

**ADDIS ABABA UNIVERSITY
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**An EXPLORATION OF THE PROBLEMS IN TEACHING ENGLISH
LANGUAGE SKILLS IN AN INTEGRATED WAY: A CASE OF FOUR
1ST AND 2ND CYCLE PRIMARY SCHOOLS**

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**An Exploration of the Problems in Teaching English Language
Skills in an Integrated way: A Case of Four 1st and 2nd Cycle
Primary Schools**

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Table of Contents

	Page
Acknowledgements.....	i
Table of Contents	ii
List of Tables	v
List of Diagrams	vii
Abstract.....	viii
 CHAPTER ONE	
1. INTRODUCTION.....	1
1.1 Background	1
1.2 Statement of the Problem	2
1.3. Objectives of the Study	5
1.4 Importance of the Study	6
1.5. Delimitation of the Study	6
1.6. Limitations of the Study	7
1.7. Abbreviations Used in This Thesis.....	8
 CHAPTER TWO	
2. Review of Related Literature.....	9
2.1. What Does Integrating Language Skills Mean?	9
2.2. Reasons for Teaching Language Skills in an Integrated Way	10
2.3. The Relations of Language Skills.....	12
2.3.1. Listening and Speaking.....	12
2.3.2. Listening and Reading.....	13
2.3.3. Speaking and Writing	13
2.3.4. Reading and Writing.....	13
2.4. Skills Integration and Stages of the Learners.....	14
2.5. Instructional Models for Language Skills Integration.....	15
2.5.1. Task-Based Language Instruction.....	15
2.5.2. Theme-Based Language Instruction	16
2.5.3. Adjunct Language Instruction	17
2.5.4. Sheltered Language Instruction	17
2.5.5. Language for Specific Purposes (LSP).....	18
2.6. The Place of Language Skills in English for General Purpose (EGP) and English for Specific Purpose (ESP)	18
2.7. The Place of Grammar in the Teaching of Integrated Skills	19
2.8. Types of Skills Integration in Terms of Time Gap between Skills.....	21
2.8.1. Serial Integration.....	21
2.8.2. Parallel/Simultaneous Integration.....	22

2.9. Some Tasks/Activities and Materials that Can Be Used to Teach Language Skills in an Integrated Way	22
2.9.1 Ideational Frameworks	24
2.9.1.1. Tree Diagrams.....	24
2.9.1.2. Flow Charts.....	25
2.9.1.3. Matrices or Grids.....	25
2.9.2. Pictures and Maps	26
2.9.3. Audio/Video	26
2.9.4. Simulation	27
2.9.5. Role Play.....	27
2.9.6. Games	27
2.9.7. Project Work.....	28
2.9.8. Form Filling.....	28
2.9.9. Describe and Note.....	29
2.10. The Roles of Teachers and Learners	29
2.10.1. The Roles of Teachers.....	29
2.10.2. The Roles of Learners	30
CHAPTER THREE	
3. Research Methodology.....	31
3.1. Introduction	31
3.2. Subjects of the Study.....	31
3.3. Sampling Technique Used.....	31
3.4. Data Collection Instruments	33
3.4.1. Questionnaires	33
3.4.2. Observation of Classrooms	34
3.4.3. Interviews.....	35
3.5. Methods of Data Analysis.....	36
CHAPTER FOUR	
4. Data Presentation and Interpretation	37
4.1. Analysis of the Data from the Teachers' Questionnaire and Semi- Structured Interview	37
4.1.1. Information about the Teachers	37
4.1.2. The Teachers' Beliefs towards Integrated-Skills Teaching.....	39
4.1.3. The Teachers' Experience of Teaching Integrated Language Skills	44
4.1.4. The Teachers' Beliefs towards Their Students in Relation to Integrated Skills Teaching/Learning.....	55
4.1.5 The Teachers' Beliefs towards Their Schools Administrators in Relation to Integrated Skills	60
4.1.6 The Problems That Are Considered to Be Hindrances to the Teaching of Integrated Skills.....	63
4.2. Analysis of the Data from the Students' Questionnaire	65
4.2.1 The Students' Beliefs towards the English Language	66
4.2.2 The Students' Beliefs towards the Teaching or Learning of the Macro-language Skills in an Integrated Way.....	71

4.2.3 The Students Beliefs towards Their English Language Teachers Concerning the Teaching or Learning of Integrated Skills	75
4.2.4 The Problems That the Students Think Impediments to Them to Learn Language Skills in an Integrated Way	81
4.3 Analysis of the Data from Classroom Observations.....	82
4.3.1 The Teachers' Activities	83
4.3.2 The Students' Activities	95
4.3.2.1 The Students' Activities in the 1 st Observation	95
4.3.2.2. The Students' Activities in the 2 nd Observation	96
4.3.2.3 The Students' Activities in the 3 rd Observation.....	96
4.3.2.4 The Students' Activities in the 4 th Observation.....	96
4.3.2.5 The Students' Activities in the 5 th Observation	96
4.3.2.6 The Students' Activities in the 6 th Observation	96
4.3.2.7 The Students' Activities in the 7 th Observation	97
4.3.2.8 The Students' Activities in the 8 th Observation.....	97
4.3.2.9 The students' Activities in the 9 th Observation.....	97
CHAPTER FIVE	
5. Conclusions and Recommendations	98
5.1 Conclusions.....	98
5.2. Recommendations.....	103
Bibliography.....	105
Appendix A : Questionnaire to Be Filled in by Teachers.....	109
Appendix B: Questionnaire to Be Filled in by Students.....	115
Appendix C: በተማሪዎች የሚሞላ መጠይቅ.....	118
Appendix D: Semi-Structured Interview with Teachers.....	122
Appendix E: Classroom Observation Checklist Concerning the Teaching of Language Skills in an Integrated Way.....	124

List of Tables

	page
Table 4.1.1: The Teachers' Qualifications and the Number of Years They Taught English	38
Table 4.1.2: The Teachers' Views of the Process of Teaching Language Skills.....	39
Table 4.1.3: Preferences of the Teachers in Teaching Aspects of the English Language.....	41
Table 4.1.4: The Teachers' Identification of the Types of Language Skills Integration.....	43
Table 4.1.5: The Teachers' Practice of Using Tasks and Contents.....	45
Table 4.1.6: The Teachers' Views towards Error Correction.....	46
Table 4.1.7: The Teachers' Use of the Teacher's Guide and the Student's Textbook	47
Table 4.1.8: The Teachers' Practice of Conducting Classes	49
Table 4.1.9: The Teachers' Use of Variety of Materials and Activities.....	50
Table 4.1.10: The Teachers' Views of the Physical Environment in the Classroom	51
Table 4.1.11: The Distribution of Macro-Language Skills in the Students Textbook	53
Table 4.1.12: The Teachers' Training Concerning Integrated Skills	53
Table 4.1.13: Skills Given More Emphasis by the Teachers	55
Table 4.1.14: The Teachers' Views Concerning , their Students Learning	56
Table 4.1.15: The Teachers' Views of their Students' Interest in Pair or Group works.....	57
Table 4.1.16: The Teachers' Views of Their Students' Expectancy from Them..	58
Table 4.1.17: The Teachers' Views of Their Students' Behavior in Performing Interesting Classroom Activities	59

Table 4.1.18: The Teachers' Views of the Administrators of the Schools Regarding the Noise of the Students	60
Table 4.1.19: The Teachers' Views of the Administrators' Co-operation.....	61
Table 4.1.20: The Order of the Problems Based on Their Seriousness for the Teachers.....	64
Table 4.2.1: The Student Views of the Difficulty of English Language	66
Table 4.2.2: The Skills That the Students Think Easier for Them	68
Table 4.2.3: The Students' Views of the Learning of Grammar	69
Table 4.2.4: The Students' Views of the Time to Begin Speaking	70
Table 4.2.5 The Students' Behavior of Speaking in the Presence of Their Teachers	70
Table 4.2.6: The Way the Students Like to Learn Language Skills	72
Table 4.2.7: The Students' Views of the Use of Integrated Skills.....	72
Table 4.2.8: The Students' Identification of the Skills	74
Table 4.2.9: The Students' Views of Their Teachers' Error Treatment	75
Table 4.2.10: The Students' Views of the Speeds of Their Teachers	76
Table 4.2.11: The Students' Views of the Way Their Teachers Teach Language Skills.....	77
Table 4.2.12: The Students' Preferences for What to Be Taught.....	79
Table 4.2.13: The Students' Views of the weight their Teachers Give to Language Skills	80

List of Diagrams

	Page
Figure 1: Example of Tree Diagram	25
Figure 2: An example of Grid or Matrix	26

Abstract

The main focus of this study was investigating the problems of teaching macro-language skills (listening, speaking, reading and writing) in an integrated way at grade 7 level. For this purpose four, 1st and 2nd cycle primary schools in Addis Ababa were selected based on the researcher's convenience. Seven English language teachers and their 250 students at these schools filled in questionnaires designed to generate data from them. Semi-structured interview as a supplement was also used to collect further information from the teachers. Classroom observation was the other data collection instrument used to see what is going on in actual classroom situations and check whether the teachers' and their students' beliefs match.. Generally, the semi-structured interview and the classroom observation were used for triangulation purpose.

Data analysis showed that the teachers had no adequate training in the implementation of skills integration i.e. how to teach language skills in an integrated way. So instead they focused on grammar and vocabulary teaching. There was a contradiction between what the teachers believe and what they actually perform in the classrooms. There was also a contradiction between what the teachers and their students believe. The students were found to be ready to learn language skills in an integrated way although they had not clear understanding of what integrated skills mean and what their advantages are. The study also showed that the most serious problems or hindrances to the teaching of language skills in an integrated way in the four schools studied are the following based on the rank order of seriousness given to the problems by the teachers:

The schools have economic problem to make teaching materials available, the students expect everything from their teachers instead of learning by interacting, the students will become out of control if they are allowed to interact in the classroom etc.

