive advice to us so that we feel a sense of responsibility for the work we do.	45	28.85	39	25	42	26.92	18	11.54	12	7.69	156	100	555	3.56
4	Our teacher tells us the uses of learning language skills in integration	2	1.28	7	4.49	10	6.41	12	7.69	125	80.31	156	100	217	1.39
5	Our teacher gives us project work which relates to the topic we learned in the classroom; and he/she lets us present our work in writing /or in speaking in the classroom.	11	7.05	12	7.69	21	13.46	32	20.51	80	51.28	156	100	310	1.99

**AL= Always    US= Usually    SO = Sometimes    RA= Rarely    NE= Never**

As can be observed from Table 15 above, the mean score of item 1(2.93) is skewed towards 'Sometimes'. This would indicate that the teachers in the sample schools do not always and/or usually organize students into pairs and/or small groups, and give group/pair work tasks such as debates so that the students practice two or more language skills at a time.

The students were also asked if their teachers encouraged them so that they ask questions and express their ideas freely (item 2); and item 3 elicited whether or not the students' teachers gave constructive advice to the students so that they take responsibility for the work they do when they learn language skills in integration. The mean scores which are 4.22 and 3.56 for items 2 and 3 respectively incline towards 'Usually'; and this would seem to suggest that the teachers are appropriately playing their managerial roles which are entertained by these items. However, this is inconsistent with what the present researcher observed in the classrooms. This is because almost all the teachers were not seen effectively playing their managerial roles (as advisor, monitor, organizer facilitator and so on) in the classrooms. Insofar as item 4 is concerned, that is, "our teacher tells us the uses of learning language skills in integration", it would appear from the mean score of this item (1.39) that the students may not be motivated to learn language skills in integration; and/or it would be a challenge for the teachers to teach the students language skills in integration in the condition where the students do not see the worth of learning language skills in integration. This is because if the students are not well informed about the merits of integrated-skills learning, they are unlikely to actively play their roles in integrated-skills teaching/learning.

In item 5, the students were asked if their teachers gave project work to them so that they practice two or more language skills at a time. The

mean score of this item (1.99) inclines towards 'Rarely'. This would suggest that the teachers in the sample schools hardly use project work as a means of helping students practice language skills in integration. In all the classroom observations made, too, none of the teachers were seen giving project work for the students so that they practice language skills in integration. In responding to item 9 (Please refer to Table 11), however, the teachers gave opposite response to this. That is, the mean score of item 9, as displayed in Table 11, shows that the teachers 'Usually' use project work as a technique of helping students practice language skills in integration.

**Table 16: Students' Responses Concerning their Integrated-skills Learning Practices**

No	Question	Responses										Total		Mean	
		AL(5)		US(4)		SO(3)		RA(2)		NE(1)					
		f	%	f	%	f	%	f	%	f	%	f	%		
6	When we learn language skills in integration, our teacher tries to relate the tasks we do with our interest and language proficiency level, if it is necessary.	25	16.02	40	25.64	45	28.85	28	17.95	18	11.54	156	100	494	3.17
7	When we learn language skills in integration, our teacher uses different teaching aids and equipment (for example, news papers, magazines, films etc.).	-	-	7	4.49	12	7.69	14	8.97	123	78.85	156	100	215	1.38
8	Our teacher asks the problems that we face when we learn language skills in integration; and he/she attempts to find solutions for the problems.	28	17.95	14	8.97	31	19.87	47	30.13	36	23.08	156	100	419	2.68

**AL= Always    US= Usually    SO = Sometimes    RA= Rarely    NE= Never**

As can be seen from Table 16 above, the mean value of item 6(3.17) falls in the 'Sometimes' region; and this would show that the teachers in the sample schools do not always and/or usually try to relate tasks to the students interest and language proficiency level when they teach language skills in integration. Table 16 above also shows that the mean score of item 7(1.38) is skewed towards 'Never'. From this, it could be concluded that the teachers in the sample schools do not use various instructional materials and equipment when they teach language skills in integration. The classroom observation result also confirmed this.

To item 8, that is, "Our teacher asks the problems that we face when we learn language skills in integration, and he/she attempts to find solutions for the problems", 28(17.95%), 14(8.97%) and 31(19.87%) of the informants confirmed that their teachers always, usually and sometimes respectively asked the problem which they faced when they learned language skills in integration, and attempted to find solutions for their problems; whereas 47(30.13%) and 36(23.08%) of the respondents replied that their teachers rarely and never did so respectively. In this regard, Dornyei (2001) suggests that in the process of integrated-skills teaching/learning, language teachers need to explicitly discuss and elicit problems students encounter when they learn language skills in integration so as to find solutions for the students' problems.

Under Direction Three of the students' questionnaire (Please see Appendix B), eight items (items 1 to 8) that were intended to find out the barriers that affect integrated-skills teaching/learning in the sample schools were presented to the students. The data collected from the students is presented in Table 17 below.