Based on the students' responses the problems that hinder the teaching of language skills in an integrated way are lack of courage to speak in English, being afraid of making mistakes, being afraid of laughed at, lack of the teachers' effort, disturbance of the students, the teachers' being busy to finish the textbook, lack of the teachers' encouragement, and lack of enough books in the libraries. Almost all of the teachers were found to have no adequate training, and this should also be considered as a serious problem.

CHAPTER ONE

1. INTRODUCTION

1.1 Background

As Crystal (1987:374) states, in the 1970s, there was reaction in both L1 and L2 teaching against methods that emphasized the teaching of grammatical forms and gave little or no attention to how language is used in everyday situations or in real life.

Traditional methods like Grammar Translation and Audio-lingual methods did not give emphasis to the use of language for communicative purposes in the classroom. The focus of the teachers who used these methods was the grammatical forms or structures of a language. Students who attended classes through the use of these methods were required to master grammatical forms and structures, and to memorize grammar rules. So, language skills are not considered to be taught and tested by integrating through contexts and meaningful, genuine tasks or activities in these methods (Heaton. 1988: 8-16). Here integrating refers to the combination of two, three or four macro-language skills. Due to the above and other weaknesses, Situational Approach, Notional- Functional Approach, and Communicative Language Teaching method were developed.

These latter methods and approaches emphasize the teaching of language or skills through meaningful communicative tasks or activities that are thought to meet the learners' interests and needs.

The merits of integrating language skills have been discussed in the Review of Literature part of this thesis. Considering these advantages, the present researcher has decided to conduct a study on the problems of teaching language skills in an integrated way.

1.2 Statement of the Problem

This study centers its focus on the problems of teaching macro-language skills (listening, speaking reading and writing) in an integrated way. Different scholars say that these skills are rarely used in isolation in real life. For instance McDonough and Shaw (1993: 201-2) state, "If we look around us in our daily lives we can see that we rarely use language skills in isolation but in conjunction...."

So if these skills are rarely used in isolation in real life, why do some teachers in the government schools reported to be persistent in teaching each skill separately instead of teaching them in a unified way? The answer to this is that the teachers and their students may have different problems that make them unable to teach or learn integrated skills. As a result of these problems students who have been taught one skill at a time might not have confidence in expressing what they want to say or write. Unless the serious problems are identified and solved, the students will not benefit from the teaching and learning process as required. Considering the importance of integrating language skills, the researcher tries to investigate different problems that make teachers unable to implement language skills teaching in an integrated way.

Other researchers who have studied in this area are Endalkachew (1995), Nasise (1999), and Alemayehu(2008). The focus of the study by Endalkachew (1995) was to observe whether it is feasible to teach speaking and listening using sample materials, and he found that it is feasible. A study by Nasise (1999) focused on identifying the distribution and ratio of integration of the language skills in the then Grade 10 textbooks (Book 1 and Book 2) and discovered that most English teachers failed to integrate language skills in the observed classrooms. According to her, the integration of more than two skills was rarely seen in the textbooks. Eddalkachew's and Nasise's works are senior essays for their BA's.

Alemayehu (2008) in his MA thesis identified that Grade 9 teachers were teaching without Teacher's Guide. This indicates that teachers might be in difficulty how to use the textbook effectively. If they have used the Grade 9 textbook with the teacher's Guide, the result of Alemayehuy's study might have been different in some way. According to his study one can conclude that most teachers that have been studied have positive attitude towards teaching language skills in an integrated way. However, the subjects (who have been observed) have not been reported to implement integrating language skills in an effective and satisfactory way.

One may think that the reason for this failure might be the inability of the teachers to use the Teacher's Guide with the student's textbook. But it is difficult to conclude that this is the only reason for the failure. Therefore it needs further research. The present researcher believes that evaluation of a textbook with a Teacher's Guide that accompanies it is important to determine whether books are appropriate and helpful for teachers to implement what they are required to perform, particularly to integrate language skills. However, even if the Teacher's Guide and the textbook seem appropriate, there might be other hindrances in the real classroom situation.

This means that teachers will not be effective in teaching language skills in an integrated way if they are faced with these hindrances or problems. Identification of these problems is the first step towards finding solutions to them. The next step, as the researcher thinks, is identifying the most serious ones for the teachers and their students. So the teachers who have been the focus of this study were required to rank order the above problems, and others that were thought to be discovered during the pilot study and the final one.

Different researchers have stated that problems like large class-size, lack of training (in-service or pre-service), disciplinary problems, etc. affect the motivation of teachers not to perform their tasks in a fruitful way.

The other focus of this study was checking whether the teachers' and their students' beliefs match with their performances in the classroom.

Brown and Rodgers (2002:118) state the following concerning the belief systems of language teachers:

...Every teacher, whether trained or untrained, has ideas about how language teaching should be done. Even teachers who are completely untrained will have beliefs, perhaps based on their experiences as language learners...

Identifying these beliefs helps researchers to compare them with the teachers' actual classroom teaching practices. According to Brown and Rodgers (2002:120) teachers' identification of their own beliefs about language teaching can help them to compare these beliefs with the beliefs of other teachers and with their own classroom teaching practices. The above scholars also state that "...teachers teach more effectively when their classroom methodology matches their belief system".

So the teachers' beliefs towards their students, school administrators, and the macro-language-skills teaching /learning in an integrated way were the other focus of this study. In addition to investigating teachers' beliefs, it is also important to discover the learners' beliefs towards their teachers, the Macro-language-skills teaching/learning in an integrated way, and the English language it self. These beliefs from the two groups, teachers and learners, help to find ways to tackle the problems that hinder language-skills teaching in a unified manner.

This study attempts to answer the following research questions:

1. What are the teachers' beliefs towards:

The teaching of macro-language skills in an integrated way?

Their students in relation to integrated skills teaching/learning?

Their school administrators in relation to integrated skills teaching?

2. Do the teachers' experiences or practices indicate that they teach language skills in an integrated way?
3. What are the students' beliefs towards:
The English language?
The teaching/learning of the macro-language skills in an integrated way?
Their English language teachers concerning the teaching /learning of integrated skills?
4. Do the actual classroom practices match with the teachers', and the students' beliefs?
5. What are the most serious problems that hinder the teaching-learning process of language skills in an integrated way?

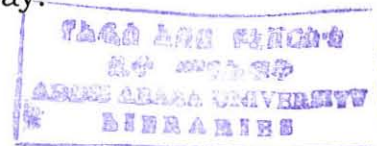
1.3. Objectives of the Study

The general objective of this study is to investigate the most serious problems that hinder the implementation of integrated language skills teaching, in the sampled schools.

The specific objectives are to find out:

1. The teachers' and their students' beliefs towards the teaching of integrated skills.
2. Whether the teachers' and their students' beliefs match with their actual practice in the classroom.
3. Whether the teachers have adequate training or not.
4. Whether the students like to learn language skills in an integrated way or not.
5. Whether the teachers use materials or activities that help to teach language skills in an integrated way.
6. The teachers' beliefs towards their school administrators, and their students.
7. The students' beliefs towards the English language and their English language teachers.

8. Whether the student's textbook and the Teacher's Guide help the teachers to teach language skills in an integrated way.



1.4 Importance of the Study

Since skills teaching through an integrated way helps students to use language skills in the ways they are used in real life, to use the language communicatively, it is very important to make material developers, teachers, and other concerned people aware of the problems that hinder the practice of teaching language skills in integration. In this study the most serious problems for the implementation of integrated language skills teaching have been identified based on the data gathered from the respondents. The identification of these problems may serve as a step towards alleviating or solving them.

The use of the materials and tasks/activities- that are presented and discussed in Chapter Two- for the purpose of teaching language skills in integration might change the beliefs of teachers, students and school administrators in favor of teaching language skills in an integrated way. A change in belief can be a cause for a change in practice. Teachers and material developers might modify, supplement or strive to change radically the existing textbook and the Teacher's Guide based on the findings of this study. School administrators, teachers and students might develop a sense of cooperation to solve problems using the recommendations given in this study. In addition to the above, people who want to conduct further research on the area might benefit a lot.

1.5. Delimitation of the Study

The researcher conducted this study limiting himself to the grade 7 students of four government 1st and 2nd cycle primary schools in Addis Ababa. The four schools from which the sample for the study is selected are Mekane-Hiwot Primary School, Hizbawi-Serawit Primary School, Miazia 23 Primary School, and Tigil-Lenetsanet Primary School. In addition to the sample selected from the students of the four schools, all grade 7 English teachers are involved in

the study since the number of teachers in the four schools is small. Totally there were only 7 English teachers who taught at grade 7 level in the four schools. Grade 7 was selected to be studied by the researcher, because this level is a preparation for the secondary level based on the current Ethiopian educational system. If the impediments to the teaching of integrated skills at this level are identified and solved, the students might not be faced with problems in using language skills in integration when they join secondary or tertiary levels

1.6. Limitations of the Study

The main limitations of this study are the following:

1. The researcher and his co-observers were unable to observe selected classrooms more than once. This is because that it was difficult to observe selected classrooms consecutively since the periods allotted for English classes in each of the four schools were not suitable to be observed the second time with the co-observers within the very short time the researcher was left with to complete the study. This means that another two weeks were required to observe selected classrooms for the second time with the co-observers. However due to constraint of time this was not accomplished. So the researcher decided to make the second observation alone and succeeded in observing only one classroom in Hizbawi Serawit Primary School and another one in Mekane-Hiwot Primary School.
2. The researcher planned to make interviews with the teachers and some randomly selected students of the four schools, and succeeded in making interviews with the 7 teachers. It was impossible to make interviews with the students because they were engaged with tests which are given regularly in each month of school-time. So the researcher had to wait till the tests were completed, and cancel the interviews and limit himself on distributing questionnaire for 250 students due to time constraint.

1.7 Abbreviations Used In This Thesis

EAP = English for Academic Purpose

EFL = English as a Foreign Language

EGP = English for General Purpose

ELT = English Language Teaching

ESL= English as a Second Language

ESP = English for Specific Purpose

LSP = Language for Specific Purpose

TEFL = Teaching English as a Foreign Language

CHAPTER TWO

2. Review of Related Literature

2.1. What Does Integrating Language Skills Mean?

According to Richards, Platt and Weber (1985) as cited in McDonough and Shaw (1993:201) integrating language skills means the teaching of the four main language skills in a lesson that involves activities which “relate listening and speaking to reading and writing”. Byrne (1986:131) considers the integration of skills as knitting skills together since “this is what happens in real life”. According to White (1980:104) what learners read or what they listen to supplies both a model and information for what they write. Oxford et al (1994:257) also state that the integration of language skills involves “linking the four language skills of listening, reading, speaking, and writing with the intent of emphasizing real, meaningful communication.”

As the above scholars state, we can have opportunities to integrate two, three or four language skills using different tasks or activities. So, in order to teach language skills in an integrated way we need to have tasks or activities that are meaningful to the learners. These tasks or activities are required to develop the learners’ communicative abilities. Cunningsworth (1984:43) says the following concerning communication and language skills:

Being able to communicate effectively in English means being proficient in the various language skills involved in the communication process, but it means more than being able to perform in each of the four skills separately. It also means being able to use the skills effectively in various combinations depending on the nature of the interaction. Conversation, for instance, involves speaking and listening skills, not independent of each other but in very close combinations.

As Cunningsworth explains we can have different combinations or integrations of two or more language skills. The combination is not limited to speaking and listening. Some of the combinations we can have are listening and writing; listening and reading; reading and writing; listening, reading and writing, etc. in different contexts.

2.2. Reasons for Teaching Language Skills in an Integrated Way

There are two main reasons for integrating language skills. The first one of these is the way we use language skills in real life and the second is the benefits students get by learning through the integration of language skills.

Byrne (1988:99) discusses that “we do not use language skills in any set order” in our daily life. According to Byrne, language skills are set in the order “listen → speak → read → write” in textbooks. But this is not always true in the real life outside classroom. As Byrne says “we use skills as and when we require them” instead of sticking to the “listen → speak → read → write” sequence. McDonough and Shaw (1993:203) also state that the tasks we perform in our daily life involve integration of language skills in a natural way. According to these scholars the stages in which tasks are performed may not be predictable. These scholars give us further explanation concerning this issue:

Exposure to ... ‘natural’ skills integration will hopefully show learners that the skills are rarely used in isolation outside the classroom ...overall competence in foreign language is going to involve more than performing in the four skills separately, it will also involve them in effective, combined use of the skills which will depend on the nature of the interaction taking place. We might also argue that, as integrated skills materials are more likely to involve the learner in authentic and realistic tasks their motivation level will increase, as they perceive a clear rationale behind what they are being asked to do (Ibid. pp.203-4).

From the above we can conclude that when the learners are exposed to authentic tasks and activities, they will be motivated to perform the tasks since they have purpose to do so. The other point we should focus is that the general language ability or the “overall competence”, as the above scholars call it, is not the same as the sum of separate language skills. Here it is very important to mention what Bromley (1988:xix) says: “...listening, speaking, reading, and writing are used naturally together and language develops as a whole entity, rather than in fragments”. Oprandy (1994:156) also states that “the whole is seen as more than the sum of its parts”.

In order to make the relation between the “overall competence” in a language and language skills clear, let us use what Forsdale (1981) cited in Oprandy (1994:156) says to describe the “general systems Theory”:

...the human body is a system, every part of which relates to every other part. Failing with any organ in the body affects every other organ or body subsystem, however subtly, because they are all interlinked by the body's electrical-chemical communication system.

Oprandy states the “General Systems Theory” or “Field Theory” recognizes the intimate relationship between all systems within a general system. The human body is the general system and the organs are the systems. If we assume the human body as the overall language competence and the organs as language skills, as the failing of one organ affects the other organs or the body, the separation of skills will affect the overall competence of someone in a language. Widdowson (1978) strengthens the above idea by stating “...the teaching of language as communication calls for an approach which brings linguistic skills and communicative abilities into close association with each other” (p.144).

In general the above scholars' idea indicates that language skills should be taught in an integrated way rather than discretely or separately.

Nunan (1989) as cited in McDonough and Shaw (1993:206) suggests how an effective language lesson can incorporate a range different factors into it which ought to maximize language learning potential. As Nunan mentioned, an effective language lesson involves different factors. Among these factors, as the present researcher thinks, are integrations of language skills which can be expected to maximize language learning.

Concerning the integration or close relation of skills, Harmer (1991:52), Atkins, Hailom, and Nuru (1996:225) mention that “it is very often true that one skill cannot be performed without another”. They also add that “it is impossible to speak in a conversation if you do not listen as well...”. The following discussion

by Morrow (1981:61) indicates... how the combination of the elements of communication is important to use language communicatively:

One of the most significant features of communication is that it is a dynamic and developing phenomenon. In other words it cannot easily be analyzed into component features without its nature being destroyed in the process. It is of course possible to identify various formal features of the way language is used communicatively and these can be studied individually. But the ability to handle these elements in isolation is no indication of ability to communicate.

2.3. The Relations of Language Skills

In this section the researcher does not intend to present a detailed description of the characteristics of each language skill. His intention is to present only some common features of language skills.

2.3.1. Listening and Speaking

Listening and speaking are closely related language skills since they are performed at the same time in a conversation. They also require both the speaker and the listener to identify the sound system of the language. According to Anderson and Lynch (1988) if a learner wants to participate in a conversation with ease s/he needs to be skilled in both listening and speaking. This shows that these skills are not discrete parts of a language ability. In other words they need to be integrated. However, sometimes a listener may not need to interact with the speaker if the listening activity is non-reciprocal' as Anderson and Lynch (1988) call it. These scholars classify listening into reciprocal and non-reciprocal. In reciprocal listening the listener has a chance to interact or negotiate with the speaker. But in non-reciprocal listening the flow of information is in one direction. Examples of non-reciprocal listening are listening to the radio and attending a lecture.

We can also observe the close relation between listening and speaking from the explanation given by Oprandy (1994):

A dramatic illustration of the dependence of speaking on listening is seen with deaf mutes who are unable to speak because they cannot hear. This is even more evident when we consider those who once heard and then lost their ability to speak within 5 years of becoming deaf (p.154).

2.3.2. Listening and Reading

Traditionally listening and reading skills are classified as receptive skills. However, the role of a listener or reader is not only to receive the information passed through speech or print. Both the listener and the reader can interact - the listener with the speaker and the reader with the text - instead of receiving information passively. Traditionally, as Alderson and Lynch (1988) and McDonough and Shaw (1993) mention, the reader and the listener were treated as passive recipients. But in recent years a large number of ELT materials have focused to encourage the interaction between the listener and the speaker, or the reader and text.

The other relation between listening and reading is that they both are comprehending processes.

2.3.3. Speaking and Writing

As listening and reading are traditionally classified as receptive skills, speaking and writing are classified as productive skills. Bromley (1988) defines speaking and writing as expressive language skills or composing processes.

2.3.4. Reading and Writing

The main relation that reading and writing have is that they are based on written form of language. The written form of language is relatively permanent than speech. This means it is possible for someone to reread what others have written, and to read or revise what s/he has written. On the other hand what someone has listened or spoken is temporary unless it is recorded. In general reading and writing as well as listening and speaking are related in that four of them require cognitive processing or thinking (Bromley:1988).

2.4. Skills Integration and Stages of the Learners

Harmer (1991:52) states that it is probably true that at the very early stages of language learning there is more introduction of new language and practice than there are communicative activities. Harmer continues his discussion that this should change as the standard of students' English rises. At this stage we would expect a heavier emphasis on practice and communicative activities than presentation as Harmer states. He also adds that "this balance is often more the result of decisions about what the students need on a particular day in a particular situation ... than it is a decision about the interrelation of stages". Another important point that should be mentioned here is what Harmer suggests about beginners. He says that "beginners should receive a large amount of roughly tuned input..." (Harmer, 1991:52).

We might relate what Harmer discusses with what Krashen and Terrell (1995) call comprehensible input. These scholars discuss the following concerning the need for modification for age differences:

...the input-rich acquisition-based classroom will, in principle, be suitable for all students of all ages.

...among acquirers of all ages there are some differences that need to be considered. First, the topics of the acquisition activities need to be different for students of different ages. For younger students, for example, there may be greater emphasis on providing input via games and physical response activities.

...younger acquirers will tend to have less ability and/or inclination to learn conscious rules. The amount of homework devoted to conscious learning might therefore vary according to age, with adults receiving the most, teenagers somewhat less, and children perhaps none at all (Krashen and Terrel. 1995:178).

Harmer, and Krashen and Terrel have similar views concerning the stages of the learners and their requirements in the process of helping them to achieve the most of what they are required to do so.

Byrne (1988:7) also discusses the following stages of the learners and integration of language skills:

...while we should still concentrate on aural-oral skills in the early stages, we can make good use of writing as part of an integrated skills approach to language learning. Although at this stage writing activities will be largely a reinforcement of language learned orally, this need not imply that

writing has to be an unsatisfying or even rigidly controlled activity. It can also be taught in such a way that it prepares the learners for more realistic forms of writing at a later stage.

As the learners progress to the intermediate stages of language learning ...we can provide for written work on a more extensive scale and in particular integrate it more effectively with other skills...both here and at the post-intermediate level, writing may become a goal in itself.

Based on the above scholars' discussion, we can conclude that the level of integration of language skills depends on the stages of the learners-early stage (beginners), intermediate stage, and post-intermediate stage. This implies that teachers should design tasks and activities that suit the level of their students.