**Table 17: Students' Responses Concerning Impediments that affect Integrated-skills Teaching**

No	Question	Responses						Total		Mean	
		ASP(3)		AMP(2)		NAP(1)					
		f	%	f	%	f	%	f	%		
1	When we learn language skills in integration, our teacher faces problems to organize us in pairs and in groups, for there are unsuitable seatings and tables in our classroom.	13	8.33	50	32.05	93	59.62	156	100	232	1.49
2	Because there are not enough reference books in our school library, we face problems to do our homework and project work that will be given when we learn language skills in integration	20	12.82	62	39.74	74	47.44	156	100	258	1.65
3	We do not have motivation to learn language skills in integration since we do not know very well the advantages that we get from learning language skills in integration.	40	25.64	70	44.87	46	29.49	156	100	306	1.96
4	When we learn language skills in integration, we encounter problems to work in pairs and in groups because we do not have good intimacy and relationship among ourselves.	25	16.02	45	28.85	86	55.12	156	100	251	1.61
5	Because our English language proficiency level is low, the tasks that we do when we lean language skills in integration are difficult for us.	77	49.36	63	40.38	16	10.26	156	100	373	2.39
6	We do not listen to our teacher properly when he/she teaches us language skills in integration because we want to learn language skills in isolation.	10	6.41	57	36.54	89	57.05	156	100	233	1.49
7	Our teacher does not come to the classroom ready to teach language skills in integration.	32	20.51	44	28.21	80	51.28	156	100	264	1.69
8	When our teacher teaches us language skills in integration, he/she does not use different teaching aids.	89	57.05	46	29.49	21	13.46	156	100	380	2.45

**ASP= A Serious problem AMP= A minor problem NAP= Not a problem**

Table 17 above reveals that the mean scores which are 1.49 and 1.49 for items 1 and 6 respectively incline towards 'Not a problem'. Specifically, the mean score of item 1(1.49) seems to suggest that the seatings and tables in classrooms are comfortable for pair and/or group work; hence, the teachers do not encounter problems to organize students into different groupings when they teach language skills in integration. Nevertheless, this seems to contradict with what the teachers reported in replying to item 3.4 of the teachers' questionnaires. This is because in responding to item 3.4, the teachers confirmed that the seatings in classrooms are uncomfortable for group/pair work, and this hamper integrated-skills teaching/learning process. The classroom observation result also coincides with the teachers' responses. The mean value of item 6(1.49) would seem to imply that the students' need to learn language skills in isolation is not as such a problem that hinder integrated-skills teaching/learning.

On the other hand, the mean scores which are 1.65, 1.96, 1.61, 2.39, 1.69, and 2.45 for items 2,3,4,5,7 and 8 incline towards 'A minor problem'. This means that shortage of reference books in the sample schools' libraries (item 2), students' lack of awareness about merits of integrated-skills learning (item 3,) absence of strong cohesive learning group/absence of good intimacy among students (item 4), students' low English proficiency level (item 5), teachers' insufficient preparation to teach language skills in integration (item 7) and teachers' incapability to use various teaching aids and equipment when they teach language skills in integration (item 8) are the barriers to the teaching/ learning of integrated-skills in the sample schools.

In sum, the data collected from the students, as indicated in Table 17 above, mirror that there are barriers that hamper integrated-skills

teaching/learning in the sample schools, working either in isolation or in combination.

### **4.3. Document Analysis (Content Analysis of the Teacher's Guide)**

As indicated in Chapter Three, a document analysis was employed as data collection tool in this study. Thus, in this section, a brief overview of the content of the Teacher's Guide is made.

The Teacher's Book provides the teachers with a guide to the course. It has five parts viz. 'General introduction to the course', 'General advice on teaching Reading, Vocabulary, Grammar, Listening Speaking and Writing', 'Suggested procedures for teaching activities', 'Listening passages' and 'Answers to exercises in the Student's Book'. Insofar as integrated-skills teaching is concerned, among these parts, 'General introduction to the course' and 'Suggested procedures for teaching activities' have been found important to be analyzed.

In the introduction part of the Teacher's Guide, it is made clear for the teachers that the course follows integrated-skills teaching approach, as opposed to the traditional isolated-skills teaching:

*The course employs a text-based, integrated approach to the English language teaching. 'Text-based' means that in a given unit many of the learning activities are based on written or oral text...The course is also 'integrated', that is to say the teaching materials and the learning activities frequently integrate the main language aspects specified by the syllabus: listening speaking, reading, writing, vocabulary and grammar. For example, the reading comprehension text might provide a focus and stimulus for variety of activities including vocabulary work, oral communication, note-making and writing...Similarly, some work in the grammar section might involve a note-making exercise...There is, therefore, a move towards recognizing the fact that language skills are inter-related and inter-dependent away from the traditional approach to dealing with the main aspects of language separately as purely discrete and compartmentalized elements (p.1).*

In the introduction part of the Teacher's Guide it is also stated that the teachers should not stick to the Student's Book. That is to say the teachers have been encouraged to be free to use additional and alternative materials taken from other books as well as the materials which they have produced themselves.

Likewise, even though suggested procedures are provided in the Teacher's Guide, the teachers have been encouraged to be free to use any alternative teaching techniques that they have found to be effective. Besides, in this part, the teachers have been advised to involve their students in meaningful and realistic communicative tasks, and to let the students work in pairs or small groups.

From this, it is possible to understand that the Teacher's Guide creates a fertile ground for integrated-skills teaching/learning in the classroom in that it (a) clearly tells the teachers to give emphasis to integrated-skills teaching, (b) encourages the teachers to be free to adapt materials for integrated- skills teaching, if it is necessary and (c) advises the teachers to employ student-centered teaching method in the classroom.

In the Teacher's Guide, pedagogical procedures suggested for teaching activities (Please refer to Appendix E) also show the teachers what to do and how to move step by step when they teach language skills in integration; and this further reveals that the Teacher's Guide creates conducive conditions for the teachers to teach language skills in integration.

In sum, here, it is possible to say that the availability of the Teacher's Guide on the hand of the teachers is, therefore, crucial for effective implementation of integrated-skills teaching in the schools. Indeed, it is from the Teacher's Book that the teachers know what language skills to be taught in integration, what type of classroom organization to be used in the process of integrated-skills teaching and so forth. Thus,

without the Teacher's Guide on the teacher's hand, the effective implementation of integrated-skills teaching is unlikely to be achieved in classrooms. Although the Teacher's Guide is a key input for the effective implementation of integrated-skills teaching, the regrettable thing is that all of the teachers in the sample schools do not have the new Teacher's Guide, for the mere reason that the schools did not provide it for them.

## **CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS**

This Chapter deals with the conclusions drawn from the major findings of the study. It also presents possible recommendations forwarded by the researcher based on the conclusions.

### **5.1. Conclusions**

The major objective of this study was to assess integrated-skills teaching/learning process at grade nine level. The study attempted to answer the following research questions in particular:

1. Do teachers have adequate theoretical orientations and understanding of integrated-skills teaching?
2. To what extent is integrated-skills teaching practically implemented in classrooms?
3. What are the impediments, if any, which hinder integrated-skills teaching in classroom?

On the basis of the results obtained from responses to questionnaires, classroom observations and document analysis (analysis of the Teacher's Guide), the following conclusions have been drawn:

1. The teachers had high theoretical orientations and understanding of integrated-skills teaching principles in the light of integrated-skills teaching, ways of integrating language skills in lessons and merits of integrated-skills teaching (Tables 2, 3 and 4).
2. On the other hand, the teachers made it clear that they did not get adequate training on the practical aspects of integrated-skills teaching. Therefore, it seemed that there was a gap between the teachers' theoretical knowledge of integrated-skills teaching assumptions and their practical skills of implementing integrated-skills teaching in classrooms.
3. The teachers sometimes taught two language skills in integration in reading, listening, speaking and writing lessons. However, they hardly

taught four language skills in integration in these lessons (Tables 7, 8, 9 and 10). From this, we may deduce that the teachers frequently use discrete/segregated-skills teaching at the expense of integrated-skills teaching.

4. From integrated-skills teaching/learning perspective, communicative tasks such as information gap tasks have paramount importance in that they: enable students practice two or more language skills at a time, actively engage students in integrated-skills teaching/learning in classrooms and create authentic language learning environment (positive student-to-student and teacher-to-student interaction) in classroom (Oxford et al., 1994). However, this study showed that the teachers hardly used communicative activities when they taught language skills in integration in classrooms.
5. The teachers hardly gave project work to the students when they taught language skills in integration. This may enable us to say that the teachers do not effectively use project work as a means of: helping the students practice language skills in integration, developing the students' self-confidence, self-efficacy, self-worth and self-esteem to foster the students' independent learning.
6. Most of the teachers could not effectively play their 'managerial roles' (as advisor, organizer, monitor and facilitator) when they taught language skills in integration in classrooms; and this made the practice of integrated-skills teaching in classrooms not to be effective.
7. The teachers hardly used various teaching aids and equipment when they taught language skills in integration in classrooms. Hence, this made the integrated-skills teaching/learning process not to be realistic.
8. The teachers frequently used whole class organization at the expense of pair and/or group organizations when they taught language skills in integration in classrooms. This means that the students' collaborative learning during integrated-skills teaching/learning is very limited.

9. The teachers rarely assessed the students' performance in two or more language skills at a time using integrative-tests. From this, we may deduce that the teachers' frequent use of discrete point tests seems to hamper integrated-skills teaching/learning in classrooms.
10. Insofar as the contribution of the new Teacher's Guide to integrated-skills teaching/learning in classrooms is concerned, the study indicated that it created a fertile ground for integrated-skills teaching/learning in classrooms. Nevertheless, the teachers made it clear that they did not have the new Teacher's Guide on their hand. Thus, it appeared that this restricted the teachers' effort of planning appropriate lessons which reflect integrated-skills teaching/learning in classrooms and their implementation of integrated-skills teaching in classrooms.
11. Hindrances related to the schools such as acute shortage of teaching aids and equipment in the schools, unsuitable seatings for group work in classrooms, large class size, lack of incentives and follow-up from the schools administrations to the teachers and the schools administrations incapability to arrange training on integrated-skills instruction have been identified to be impediments which directly or indirectly hampered integrated-skills teaching/learning in classrooms. Moreover, problems related to the students namely, their lack of basic skills of English, awareness of merits of integrated-skills learning as well as their reluctant to participate in group/pair discussions and disciplinary problems were hindrances which directly or indirectly hindered integrated-skills teaching/learning in classrooms. Similarly, factors related to the teachers namely, their lack of adequate training on how they practically teach language skills in integration in classrooms, design additional materials for integrated-skills teaching purpose in classrooms, test the students' performance in two or more language skills at a time, manage large class size along with lack of motivation and interest to teach on the part of some teachers

were impediments which directly or indirectly impeded integrated-skills teaching/learning in classrooms.

This may lead us to the conclusion that a number of factors, working either in isolation or in combination, were negatively affecting integrated-skills teaching/learning in classrooms.