2.5. Instructional Models for Language Skills Integration

Oxford et al (1994) describe five instructional designs or models related to language skills integration. These models are Task-Based Language Instruction, Theme-Based Language Instruction, Adjunct Language Instruction, Sheltered Language Instruction, and Language for Specific Purposes (LSP). The first two of these models are used at many educational levels, but the rest three were designed primarily for university students. All of these models involve content knowledge development as their essential element. However, their main goal is language learning. Now we will turn to the discussion of each model.

2.5.1. Task-Based Language Instruction

This model is used to integrate or unite language skills. It focuses on tasks or communicative activities. According to Nunan (1989) cited in Oxford et al (1994) the "tasks require comprehending, producing, manipulating, or interacting in authentic language while attention is principally oriented to meaning rather than form". Since tasks give many clues to meaning context is embedded.

Doughty and Pica (1986) identify two modes in which task-based instruction is presented. These are one-way task and two-way task. The first one refers to a task in which one person, the teacher or a student, has information to share with other members of the class. The second one refers to a task which requires the exchange of information among all students, each of whom has information not known by all other students. From the two modes, two-way task tends to generate real communication by students.

2.5.2. Theme-Based Language Instruction

According to Brinton et al (1989) cited in Oxford et al (1994), in this approach language skills are integrated in the study of a theme, such as global warming. Oxford et al (1994) mention that a theme is a particular aspect of content. In Theme Based Language Instruction a course can cover just one theme or many themes. In selecting these themes, it is important to consider the educational and cultural background of the learners (Oxford et al. 1994:263).

Scholars like Bromley (1988) discuss the importance of integrating language skills with the content of school subjects such as Science, Social Studies, and Mathematics. According to Bromley integrating language skills with worthwhile content results in teaching and learning process that focuses on meaningful communication.

In this type of instruction learners will have knowledge in the content area, and at the same time be able to develop the language skills in an integrated way. When learners observe the connection between content and skills and the integration of the four macro-language skills, language learning becomes meaningful and interesting for them.

2.5.3. Adjunct Language Instruction

This model is the result of interaction and co-ordination among teachers of different disciplines (Blanton. 1992:286). An ESL teacher using psychology content to teach language, and a psychology teacher reinforcing the language lessons in the psychology class can be an example of this model- as Snow and Briton (1988) cited by Blanton (1992:286) discuss. According to Oxford et al (1994) Adjunct Language Instruction links instructors and curricula for language and content courses. In this model native and non-native speakers mix for the content classes. Native speakers of the language do not need to mix with the non-native speakers for the language classes (Oxford et al. 1994:264).

2.5.4. Sheltered Language Instruction

Oxford et al (1994) and Blanton (1992) describe Sheltered Language Instruction differently. For Oxford et al (1994), Sheltered Language Instruction is a model where students learn content through simplified language adapted to their language level. For Blanton (1992:286) Sheltered English is "...a model that provides a systematic and incremental program for mainstreaming ESL students at the secondary level".

As Blanton further discusses, students are first "mainstreamed" in the subjects which are considered to be "least English-intensive", such as Art and Physical Education. They are "sheltered" in their English courses. Here Blanton used the word "sheltered" to mean that all students in class are ESL students and that they are not required to compete with native English speakers. In addition to the above, the main subjects like Maths, Science, Language Arts and Social Studies are taught in the students' first language.

According to Freeman, Freeman, and Gonzales (1987) cited by Blanton (1992), when the students reach intermediate level, Maths and Science are sheltered while Language Arts and Social Studies are taught in the students' first

language. At the advanced level Social Studies and Language Arts are sheltered and for all other classes the students are mainstreamed. The process continues until students are mainstreamed in all subjects (Blanton: 1992:286).

Based on Blanton's description we can generalize the following about sheltered language Instruction or sheltered English model. At the beginning stage ESL students learn some subjects in their first language. At the intermediate level, some of the subject which were taught through students' first language are taught in English without mixing ESL students with native speakers. At the advanced level for most of the classes ESL students are mixed with native speakers (mainstreamed).

2.5.5. Language for Specific Purposes (LSP)

In this model language skills are integrated for the purpose of learning the target language. The target language learned through this model is required to meet the specific needs of students. The specific needs of students who join different fields of study such as hotel management, medicine and engineering are different.

So, in order to satisfy these needs, material developers are required to select materials that suit each field of study. LSP teachers do not need to master the subject matter, but need to let their students know at the beginning that they are not experts in the field that students are studying. Moreover an LSP teacher should accept the status of an interested co-student (Oxford et al. 1994:262).

2.6. The Place of Language Skills in English for General purpose (EGP) and English for Specific Purpose (ESP)

We have discussed how the integration of skills is important in the teaching of language. However, there is one issue that we have to raise and discuss. This

issue is about the place of language skills in EGP (English for General purpose) and ESP (English for specific purpose). For this it is worthwhile to answer the following question.

Do all skills have equal importance in all situations? Having our answers in our mind, let us observe what scholars say concerning this. White (1998) says the following concerning the four language skills and the weighting given to them in EGP and ESP:

Traditionally the so called receptive and productive skills listening and reading, speaking and writing respectively have been regarded as the 'four skills' in language syllabus design ...In syllabuses for general (as opposed to specific) purposes, these four skills have been given more or less equal weighting although a glance at any general language textbook will usually show that of the four skills speaking will have been given more weighting than any of the others, even though reading and writing will have been used as a means of presenting and practicing the language. The realization that equal weighting for all four skills is not appropriate to all learners is one of the insights provided by ESP and needs analysis (White. 1988:68-69).

Harmer (1991:52) also states that it would seem clear that in a general class it is the teacher's responsibility to see that all the skills are practiced.

If we agree with the above scholars' views our conclusion will be that the four language skill are not practiced in the same way in EGP and ESP classes. In general, all skills may not be given equal weight in ESP classes since it is the specific and special needs of the students that determine to emphasize or not to emphasize practicing a skill.

2.7. The Place of Grammar in the Teaching of Integrated Skills

Different scholars have different views concerning the place of grammar in the teaching of language. Some advocate the explicit teaching of grammar while some insist on meaning focused communicative activities. Meyer (1995) classifies language professionals into three groups by likening or comparing them with three types of vegetarians. The first group according to Meyer is the group of professionals who are strict believers in communicative, integrated-

skill, content focused approach. Meyer likens these people with vegans (people who never eat animal products). The second group involves people who let a little grammar into their students' lessons. These are likened with lacto-vegetarians (who add dairy products). In the third group we have people who believe that without explicit grammar instruction students may fail to acquire a language's full range of grammatical rules. These are compared with pesce-vegetarians (who add dairy products and fish in their diet).

All of the professionals in the three groups have their own rationale for insisting on their views. So teachers do have a lot to learn from their arguments. However, we should be ready to consider what Johnson (1983) states:

...theories and research in second language learning abound, and this is certainly a very good thing. The danger lies when these theories and research are taken as gospel, and applied in too direct a manner to classroom practice (Johnson. 1983:14).

It is also very important to observe what Cunningsworth (1984) discusses concerning the place of grammar in language teaching and its integration with other activities:

It is important to look at the relative proportion of material for presentation, practice and free production. Too much emphasis on presentation and controlled practice means that the course book will not adequately prepare the student for the real world, whilst lack of attention to clear presentation of grammar in favor of lots of communicative activities may mean that the student will never get a firm grounding in the basics of English.

We should be looking for a balance and a clear progression towards independence on the part of the student (Cunningsworth: 1984:43).

In general, grammar by itself should not be hated. But what should be examined is the way it is presented. For example, students who learn grammar only through traditional way may not achieve to be effective communicators

although they may achieve some accuracy. On the other hand students who are made to focus only on speech may lack accuracy especially in the written language although they might be fluent in speaking. So, the solution for all these might be teaching language skills in an integrated way without forgetting grammar and other aspects of language.

2.8. Types of Skills Integration in Terms of Time Gap between Skills

Based on the time gap between the performance of one skill and the performance of another skill, we can classify skills integration into two. These are serial integration and parallel or simultaneous integration (Selinker and Tomlin. 1986).

2.8.1. Serial Integration

In this type of skills integration one uses a sequence of two or more skills which are performed close to each other or with a longer time gap between pairs of skills. The time gap between skills might be hours, a day or days. It might be confusing to consider skills with a large time gap between them as integrated. However, this confusion is avoided by identifying whether the apparently separated skills are used to solve a single communication problem. According to Selinker and Tomlin (1986) skills are said to be integrated if they are used to solve the same problem, otherwise they would be a random series of activities. For example attending a lecture during the day and reading a text concerning the lecture to find missed points in the evening is an integration of listening and reading. But listening to the radio about global warming today, reading about the spread of Aids tomorrow, and writing a letter to a friend about school-football match after tomorrow are random series of activities not integrated activities.

2.8.2. Parallel/Simultaneous Integration

This type of integration is simple to describe or understand. In this type of integration, activities (applying skills) happen at the same time while focusing on the same problem. Example for this can be listening and note taking during lecture, and conversation (listening and speaking).

2.9. Some Tasks/Activities and Materials that Can Be Used to Teach Language Skills in an Integrated Way

Nobuyoshi and Ellis (1993:204) suggest that pushing learners to produce more accurate output contributes to acquisition. With this they agree with the claim made by the comprehensible output hypothesis. According to these scholars this type of acquisition can be achieved through focused communication tasks. Ellis (1982) as cited by the above scholars mentions that communication tasks have the following characteristics.

1. There must be a communicative purpose (i.e. not just a linguistic goal),
2. There must be a focus on message rather than on the linguistic code,
3. There must be some kind of gap (e.g. an information or opinion gap),
4. There must be opportunity for negotiation when performing the task and
5. The participants must choose the resources verbal and non-verbal-required for performing the task (i.e. they are not supplied with the means for performing the task).