## **5.2. Recommendations**

Based on the conclusions derived above, the following recommendations are forwarded:

1. It would be advisable for the teachers to use communicative activities and project work as much as possible when they teach language skills in integration, for communicative tasks and project work create conducive conditions (such as motivation and interest in the students, group cohesiveness among the students, self-confidence) for integrated-skills teaching/learning in classrooms (Oxford et al., 1994).
2. The students need to be aware of the merits of integrated-skills learning to their life so that they become motivated and thereby actively play their roles in integrated-skills teaching/learning process. Thus, it is good if the teachers inform the students the advantages of integrated-skills learning.
3. Instructional materials such as the Teacher's Guide are critical ingredients in integrated-skills teaching, and fulfilling the necessary teaching aids and equipment for the teachers so that they effectively implement integrated-skills teaching in classrooms is the duty that appertains or concerns the schools administrations. Thus, the schools administrations should exert every effort to provide adequate teaching aids and equipment for the teachers. Furthermore, it might be better if the schools administrations make continuous follow-up and assistance for the teachers, find ways of minimizing the number of the students in classrooms.

4. It seems that there is little room for integrated–skills teaching to be effectively practiced in the classrooms unless the teachers get adequate training on how they practically teach language skills in integration, manage large class size, design materials for integrated–skills teaching purpose in the classrooms, test the students’ performance in two or more language skills at a time.

Consequently, concerned bodies such as the schools administrations, agencies in the Ministry of Education (for example, ICDR office) and supervisors should make a concerted effort to arrange and/or give training for the teachers on practical aspects of integrated–skills instruction. This could be done by preparing workshops, seminars or in-service training.

5. It would be helpful if teacher training institutions (colleges and/or universities) be aware of the gape between the teachers’ theoretical knowledge of integrated–skills teaching and their practical skills of teaching language skills in integration in classrooms and should try to train teachers on both the theoretical and practical aspects of integrated–skills teaching.

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## Appendix A

**Addis Ababa University**  
**School of Graduate Studies**  
**Department of Foreign Languages and Literature**

### Questionnaire to be filled in by Teachers

Dear teacher,

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

**Notice:** You do not need to write your name on the questionnaire.

Thank you very much for your cooperation!

#### Part One. Background information

**Please give information about yourself by putting a tick (✓) mark in the given box and/or by 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  BED  BSC  M.A/MSC  Ph.D

1.4 Area of qualification \_\_\_\_\_

1.5 Total years in teaching English language \_\_\_\_\_

**Part Two. Questions concerning teachers' theoretical orientations and 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				
		Strongly agree	Agree	Have no idea	Disagree	Strongly disagree
1	Language consists of macro skills (reading, listening, writing and speaking) and language elements (grammar and vocabulary); and these skills should be taught in integration.					
2	Language skills can be integrated around a task in lesson(s).					
3	Language skills can be integrated around a topic/theme in lesson(s).					
4	Language skills can be integrated around both task and topic/theme in lesson(s).					
5	Integrated-skills teaching enables students to be successful in their current and future academic learning .					
6	Integrated-skills teaching helps students learn English language in a better way.					
7	Integrated-skills teaching motivates students to learn the English language.					

No	Statements	Rating Scale				
		Strongly agree	Agree	Have no idea	Disagree	Strongly disagree
8	Integrated-skills teaching creates positive student-to-student and teacher-to-student interaction in classroom.					
9	Integrated-skills teaching creates a good classroom discipline.					
10	Integrated-skills teaching helps students develop positive self-esteem and independent learning.					
11	Integrated-skills teaching helps students develop their communicative competence.					
12	Integrated-skills teaching helps students develop their thinking ability.					
13	Integrated-skills teaching enables students to be multi-language skills users in their day to day communication.					

2.2 Have you ever taken adequate pre-service training and/or in-service training about integrated-skills teaching?

A. Yes      B. No

**Part Three. Questions Concerning Teachers' Integrated-skills Teaching Experiences.**

3.1 Do you teach your students two or more language skills which are organized around the same topic and/or task at a time?

A. Yes    B. No

3.2 If your answer for question 3.1 is Yes, please show the extent to which you teach language skills in integration in reading, listening, writing and speaking lesson(s) by putting a tick (✓) mark under the appropriate column on the right side.

Lesson(s)	No	Practice	Rating Scale				
			Always	Usually	Sometimes	Rarely	Never
Reading Lesson(s)	1	I teach reading and vocabulary.					
	2	I teach reading and grammar.					
	3	I teach reading and writing.					
	4	I teach reading and listening.					
	5	I teach reading and speaking.					
	6	I teach reading, writing, speaking and listening.					
		other (please specify and rate)					
Listening lesson(s)	1	I teach listening and vocabulary.					
	2	I teach listening and grammar.					
	3	I teach listening and reading.					
	4	I teach listening and speaking.					
	5	I teach listening and writing.					
	6	I teach listening, writing, speaking and reading.					
		other (please specify and rate)					
Speaking lesson(s)	1	I teach speaking and vocabulary.					
	2	I teach speaking and grammar.					
	3	I teach speaking and writing.					
	4	I teach speaking and reading.					
	5	I teach speaking and listening.					
	6	I teach speaking, listening, reading and writing					
		other (please specify and rate)					
Writing lesson(s)	1	I teach writing and vocabulary.					
	2	I teach writing and grammar.					
	3	I teach writing and reading.					
	4	I teach writing and speaking.					
	5	I teach writing and listening.					
	6	I teach writing, reading, speaking and listening.					
		other (please specify and rate)					