Tasks can be more or less communicative depending on whether all or just some of the above characteristics are present as Nobuyoshi and Ellis (1993) state.

Nobuyoshi and Ellis (1993) categorize communication tasks as unfocused and focused. According to them, in unfocused communication tasks no effort is made in the design or the execution of a task to give prominence to any particular linguistic feature. The language used to perform the task is natural and determined by the content of the task.

In a focused communication task some linguistic feature is made prominent without causing the learner to pay more attention to form than to meaning.

Now let us turn to what Cunningsworth (1984) describes concerning materials in EFL courses. According to Cunningsworth, much practice material in EFL courses is tightly controlled and somewhat mechanical in the early stages of learning. But the practice material should not stop at the stage where language practice is there only for the sake of language practice. Language practice should be considered as only a transitional stage before the learner achieves the ability to use language for his/her own purpose appropriately and confidently.

In addition to the above, Cunningsworth further discusses that the learner needs practice in coping with communicative situations involving the realistic integration of language skills and the development of cognitive strategies. This scholar also suggests that communicative activities in the classroom do not have to be totally authentic, since it is a reality we observe that any training or learning situation is to some extent to be artificially contrived. However, communicative activities in the classroom must be representative of and modeled on the processes that take place in real language use, as Cunningsworth (1984) states.

In general a language teacher requires to be careful in using tasks/activities and materials that help her/him to make her/his students communicatively competent. For this s/he needs a frequent reference of what the above scholars and others suggest or recommend in addition to her/his own personal judgments in teaching language skills in an integrated way.

Now we will turn to some examples of tasks/activities and materials that can be used to integrate skills.

2.9.1 Ideational Frameworks

We have three commonly used ideational frameworks that Burgess (1994) believes to be the best models of how the mind organizes ideas in information sets. These frameworks are tree diagram, flow chart, and matrix or grid. Burgess also believes that language learning benefits from a consistent use of these frameworks. Among the importance or use of these frameworks is that each of them “can be used as the central device in an integrated model of language learning, where form is learned through the practice of skills” (Burgess. 1994:309).

As Burgess further states skills can be integrated in a model where practice of listening and reading leads into practice of speaking and writing. For such integration the learners read or listen to, a discourse and later reproduce at least some of its content in spoken and/or written language. It is between the actions of receiving and reproducing that ideational frameworks play their role. As Burgess says they “can be used to contain and organize the ideational content ...they can function as the medium through which the language is processed, the link between the receptive skills...and the productive skills...” (Burgess. 1994:310).

Now, let us turn to discuss each of the ideational frameworks in brief based on Burgess' (1994) discussion.

2.9.1.1. Tree Diagrams

Tree diagrams are highly abstract classification of ideas into hierarchies. According to Burgess (1987) cited in Burgess (1994) “hierarchy thinking” is relating ideas to each other in order of generality.

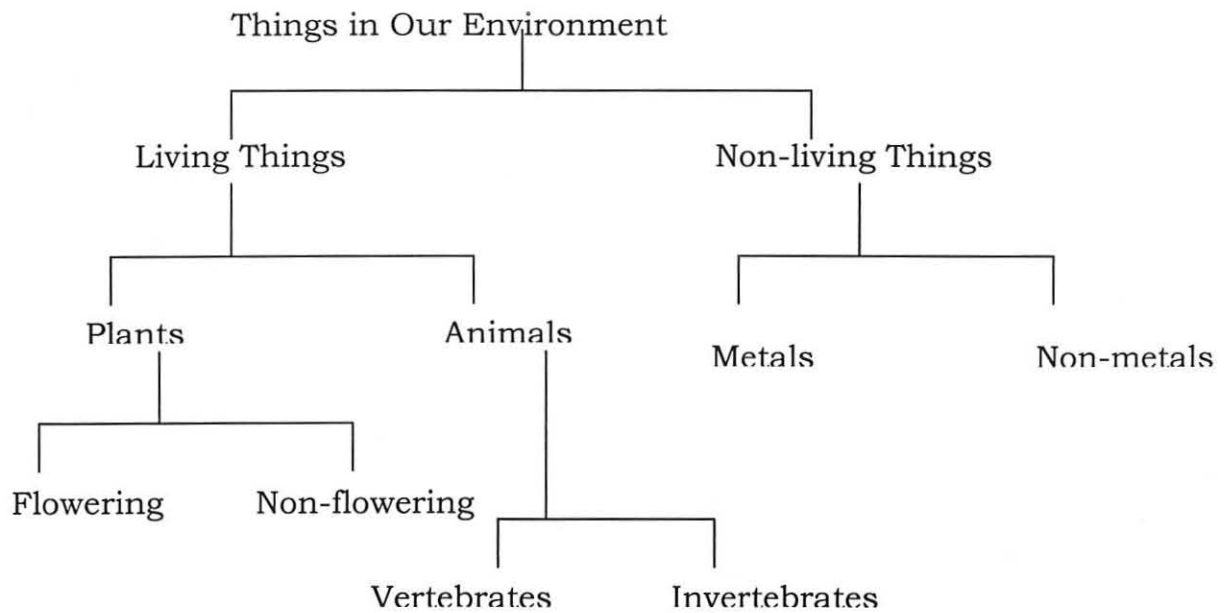


Fig. 1: Example of Tree Diagram

2.9.1.2. Flow Charts

According to Burgess (1987) cited in Burgess (1994) “flow thinking” is managing a series of ideas that interrelate in terms of sequences. Events in a narrative, the steps of a process or the steps in a set of procedural instructions can be linked together in a sequential chain. This sequential chain can be represented in a flow chart.

There are different kinds of flow charts. These are linear flow chart, bifurcating linear flow chart, lateral-branch flow chart, and cyclic-flow chart.

2.9.1.3. Matrices or Grids

These frameworks represent the attribution of characteristics to phenomena. Burgess (1987) as cited by Burgess (1994) “attribution thinking” is managing clusters of ideas that interrelate across two axes-the axis of phenomena and the axis of criteria. A characteristic occurs at the point where a phenomenon meets a criterion.

Name	Subjects							
	Amh	Eng	Mats	Bio	Che	Phy	So.stu	Sport
A								
B								
C								
D								

Diagram labels: 'Criterion' points to the top header area. 'Phenomenon' points to the 'Name' column. 'Characteristics' points to the subject columns.

Fig. 2: An Example of Grid or Matrix

2.9.2. Pictures and Maps

Using pictures and maps students can perform different activities. They may write instructions for pictures or maps (Bynne. 1986, 1988). In these activities a pair or group of students collaborate to produce instructions needed for drawing a picture or map. In this activity students make detailed discussion and write instructions. Then the instructions are passed to other students who read, talk and then draw. Then the two pictures are compared.

2.9.3. Audio/Video

Using audio/video material, it is possible to prepare listening and note taking activities. One suggestion given by McDonough and Shaw (1993:214) about how to use audio/video material is as follows: To ask learners what they know or think about the topic, clearing up any ambiguities or terminology before hand. Next, to play a short sequence of the tape and ask them to take guided notes, or ask them to note down the most important points they hear or see. After they have finished taking the notes they can be asked to compare their work with the work of other students. Then the students could be asked to reconstruct the message of the tape from their notes. Finally a transcript of the tape can be handed out for immediate feedback and self-correction.

2.9.4. Simulation

Different scholars have different views about simulation. McDonough and Shaw (1993) consider simulation as a task which requires the learners to take part in communication which involves personal experience and emotions. These scholars also add that simulation is often seen as being central for ESP situations where the task to be worked up on can be related to the learner's actual or intended occupation.

Scholars like Holden (1981) consider simulation as a type of drama. Holden groups role playing, simulation and some language games under the umbrella term drama and considers all of them as 'let us pretend' activities.

According to Byrne (1988) simulation requires the students to be themselves within a defined setting. Byrne also suggests that we shall probably have to rely largely on role play for non-specialist groups, although we may be able to introduce a certain amount of role simulation for these groups.

Jones (1982) states that students must mentally accept the function the simulation requires of them and that they must stop thinking of themselves as students.

2.9.5. Role Play

McDonough and Shaw (1993) mention that the terms 'role play' and 'simulation' have been interpreted in many different ways by both teachers and textbook writers. On their part these scholars state that role play is used more frequently in the general EFL classroom or EGP. In this sense role play is seen as an activity which involves the learner in "role assumption". This means the learner plays the part of a different person.

2.9.6. Games

Teachers can use different kinds of game that help them to raise their students' interest in learning language. In addition to this purpose games can also be

used to teach language skills in an integrated way. Maley (1981) states that games and game like activities have an important place in a theory of language learning based on the development of communicative competence. For example the following game which is based on observation and memory may raise students' efforts and interest to talk and listen.

...to form groups at the outset and to give each group a picture to look at together briefly. The picture is then taken away and the group remembers it together. Thereafter each group receives another group's picture and interrogates a member of the group from which it came (Maley. 1981:139).

This indicates that teachers and material writers shouldn't ignore games while selecting and preparing teaching materials.

2.9.7. Project Work

Project work is defined in different ways by different people. For some teachers project work is any activity which involves individual or group research over a period of time. Other teachers regard it as an activity which requires the learner to perform it outside classroom. There are no neat definitions of project work as Byrne (1986) concludes. So, it may be advisable to follow Byrne's description of project work as given below:

...It can be both individual and collaborative; it can be done in or out of the classroom...it may or may not result in a substantial product. Something must be produced-but the emphasis may be more on the process than the product itself.

...It should be something that the learners enjoy doing and find purposeful, while its effectiveness derives a great deal from the way it integrates skills naturally (Byrne. 1986:133).