**3.3 Please read the following items carefully and put a tick (✓) mark indicating the most appropriate rating scale for each of the given items based on your experience of teaching integrated-skills**

<b>No</b>	<b>Practice</b>	<b>Rating Scale</b>				
		<b>Always</b>	<b>Usually</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
1	I organize students in pairs, groups and whole class when I teach language skills in integration.					
2	I encourage students to express their ideas and to do their best when I teach language skills in integration.					
3	I give interesting and challenging tasks to students so that they develop their self-esteem and independent learning when I teach language skills in integration.					
4	I advise students so that they take responsibilities for their own work when I teach language skills in integration.					
5	I encourage collaborative/cooperative learning in classroom when I teach language skills in integration.					
6	I give sufficient time to students to complete tasks when I teach language skills in integration.					
7	I encourage students to ask questions when I teach language skills in integration.					
8	I tell students the importance of integrated-skills learning in order to motivate them to learn language skills in integration.					
9	I give project work to students so that they practice two or more language skills at a time.					
10	I adapt tasks from other materials for integrated-skills teaching purposes in classroom.					
11	I plan lessons that contain integrated skills, implement them and evaluate their effectiveness.					

No	Practice	Rating Scale				
		Always	Usually	Sometimes	Rarely	Never
12	I prepare integrative-tests and evaluate students' performance in two or more language skills at a time.					
13	When I teach language skills in integration, I check whether or not tasks/topics are interesting, not too difficult/too easy for students.					
14	When I teach language skills in integration, I give role plays, information gap etc. tasks to students.					
15	I use different instructional materials and equipment (for example, newspaper, magazines, films, overhead project or etc.) when I teach language skills in integration.					

**3.4 What are the factors, if any, which hinder/impede integrated-skills teaching while you are teaching language skills? Please write your response in the space provided under I, II, III below.**

**I. Problems related to the students:**

- |          |          |
|----------|----------|
| a. _____ | e. _____ |
| b. _____ | f. _____ |
| c. _____ | g. _____ |
| d. _____ | h. _____ |

**II. Problems related to the school:**

- |          |          |
|----------|----------|
| a. _____ | e. _____ |
| b. _____ | f. _____ |
| c. _____ | g. _____ |
| d. _____ | h. _____ |

**III. Problems related to yourself:**

a. \_\_\_\_\_

e. \_\_\_\_\_

b. \_\_\_\_\_

f. \_\_\_\_\_

c. \_\_\_\_\_

g. \_\_\_\_\_

d. \_\_\_\_\_

h. \_\_\_\_\_

**Other problems (Please state, if any)** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**3.5 What do you suggest for promoting integrated-skills teaching at grade nine level?**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Thank you very much for your cooperation!**

## **Appendix B**

**Addis Ababa University  
School of Graduate Studies  
Department of Foreign Languages and Literature**

### **Questionnaire to be filled in by Students**

Dear Students,

This questionnaire is designed for gathering data regarding the practice of integrated-skills teaching during English session at grade nine level. Thus, your genuine response to the questions will have significant contribution for the success of this study. Your response will be kept confidential and will be used only for this study.

**Notice:** You do not need to write your name on the questionnaire.

Thank you very much for your cooperation!

**Direction one: For the following three questions, please circle the letter(s) of your choice and/or write your answer in the blank space provided**

1. Do you learn two or more language skills (for instance, reading and writing, writing and grammar, listening, writing and speaking) that are integrated around the same topic and/or task when you learn English?  
A. Yes            B. No
2. If your response to question No. 1 is Yes, how much is your interest and motivation to learn language skills in integration?  
A. Very high      B. High            C. Low            D. Very low
3. If you have any comment that you want to give regarding integrated-skills learning/teaching in your classroom, please write your comment in the blank space provided below.

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**Direction Two: How often are the ideas which are mentioned below implemented when you learn language skills in integration during English Sessions? Please give your response by putting a tick (✓) mark under the appropriate column on the right side.**

<b>No</b>	<b>Question</b>	<b>Rating Scale</b>				
		<b>Always</b>	<b>Usually</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
1	When we learn language skills in integration, our teacher organizes us in pairs and in groups; and he/she lets us to express our ideas in writing or in speaking after we discussed a topic or a task.					
2	When we learn language skills in integration, our teacher encourages us so that we ask questions and express our ideas freely.					
3	When we learn language skills in integration, our teacher gives constructive advice to us so that we feel a sense of responsibility for the work we do.					
4	Our teacher tells us the uses of learning language skills in integration.					
5	Our teacher gives us project work which relates to the topic we learned in the classroom; and he/she lets us present our work in writing and/or in speaking in the classroom.					

<b>No</b>	<b>Question</b>	<b>Rating Scale</b>				
		<b>Always</b>	<b>Usually</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
6	When we learn language skills in integration, our teacher tries to relate the tasks we do with our interest and language proficiency level, if it is necessary.					
7	When we learn language skills in integration, our teacher uses different teaching aids and equipment (for example, newspapers, magazines, films etc.).					
8	Our teacher asks the problems that we face when we learn language skills in integration; and he/she attempts to find solutions for the problems.					

**Direction Three: To what extent are the ideas which are mentioned below observed as problems when you learn language skills in integration during English sessions? Please indicated the extent of the problem by putting a tick (✓) mark under the appropriate column on the right side.**

<b>No</b>	<b>Question</b>	<b>Rating Scale</b>		
		<b>A serious problem</b>	<b>A minor problem</b>	<b>Not a problem</b>
1	When we learn language skills in integration, our teacher faces problems to organize us in pairs and in groups, for there are unsuitable seatings and tables in our classroom.			
2	Because there are not enough reference books in our school library, we face problems to do our home work and project work that will be given when we learn language skills in integration.			
3	We do not have motivation to learn language skills in integration since we do not know very well the advantages that we get from learning language skills in integration.			
4	When we learn language skills in integration, we encounter problems to work in pairs and in groups because we do not have good intimacy and relationship among ourselves.			
5	Because our English language proficiency level is low, the tasks that we do when we learn language skills in integration are difficult for us.			

		<b>Rating Scale</b>		
<b>No</b>	<b>Question</b>	<b>A serious problem</b>	<b>A minor problem</b>	<b>Not a problem</b>
6	We do not listen to our teacher properly when he/she teaches us language skills in integration because we want to learn language skills in isolation.			
7	Our teacher does not come to the classroom ready to teach language skills in integration.			
8	When our teacher teaches us language skills in integration, he/she does not use different teaching aids.			

**Thank you very much for your cooperation!**

# Appendix C

አዲስ አበባ ዩኒቨርሲቲ

የድህረ ምረቃ መርሃ ግብር

የውጭ ቋንቋዎችና ሥነ ፅሁፍ ትምህርት ክፍል

በተማሪዎች የሚሞላ የፅሁፍ መጠይቅ

**ውድ ተማሪዎች:**

የዚህ መጠይቅ አላማ በዘጠነኛ ክፍል ደረጃ ያለውን በእንግሊዝኛ ትምህርት ክፍል ጊዜ የቋንቋ ክሊሎችን በማጣመር የማስተማር አተገባበር አስመልክቶ ለሚካሄደው ጥናት መረጃ መሰብሰብ ነው። በመሆኑም ለጥናቱ መሳካት እናንተ ለጥያቄዎቹ የምትሰጡት ትክክለኛ መልስ ከፍተኛ ጠቀሜታ ይኖረዋል። በዚህ መጠይቅ የሚገኘው መረጃ በምስጢር የሚያዝና ለጥናቱ ብቻ የሚውል ነው።

ማሳሰቢያ:- መጠይቁ ላይ ስም መፃፍ አያስፈልግም።

ስለትብብራችሁ በጣም አመሰግናለሁ!

**መመሪያ አንድ:-** ከዚህ በታች ላሉት ሶስት ጥያቄዎች ምርጫሽን/ምርጫሕን የያዘውን ፊደል በመክበብ ወይንም በተሰጠው ባዶ ቦታ ላይ መልስሽን/ መልስሕን በመፃፍ መልሽ/ስ።

1. በእንግሊዝኛ ትምህርት ክፍል ጊዜ በአንድ ርዕስ (topic) ወይንም ተግባር (task) ዙሪያ የተቀናጁ ሁለት ወይንም ከሁለት በላይ የቋንቋ ክሊሎችን (ለምሳሌ ማንበብና መፃፍ፣ መፃፍና ሰዋስው(grammar)፣ ማዳመጥ፣ መፃፍና መናገር) በጥምረት ትማራላችሁን?

ሀ. አዎ      ለ. የለም

2. ለአንደኛው ጥያቄ መልስሽ/ህ አዎ ከሆነ የቋንቋ ክሊሎችን በጥምረት የመማር ፍላጎትሽ/ህና መነሳሳትሽ/ህ ምን ያሕል ነው?

ሀ. በጣም ከፍተኛ      ለ. ከፍተኛ      ሐ. ዝቅተኛ      መ. በጣም ዝቅተኛ

3. የቋንቋ ክሊሎችን በክፍል ውስጥ በጥምረት መማር/ማስተማርን በተመለከተ መስጠት የምትፈልገው/የምትፈልገው ማንኛውም አስተያየት ካለሽ/ህ ከዚህ በታች በተሰጠው ባዶ ቦታ ላይ ፃፊ/ፍ።

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መመሪያ ሁለት፡- ቀጥሎ የተዘረዘሩት ሃሳቦች በእንግሊዝኛ ትምህርት ክፍለ ጊዜ የቋንቋ ክሊሎችን በጥምረት ስትማሩ ምን ያህል ጊዜ ይተገበራሉ? በቀኝ በኩል ባሉት ክፍት ቦታዎች ውስጥ መልስሽን/መልስህን ይህንን (✓) ምልክት በመጠቀም መልሽ/ስ።