2.9.8. Form Filling

We can have a number of situations that require us to complete forms. These forms can be used for language learning purpose. Johnson (1981:93-95) gives us a good example of form filling activity that integrates language skills. According to Johnson students will be given letters written to a sports club secretary by two people who want to join this club, and two application forms. Then the students are instructed to complete the forms by reading the letters.

This means they transfer information from the letters to the application forms. Here we see the integration of reading and writing.

2.9.9. Describe and Note

In this activity one student describes a picture while others listen and take notes, asking questions if they want clarification. Then they compare their notes. After this they use their notes to describe the picture orally or to produce a written description (Byrne. 1986:132).

2.10. The Roles of Teachers and Learners

2.10.1. The Roles of Teachers

Teachers have many roles to play in teaching language skills in an integrated way. Richards and Rodgers (2001:214) describe different roles of teachers. According to these scholars, teachers are responsible for selecting and adapting authentic materials for use in class, analyzing students' needs and creating truly learner-centered classrooms. In addition to the above responsibilities teachers also have the responsibility of preparing learners for tasks. According to Richards and Rodgers (2001:236) teachers can prepare learners for tasks by introducing a topic, clarifying task instructions, helping students learn or recall useful words and phrases to facilitate task accomplishment, and providing partial demonstration of task procedures. Widdowson (1978) argues against the representation of teachers as mere practitioners and states the following:

Of course the teacher is concerned with practical results, but his practice is based on theoretical notions, no matter how inexplicit they may be ... I think that it is important to recognize that language teaching is a theoretical as well as a practical occupation (p. 163).

So, we can conclude that teachers have a role to play in theorizing as well as applying others' theories.

2.10.2. The Roles of Learners

As Nunan (1989) states the roles of teachers and learners are in many ways complementary. According to Breen and Candlin (1980) cited by Nunan (1989) the teacher has three main roles in the communicative classroom. These are to act as facilitator of communicative process, to act as a participant, and to act as an observer and learner (Nunan 1989:87). This implies that as the teacher's role varies, the learners' role needs to be adjusted in a manner that matches with the teacher's role.

Learners have many roles to play in language learning. This means they contribute to their learning by being negotiators (Nunan: 1989), group participants, risk takers, innovators, active interpreters of input and willing to tolerate uncertainty along the path of learning (Richards and Rodgers. 2001).

In general we have two main reasons for integrating language skills. One of these is the way we use language skills in real life, and the second is the benefits students get by learning through the integration of language skills. Different materials and activities can be used to integrate language skills. Some of the materials that can be used are tree diagrams, flow charts, matrices etc. Among the activities that can be used to integrate language skills, activities like simulation, role play, and games can be mentioned.

When teaching language skills in an integrated way, the teaching of grammar and other aspects of language like vocabulary should not be forgotten or hated. In other words language skills, grammar and vocabulary should be taught and learnt in an integrated way. Different instructional models or designs can be used to teach language skills in an integrated way. The instructional models that can be used are Task-Based Instructional Model, Theme-Based Instructional Model, Adjunct Language Instruction, and Language for Specific purpose.

larger 'universe' to which they belong ...". In order to decide on the appropriate sample size or select a representative sample from 728 students the researcher used 'a look-up table for sample sizes from different sized universes' which was adapted by Payne, G. and Payne, J. (2004:203) from Krejcie, R. and Morgan, D. (1970). According to the look-up table provided by the above scholars, if the total population or universe (as the above scholars call it) are 700, the sample size will be 248; if the total population (universe) are 800, the sample size will be 260. In the case of this study the total population are 728 which is between 700 and 800. This implies that the sample size to be between 248 and 260. So the researcher decided 250 to be the sample size of his study.

The next step to be followed was to decide the number of students to be selected from each of the four schools. This was done by using proportionate sampling method. The researcher used the formula provided by Kumar, R. (1999:159) to calculate the number of students to be selected from each of the four schools.

Based on the calculation the following numbers of students were determined to be selected: 93, 65, 55, and 37 students from Miazia 23, Tigil Lenetsanet, Mekane Hiwot, and Hizbawi Serawit respectively. The sum of these numbers gives us the required sample size that is 250. The final step was to design how to select the required number of students from each of the four schools. For this systematic sampling design was used. Kumar (1999:162) states that "systematic sampling design has been classified under the 'mixed sampling' category because it has the characteristics of both random and non-random sampling designs".

Based on this design the researcher calculated the width of interval for each school. For example in Tigil Lenetsanet there were 189 grade 7 students. The sample required from this school was 65. So the width of interval for this school is $189/65$ which is approximately 3. Then the students roll numbers were used to be divided into intervals according to the width of interval. After

the division of intervals one roll number is randomly selected from the first interval. The roll number randomly selected for Tigil Lenetsanet from the first interval was 1 which is on the first order position in the interval. The roll number which is on the first order position of each interval was selected till the required number of students were selected. This procedure was used for the rest three schools.

In addition to the selected sample of students, all the English teachers who teach at grade 7 level were selected to be the subjects of the study. All the 7 teachers were selected because of the small number of teachers in each school. There were 3, 2 English teachers who teach at grade 7 level in Miazia 23, and in Tigil Lenetsanet respectively. The rest 2 teachers were in Hizbawi Serawit and Mekane Hiwot, one in Hizbawi Serawit and the other one in Mekane Hiwot.

3.4. Data Collection Instruments

The data collection instruments used in this study are questionnaires (for the teachers and for the students), observation of classrooms, and interview.

3.4.1. Questionnaires

Questionnaires were prepared for the teachers and the students. The researcher's advisor commented on both questionnaires. Based on the comments the researcher modified the questions in both questionnaires.

Then a pilot study was conducted in two government schools in Addis Ababa. These schools are Hibret Fire Primary school and Addis Birhan Primary School. Fifteen grade 7 students from five sections in Hibret Fire, and ten grade 7 students from two sections in Addis Birhan were randomly selected to fill in the students' questionnaire. Then the questionnaire was distributed to be filled in, and all the 25 students returned it after they had filled in. Since it was the Amharic version of the students' questionnaire that was distributed, most of the students did not have much problem in filling it properly. But a few of the

them had problem in filling in properly, for example giving two or more responses while they are required to give one. Some students asked the researcher when they have any doubt in giving responses for the questions. All the information gathered during the pilot study helped the researcher to give adequate orientation for the students who participated in the final study.

The number of English teachers who participated in the pilot study were only two, one from Hibret Fire and another one from Addis Birhan. Although their number is only two, the participation of these teachers helped the researcher to modify or improve one of the instructions in the teachers' questionnaire.

In part 3 of the teachers' questionnaire the teachers were required to rank order the problems starting from the most serious problem to the least serious one using the numbers 1, 2, 3... One of the teachers responded only to the three problems while she was required to respond to all the problems. So the researcher modified the instruction by changing "Number them 1, 2, 3..." by "Number them 1, 2, 3, ... 16..." , and by underlying "please number all the given problems" (please refer at Appendix A).

3.4.2. Observation of Classrooms

This data collection instrument is used in this study to investigate whether what the teachers and the students actually practice in the classroom confirm or contradict with what they replied to the questions in the questionnaires. In other words the observation of the classrooms is used for triangulation purpose.

In order to observe the classrooms selected from the four schools, the following preparations were made:

1. Observation checklist was prepared based on the Review of Literature, and the questionnaires prepared for the teachers and the students.

2. Four co-observers were selected and briefed how to use the observation checklist. In addition to this some discussion was made about the teaching/learning of integrated skills with the co-observers.
3. Arrangements were made with the classroom teachers for the observations after the administrators of the schools had approved the request for the study in their schools.

After these preparations five classrooms were observed only once with two co-observers at a time. Two different pairs of co-observers participated in the observations on different days. This is because the co-observers were unable to spend more than a week for the observations since they were busy of doing their MA thesis.

So the researcher observed two other classrooms alone. In addition to these he observed two classrooms for the second time including the observation made with the co-observers. Totally 9 periods of forty-five minutes were spent for the observations. All the observations had been made before the teachers' and the students' questionnaires were distributed, and before interviews were made in the four schools.

3.4.3. Interviews

Valentine (1997) cited in Burton (2000:198) states that "...researchers often choose to use interviews either as a supplement or as an alternative to a questionnaire survey". In this study the present researcher used semi-structured interview to supplement the data gathered through questionnaires. Since the use of semi-structured interview allows one to deviate from the questions that are already written and ready to be read, it is possible to collect in-depth information about issues under discussion.

So this is why the researcher used, the semi-structured interview (please refer to Appendix D) to make interviews with the English teachers who teach at grade 7 level. All the 7 teachers in the four schools were interviewed, and the

CHAPTER FOUR

4. Data Presentation and Interpretation

In this chapter the data collected through the teachers' and the students' questionnaires, the teachers' interviews, and the classroom observations are presented or analyzed and interpreted. Data from the teachers' interviews are presented and interpreted with the data from the teachers' questionnaire. This means the data from these two instruments are discussed in combination or in a mixed way as mentioned in Chapter Three. The reason for this is that the semi-structured interview in this study is used to supplement the information gathered through the teachers' questionnaire. In addition to this, the findings from the three data collection instruments are compared or contrasted to check whether these findings confirm or contradict. So there is a combination of quantitative and qualitative data.

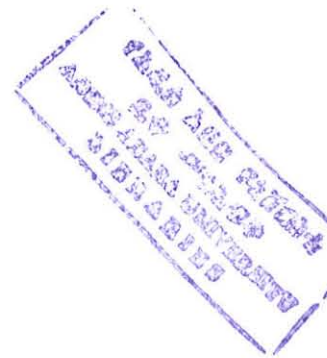
4.1. Analysis of the Data from the Teachers' Questionnaire and Semi-Structured Interview

4.1.1. Information about the Teachers

The teachers who participated in this study were from four government 1st and 2nd cycle primary schools as discussed in chapter Three. The number of teachers who participated is seven – one from Mekeane Hiwot, another one from Hizbawi Serawit, three from Miazia 23, and two from Tigil Lenetsanet. Their background information is presented in the following table.

Table 4.1.1: The Teachers' Qualifications and the Number of Years They Taught English.

Qualifications								Total	
TTI				Diploma				F+M	
F		M		F		M			
f	%	f	%	f	%	f	%	f	%
-	-	-	-	2	28.57	5	71.42	7	100
The Number of Years They Taught English								f	%
1-5 years								4	57.14
6-10 years								1	14.28
11-15 years								-	-
16-20 years								1	14.28
21-25 years								-	-
26-30 years								1	14.28
31-35 years								-	-
Above 35 years								-	-
Total								7	100%



Based on the qualification the teachers have, we can presuppose that they are able to teach integrated macro- language skills.

As we see in the above table, most of the teachers are recent arrivals to the teaching profession of English language. From this, we can also infer that most of the teachers may have attained pre-service training in teaching macro language skills in an integrated way.

The above table indicates that most, 4 (57.14%), of them have 1-5 years of experience which is an indication of that most of them are recent arrivals to the teaching profession of English language. There were two teachers who had longer period of experience, 16-30 years, in the teaching profession of English language. From the above information we can also infer that most of the

teachers may have attained pre-service training in teaching macro-language skills in an integrated way.

4.1.2. The Teachers' Beliefs towards Integrated-Skills Teaching

In this section the following issues are presented and discussed: The teachers' views of the process of teaching language skills (please refer the questions 1,2,3,8,9, and 10 of part 2.1 of the teachers' questionnaire at the Appendix A), preferences of the teachers in teaching aspects of the English language (please refer question 4 at part 2.1 of the teachers' questionnaire at the Appendix A), and the teachers' identification of the types of language skills integration (please, refer also questions 5,6 and 7 at the part of the teachers' questionnaire mentioned above). All these issues are discussed according to the order given above after each of the following tables.

Table 4.1.2: The Teachers' Views of the Process of Teaching Language Skills

No	Statement	Responses										Total	ΣRV	X	
		5		4		3		2		1					
		f	%	f	%	f	%	f	%	f	%				
1	The ability to communicate effectively in English is facilitated by learning/teaching the four macro-language skills separately	3	42.85	3	42.85	-	-	-	-	1	14.28	7	100	28	4.00
2	The general language ability or the overall competence of language is the sum of its component parts (listening, speaking, reading, writing, vocabulary, etc.) learnt step by step separately	5	71.42	1	14.28	1	14.28	-	-	-	-	7	100	32	4.57
3	Teaching language skills in an integrated way can increase students' motivation	6	85.71	1	14.28	-	-	-	-	-	-	7	100	34	4.85
8	Two language skills can be practiced at the same moment	2	28.57	1	14.28	1	14.28	3	42.85	-	-	7	100	23	3.28
9	Making errors while learning language skills in an integrated way is a sign of bad learning	-	-	1	14.28	1	14.28	2	28.57	3	42.85	7	100	14	2.00
10	Language skills can be integrated through pair and group activities	5	71.42	2	28.57	-	-	-	-	-	-	7	100	33	4.71

5= strongly agree

4= Agree 3= Undecided

2= Disagree

1= strongly disagree

ΣRV = Summation of Response Values X = Mean

In item 1 of part 2.1 of the teachers' questionnaire the teachers were asked whether the ability to communicate effectively in English is facilitated by learning /teaching the four macro-language skills separately or not. Six (85.71%) of them responded or agreed that the ability to communicate effectively in English is facilitated by learning /teaching the four macro-language skills separately. There was only one teacher who strongly disagreed to this idea. The mean value (4.00) also indicates that the subjects' stand is towards the 'Agree' side of the scale.

In item 2 the subjects were asked to indicate their stand towards the idea that the general language ability is the sum of its component parts learnt step by step separately, and 5 (71.42%) of them responded that they strongly agree to the idea. The mean value 4.57 inclines towards the 'Strongly agree' side of the scale.

From responses for these two items, we can conclude that most of the teachers believe that the ability to communicate or the general language ability is developed effectively by learning the macro-language skills separately.

When we come to item 3 we find an astonishing result. Six (85.71%) of the subjects ticked for 'strongly agree' and one (14.28%) ticked for 'Agree'. This means that all (100%) of them agreed to the idea that teaching language skills in an integrated way can increase students' motivation. It seems that the teachers were in favor of teaching language skills in an integrated way. However this contradicts with their responses given for item 1 and 2 above- since they responded in favor of teaching language skills separately. So we can conclude that the teachers might be in confusion concerning what integrated language skills teaching means.

In responding to item 8, 3(42.85%) of the subjects disagreed with the idea that two language skills can be practiced at the same moment. Three (42.85%) of

them agreed to the idea that two language skills can be practiced at the same moment. Based on this information we can conclude that some teachers have no detailed information about the way some skills are used or practiced in an integrated way. This can also be seen from the mean value (3.28) which inclines towards 'Neither agree nor disagree.'

In item 9 the subjects were asked to indicate their beliefs towards making errors while learning language skills in an integrated way, and only one teacher agreed to the idea that making errors while learning language skills in an integrated way is a sign of bad learning. Another one teacher neither agreed nor disagreed, the rest, 5(71.42%) of the subjects disagreed with this idea. This implies that most of the teachers might be tolerant of their students' errors.

In response to item 10 which seeks to identify the subjects stand concerning one of the ways in which language skills are integrated all (100%) of the subjects agreed that language skills can be integrated through pair and group activities. The mean value of the responses given to this item is 4.71 which has inclination towards the 'Strongly agree'. So we can conclude from this that the teachers may use pair and group activities to teach language skills in an integrated way.

Table 4.1.3: Preferences of the Teachers in Teaching Aspects of the English Language

No	Statement	Responses										Total	$\sum RV$	X	
		5		4		3		2		1					
		f	%	f	%	f	%	f	%	f	%				
4	Grammar and vocabulary teaching should be given much emphasis than teaching language skills through communicative activities	-	-	2	28.57	1	14.28	3	42.85	1	14.28	7	100	18	2.57

5 = Strongly agree 4= Agree 3= Undecided
 2= Disagree 1= Strongly disagree
 $\sum RV$ = Summation of Response values X= Mean

Item 4 was used to identify whether the teachers prefer grammar and vocabulary teaching to integrated skills teaching. As it is shown in the above table, more than half (57.14%) of the subjects did not prefer grammar and vocabulary to integrated skills. Some (28.57%) of them responded that grammar and vocabulary teaching should be given much emphasis than teaching language skills through communicative activities. The mean value of the responses for the item is 2.57 which inclines towards 'Neither agree nor disagree'.

This does not confirm with what was observed during classroom observation. Most of the teachers were observed preferring grammar and vocabulary to integrated skills or communicative activities. Classroom observation results will be presented later in this chapter. During interviews with the teachers, they were asked what aspects of the English language lessons their students prefer (Please refer item 6 of the semi-structured interview at Appendix D). All the teachers except one responded that their students prefer grammar and vocabulary to any other aspects of the English language lessons. According to the teachers, the reasons for their students prefer grammar to any other aspects of the language are the following:

The students think that using the language depends on mastering grammar and vocabulary.

It is easier for them to do grammar and vocabulary exercises. Grammar learning does not require their effort to present and they do not like to work in pairs or groups.

They do not want to participate because they are afraid of doing something and they are not motivated.

The above reasons indicate that the students' understanding of the advantage of learning language skills, grammar, and vocabulary in an integrated way may be low. However, who can try to solve the problems when they happen in the classroom?



The teachers may solve them with the co-operation of their students if they have a clear picture of what integrated skills teaching means.

Table 4.1.4: The Teachers' Identification of the Types of Language Skills Integration

No	Statement	Responses										$\sum RV$	X		
		5		4		3		2		1				Total	
		f	%	f	%	f	%	f	%	f	%			f	%
5	If a student reads a chemistry book in the morning and writes an invitation letter to his friends in the afternoon, we can say that the student has experienced the integration of reading and writing skills in this context	-	-	3	42.85	1	14.28	2	28.57	-	-	7	100	19	2.71
6	Listening to the radio about global warming in the morning, reading a book about the spread of HIV/AIDS in the afternoon, and writing a letter to a friend about school football match in the evening is an example of serial integration of listening reading, and writing	2	28.57	4	57.14	1	14.28	-	-	-	-	7	100	29	4.14
7	Listening to a lecture in the morning and reading a text concerning this lecture in the evening can be an example of integrating listening and reading	3	42.85	2	28.57	1	14.28	1	14.28	-	-	7	100	28	4.00

5 = Strongly agree

4= Agree 3= Undecided

2= Disagree

1= Strongly disagree

$\sum RV$ = Summation of Response values

X= Mean

The subjects' responses to item 5 and 6 indicate that they were unable to identify the types of skills integration. The mean value of the responses to item 5 is 2.71. This value inclines towards 'Neither agree nor disagree'. This

indicates that the subjects are in difficulty of identifying whether the activities mentioned constitute skills integration or not. In item 6 we find the four macro-language skills, however the skills are not integrated around one topic or idea. The mean value of the subjects' responses for this item is 4.14. This value inclines towards 'Agree'. This also indicates that the subjects were in difficulty of identifying whether a series of language skills constitutes integration of language skills or not.

In item 7 the listening and the reading skills are integrated around one topic or the same issue-a lecture. The mean value of the subjects' responses for this item is 4. This inclines towards 'Agree'. Most of the subjects (71.4%) identified that the activities in the item constitute skills integration. However it is difficult to conclude that they have also identified the reason for the activities in the item constitute a type of skill integration.