ተ.ቁ	መጠይቅ	መጠን መለኪያ				
		ሁል ጊዜ	አብዛኛውን ጊዜ	አንዳንድ ጊዜ	በጣም አልፎ አልፎ	በፍፁም
1	መምህራንን በጥንድ /in pairs/፣ በቡድን/in groups / እያቀናጁን በአንድ ርዕስ /topic/ወይም በአንድ ተግባር /task/ ዙሪያ እንድንወያይና ሃሳባችንን በዕሁፍ ወይም በቃል እንድንገልጽ ያደርጉናል።					
2	የቋንቋ ክሊሎችን በጥምረት ስንማር መምህራንን ጥያቄ እንድንጠይቅና ሃሳባችንን በነፃነት እንድንገልፅ ያበረታቱናል።					
3	የቋንቋ ክሊሎችን በጥምረት ስንማር መምህራንን ለምን ሰራው ስራ የሃላፊነት ስሜት እንዲሰማን ገንቢ የሆነ ምክር ይሰጡናል።					
4	መምህራንን የቋንቋ ክሊሎችን በጥምረት መማር የሚሰጠውን ጥቅም ይነግሩናል።					
5	መምህራንን በክፍል ውስጥ ከተማርነው ርዕስ/topic/ ጋር የተያያዘዩበት ስራ በመስጠት ስራችንን በዕሁፍ ወይም በቃል ክፍል ውስጥ እንድናቀርብ ያደርጉናል።					
6	የቋንቋ ክሊሎችን በጥምረት ስንማር አስፈላጊ ሆኖ ከተገ የምንሰራቸው ስራዎች/tasks/ ከፍላጎታችንና ከቋንቋ ችሎታችን ጋር እንዲጣጣሙ መምህራንን ጥረት ያደርጋሉ።					
7	የቋንቋ ክሊሎችን በጥምረት ስንማር መምህራንን የተለያዩ የማስተማርያ መርጃ መሳሪያዎችንና ቁሳቁሶችን (ለምሳሌ ጋዜጦችን፣ መፅሔቶችን፣ ፊልሞችን ወዘተ.) ይጠቀማሉ።					
8	የቋንቋ ክሊሎችን በጥምረት ስንማር የሚገኙትን ችግሮች መምህራንን እኛን በመጠየቅ መፍትሔ ለመፈለግ ይጥራሉ።					

**መመሪያ ሦስት:-** ቀጥሎ የተዘረዘሩት ሃሳቦች በእንግሊዘኛ ትምህርት ክፍለ ጊዜ የቋንቋ ክሊሎችን በጥምረት ስትማሩ ምን ያህል እንደችግር ይስተዋላሉ? የችግሮቹን መጠን በቀኝ በኩል ባሉት ክፍት ቦታዎች ውስጥ ይህንን (✓) ምልክት በመጠቀም አመልክች/ት::

ተ.ቁ	መጠይቅ	መጠነ መለኪያ		
		ክፍተኛ ችግር	መጠነኛ ችግር	ችግር አይደለም
1	የቋንቋ ክሊሎችን በጥምረት በምንማርበት ጊዜ በክፍላችን ውስጥ የማይመቹ መቀመጫዎችና ወንበሮች በመኖራቸው መምህራችን እኛን በጥንድ /in pairs/ ና በቡድን/in groups / ለማቀናጀት ይቸገራሉ::			
2	በቂ የሆኑ የመርጃ መፃሕፍት በትምህርት ቤታችን ቤተ-መፃሕፍት ውስጥ ስለሌሉ የቋንቋ ክሊሎችን በጥምረት ስንማር የሚሰጠንን የቤት ስራና የኘሮጀክት ስራ /project work / ለመስራት እንቸገራለን::			
3	የቋንቋ ክሊሎችን በጥምረት መማራችን የሚሰጠንን ጥቅሞች ጠንቅቀን ስለማናውቅ የቋንቋ ክሊሎችን በጥምረት ለመማር መነሳሳት /motivation/ የለንም::			
4	እርስ በርሳችን ጥሩ የሆነ ቀረቤታና መግባባት ስለሌለን የቋንቋ ክሊሎችን በጥምረት ስንማር በጥንድና በቡድን ሆነን ለመስራት እንቸገራለን::			
5	የእንግሊዘኛ ቋንቋ ችሎታችን ዝቅተኛ በመሆኑ የቋንቋ ክሊሎችን በጥምረት ስንማር የምንሰራቸው ስራዎች / tasks/ ይከብዱናል::			
6	የቋንቋ ክሊሎችን በተናጥል መማር ስለምንፈልግ መምህራችን የቋንቋ ክሊሎችን በጥምረት ሲያስተምሩን በሚገባ እናዳምጣቸውም::			
7	መምህራችን የቋንቋ ክሊሎችን በጥምረት ለማስተማር በአግባቡ ተዘጋጅተው አይመጡም::			
8	መምህራችን የቋንቋ ክሊሎችን በጥምረት ሲያስተምሩን የተለያዩ የማስተማሪያ መርጃ መሳሪያዎችን አይጠቀሙም::			

ስለትብብርሽ/ህ በጣም አመሰግናለሁ!

## Appendix D

### Classroom Observation Checklist

**Date of Observation** \_\_\_\_\_  
**Name of the School** \_\_\_\_\_  
**Code of the Teacher** \_\_\_\_\_  
**Grade and Section** \_\_\_\_\_  
**Lesson Topic** \_\_\_\_\_  
**Total time of the lesson** \_\_\_\_\_ **Beginning time** \_\_\_\_\_  
**Ending Time** \_\_\_\_\_

No	The behavior to be observed during integrated-skills instruction in the category	Observed	Not observed
<b>I</b>	<b>Teacher's role during integrated-skills teaching</b>		
1	The teacher lets the students know the objectives of the daily lesson (he/she tells the students that they will practice integrated language skills) so that the students direct their attention/effort towards integrated-skills learning.		
2	The teacher lets the students know the relevance of integrated-skills learning to their real-life communication and /or other subjects.		
3	The teacher follows clear procedures/steps which enable students to learn language skills in integration.		
4	The teacher teaches language elements (grammar and vocabulary) in integration with macro language skills.		
5	The teacher plays his/her "managerial roles" (acts as organizer, advisor and so on) while the students are learning language skills in integration.		
6	The teacher deliberately/consciously teaches language skills in integration.		
7	Before ending the daily lesson, the teacher gives home work and/or assignment to the students so that they use language skills which are related to the language skills they learned in the classroom.		
	Other		

<b>II</b>	<b>Students' Roles during integrated- skills teaching</b>		
1	actively participate in group/pair discussions		
2	ask questions		
3	answer questions		
4	take responsibilities for their own learning		
5	show interest and effort to do tasks		
	Other		
<b>III</b>	<b>Instructional materials and equipment used during integrated-skills teaching</b>		
1	Student's Book		
2	work sheets		
3	magazine transcripts		
4	newspaper transcripts		
5	overhead projector /OHP/		
6	films		
7	cards		
8	computer		
9	audio Cassette player		
	other		
<b>IV</b>	<b>Factors that impede integrated- skills teaching</b>		
1	not sufficient light in classroom		
2	uncomfortable seatings (desks, tables, chairs etc.)		
3	large class size		
4	In appropriate pattern/arrangement of seatings		
	Other		

Other Comments \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## Appendix E

### Some Suggested Procedures for Teaching Activities in the Teacher's Guide which Exemplify Integrated-skills Teaching.

	<b>Suggested Procedures</b>	<b>Page</b>
A	Working individually, the students should write their answers in their exercise book. Then ask them to form a group of four or five students and to compare their answers and improve them. When the groups have finished, they have to report their negotiated or agreed upon answers through their group leaders.	14
B	In this first part, the exercises are aimed at helping students practice more and more of them are open-ended and should be handled as follows: <ul style="list-style-type: none"> <li>• Oral group work.</li> <li>• Oral pair work followed by individual written work.</li> <li>• Individual written work followed by pair/group discussion of each other's work.</li> </ul>	16
C	Introduce the exercise. Explain that this is a general discussion activity. The students work in pairs. The discussion should be in English.	17
D	Introduce the activity. Define and discuss paragraphs and sentences. The students work in pairs or small groups. They should write the number of the sentences in the best order. At this stage, there is no need for them to write out the sentences in full. When the students have finished re-arranging sentences, have a class discussion.	28
E	Work through the material in the Students' Book with the students, discussing the examples and explanations and providing extra help where necessary. Encourage and help them to use, as much as possible, all examples and exercises as contexts. Discussion should become realistic, and students appreciate primarily the meaning they communicate. Make it communicative learning!	21
F	Ask your students to name the major heritages or tourist attractions they know. Let them to do the tasks first individually and then with in their groups so that they will improve the answers by discussion. Let the group report the consensus to the class.	22
G	Encourage the students first to understand the idea and sequence of making Ethiopian coffee. Ask them to attempt the task individually and then to compare their answers in pairs or small groups.	23

H	Have the students read the passage silently to guess the meanings of unfamiliar words. Do not let them use dictionary. Encourage them to guess the new words contextually. Check that the students understand all new words in bold. If there are any new words they do not understand try to find other students who could figure them out from context before explaining their meanings yourself.	24
I	Set up pairs. Try pairing students of different ability levels. (This will encourage the students through peer learning). Tell them to generalize the pattern from the table. Tell them there are many ways of learning grammar. One way is to generalize. Encourage the students to use this strategy to help them learn grammar.	25
J	Introduce the activity. The students are going to complete a summary of the listening comprehension passage about Rosetta Stone. In this exercise the summary will be in the form of a short paragraph. The students should work on their own at first and then compare their answers in Pairs. When the students have finished writing, point out that the summary contains examples of the passive. Working in pairs, how many examples can the students find?	27
K	Give the students time to read the dialogue before focusing on the expressions and then divide them into pairs to take roles of son and mother. Ask them to act out the dialogue. Tell them to reverse roles. Circulate to monitor the students' activities.	31
L	Ask the students to deduce meanings individually. Then allow them sometime to discuss and improve their answers in pairs after they have finished. Encourage them to understand and show the clues that have helped them to deduce the meanings.	33
M	Ask them first to guess and find the definitions individually, and then to improve them in pairs. Encourage them to participate actively, but if some students find it very difficult, let them learn from others through discussion.	39
N	Working in pairs or small groups, and using topics provided by the teachers and by themselves, the students ask for and give opinions using some of the expressions already practiced in the dialogue.	42
O	Ask the students, working in pairs or small groups, to compare direct questions with reported questions. Ask them to tell you some changes that occur in reported questions.	45
P	This activity can be done in groups of three. Set up groups of three. Explain the task. Tell the students to use the conversation between students A, B and C. They substitute their own names make certain that each students has a turn to play each role. Circulate to help those who need assistance.	46

Q	Ask the students, working in pairs, to compare direct commands and reported commands. Ask them to tell you some of the changes that happen in reported commands.	46
R	Ask the students to talk in pairs about their baby brothers'/sisters' language performance.	48
S	Ask the students to act out the dialogue in pairs. They should discuss and correct the dialogue and then write the corrected dialogue in their exercise books.	48
T	Ask the students to study the example individually. Then tell them to close their exercise books and give orders without reading the text. Ask them to give them orders in a physical exercise that are similar to those shown in the example in the Students' Book.	51
U	Introduce the activity. Allow the students' time to look at the pictures. Ask the students to work in pairs or small groups, discuss the pictures and make a list of numbers to show the order in which the events happened. Make sure that every one uses English while doing this activity. Circulate to assist the students as needed.	57