4.1.3. The Teachers' Experience of Teaching Integrated Language Skills

The questions in part 2.2 of the teachers' questionnaire (please, refer at the Appendix A) focus on the practices or teaching experiences of the teachers in teaching integrated language skills, and in using materials and activities that help to teach language skills in an integrated way. In this section the questions are grouped in different tables for the ease of presentation and interpretation of the data collected through these questions. The issues discussed in this section are: 1. The teachers' practice of using tasks and contents to teach language skills by integrating, 2. The teachers' views towards error correction, 3. The teachers' use of the Teacher's Guide and the student's textbook 4. The teachers' practice of conducting classes, 5. The teachers' use of variety of materials and activities in teaching, 6. The teachers' views of the physical environment in the classroom, 7. The distribution of macro-language skills in the student's textbook, 8. The teachers' training concerning integrated skills,

indicates that the subjects are in difficulty of identifying whether the activities mentioned constitute skills integration or not. In item 6 we find the four macro-language skills, however the skills are not integrated around one topic or idea. The mean value of the subjects' responses for this item is 4.14. This value inclines towards 'Agree'. This also indicates that the subjects were in difficulty of identifying whether a series of language skills constitutes integration of language skills or not.

In item 7 the listening and the reading skills are integrated around one topic or the same issue-a lecture. The mean value of the subjects' responses for this item is 4. This inclines towards 'Agree'. Most of the subjects (71.4%) identified that the activities in the item constitute skills integration. However it is difficult to conclude that they have also identified the reason for the activities in the item constitute a type of skill integration.

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The questions in part 2.2 of the teachers' questionnaire (please, refer at the Appendix A) focus on the practices or teaching experiences of the teachers in teaching integrated language skills, and in using materials and activities that help to teach language skills in an integrated way. In this section the questions are grouped in different tables for the ease of presentation and interpretation of the data collected through these questions. The issues discussed in this section are: 1. The teachers' practice of using tasks and contents to teach language skills by integrating, 2. The teachers' views towards error correction, 3. The teachers' use of the Teacher's Guide and the student's textbook 4. The teachers' practice of conducting classes, 5. The teachers' use of variety of materials and activities in teaching, 6. The teachers' views of the physical environment in the classroom, 7. The distribution of macro-language skills in the student's textbook, 8. The teachers' training concerning integrated skills,

and 9. Skills given more emphasis by the teachers. All these 9 issues are used as the topics of the following tables, and are presented and discussed according to their order given above.

Table 4.1.5: The Teachers' Practice of Using Tasks and Contents

No	Statement	Responses										Total	$\sum RV$	X	
		5		4		3		2		1					
		f	%	f	%	f	%	f	%	f	%				
1	Do you teach language skills by integrating them using tasks or activities that focus on the same problems?	-	-	1	14.28	4	57.14	2	28.57	-	-	7	100	20	2.85
2	Do you use tasks that require exchange of information among all students?	1	14.28	5	71.42	1	14.28	-	-	-	-	7	100	28	4.00
3	Do you use contents or texts from other school subjects such as science and social studies to teach language skills in an integrated way?	-	-	-	-	4	57.14	3	42.85	-	-	7	100	18	2.57

5 = Always 4=Usually 3= Sometimes

2= Rarely 1= Never

$\sum RV$ = Summation of Response values

X= Mean

In the above table we can see that 4(57.14%) of the subjects sometimes teach language skills by integrating them using tasks or activities that focus on the same problems. The mean value of the responses is 2.85 and inclines towards 'sometimes'. 5(71.42%) of the subjects usually use tasks that require exchange of information among all students and the mean value (4) represents 'usually'. More than half (57.14%) of the subjects reported that they sometimes use contents or texts from other school subjects. The rest 3(42.85%) of the subjects reported that they rarely use contents or texts from other school subjects to

teach language skills in an integrated way. Nobody responded that he/she always or usually uses contents or texts from other school subjects.

The subjects' responses for item 2 seem to contradict with what is observed during classroom observations. In response to item 2, 1(14.28%) the subjects responded that he/she always uses task that require exchange of information among all students. Five (71.42%) of the subjects responded that they usually use such tasks. However, no teacher was observed using tasks that require exchange of information among all students except the use of some question and answer activities between the teachers and some of their students.

Table 4.1.6: The Teachers' Views towards Error Correction

N o	Statement	Responses										Total	ΣRV	X	
		5		4		3		2		1					
		f	%	f	%	f	%	f	%	f	%				
4	Do you correct your students' errors at the moment they are practicing to use language skills in an integrated way?	2	28.57	2	28.57	1	14.28	1	14.28	1	14.28	7	100	24	3.42

5 = Always

4= Usually 3= Sometimes

2= Rarely

1= Never

ΣRV = Summation of Response values

X= Mean

As the above table indicates, 2(28.57%) of the subjects usually, and 2(28.57%) of them always correct their students errors at the moment their students are practicing to use language skills in an integrated way. There was only one teacher who responded that he/she never corrects his/her students' errors at the moment they are practicing to use language skills in an integrated way. Most of the teachers correct their students errors while the students are practicing to use language skills in an integrated way although the frequencies of their error corrections vary from always to rarely. This implies that the students' use of the language in an integrated way might have been affected by the actions of their teachers' error corrections since error corrections at the

moment of practicing makes the students stop participation in different activities in fear of making errors or mistakes.

Table 4.1.7: The Teachers' Use of the Teacher's Guide and the Student's Textbook

No	Question	Responses										Total		$\sum RV$	X
		5		4		3		2		1		f	%		
		f	%	f	%	f	%	f	%	f	%	f	%		
5	Do you use the Teachers' Guide to help you teach language skills in an integrated way?	1	14.28	3	42.85	1	14.28	-	-	2	28.57	7	100	22	3.14
6	Does the student's textbook contain enough tasks or activities that help to teach language skills in an integrated way?	1	14.28	-	-	1	14.28	2	28.57	3	42.85	7	100	15	2.14
7	Do you believe the tasks or activities in the student's textbook motivate your students?	-	-	1	14.28	2	28.57	1	14.28	3	42.85	7	100	15	2.14

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

$\sum RV$ = Summation of Response values

X= Mean

There was only 1 teacher (14.28% of the teachers) always used the Teachers' Guide, and there were 3 teachers (42.85%) who usually used it. Another one teacher used this book sometimes. There were also 2 teachers (28.57% of the teachers) who never used this book. The mean value of the responses 3.14 inclines towards 'Sometimes'. This information indicates that some teachers did not use the Teachers Guide much frequently. They might have not been satisfied with it.

Item 6 was asked to know whether the student's textbook contains enough tasks or activities that help to teach language skills in an integrated way. Three (42.85%) of the subjects responded that the student's textbook does not contain enough tasks or activities that help to teach language skills in an

integrated way. There was only one teacher who was satisfied with the tasks or activities in the textbook. The mean value of the responses is also 2.14 which inclines towards 'Rarely'. Taking into consideration all this information we can conclude that the student's textbook does not contain enough tasks or activities that help to teach language skills in an integrated way.

In addition to the above, the researcher has identified other problem concerning the student's textbook while he was conducting interviews with the teachers of the four schools. During the interviews the subjects were asked to describe the main problems that they think are hindrances to teaching language skills in an integrated way (please, refer item 9 in the semi-structured interview at Appendix D). One of the teachers said that the main problem that hinders the teaching of language skills in an integrated way at grade 7 level is that the way the textbook was prepared. According to this teacher, there are two types of textbooks (the new and the old one) that are currently used at grade 7 level. There was only a copy of the new textbook for each teacher and the students were using the old one when the researcher conducted this study. The same teacher stated that the new textbook is suitable to teach language skills in an integrated way, however the old one does not encourage this. This confirms with the teachers' responses given above for item 6.

The responses given for item 7 also strengthen what we have discussed above. There was only one teacher who responded that the tasks and activities in the textbook usually motivate his/her students. Three (42.85%) of the teachers responded that the tasks and activities in the textbook do not motivate their students. The mean value of the responses given for this item is 2.14. This value inclines towards 'Rarely'. Based on the above information we can conclude that most of the teachers are not satisfied with the tasks or activities in the textbook very well.

Table 4.1.8: The Teachers' Practice of Conducting Classes

No	Questions	Responses										Total		$\sum RV$	X
		5		4		3		2		1		f	%		
		f	%	f	%	f	%	f	%	f	%	f	%		
8	Do you make your students form pairs or groups to discuss a given topic?	1	14.28	5	71.42	1	14.28	-	-	-	-	7	100	28	4
9	Do your students ask you in English if they have any doubt?	1	14.28	1	14.28	2	28.57	3	42.85	-	-	7	100	21	3

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

$\sum RV$ = Summation of Response values

X= Mean

As we see in the above table, most of the teachers (71.42% of them) replied that they usually make their students form pairs or groups to discuss a given topic. However this does not confirm with what is observed during classroom observation. No subject was observed to make his/her students form pairs or groups to discuss a topic except making some students practice a dialogue in pairs.

In response to item 9 in the above table, 3(42.85%) of the subjects reported that their students rarely ask them in English if they have any doubt. Two (28.57%) of them responded that their students sometimes ask them in English if they have any doubt. There was also one teacher who ticked for 'Always' and another one who ticked for 'Usually'. However, no student was heard asking questions in English in the observed classrooms. But some students were heard asking questions in Amharic instead.

Table 4.1.9: The Teachers' Use of Variety of Materials and Activities

No	Materials or activities	Responses										Total		$\sum RV$	X
		5		4		3		2		1		f	%		
		F	%	f	%	f	%	f	%	f	%	f	%		
10	Tree diagrams	-	-	1	14.28	1	14.28	-	-	5	71.42	7	100	12	1.71
	Flow charts	-	-	-	-	1	14.28	-	-	6	85.71	7	100	9	1.28
	Matrices or tables	-	-	-	-	1	14.28	-	-	6	85.71	7	100	9	1.28
	Pictures or maps	-	-	3	42.85	-	-	-	-	4	57.14	7	100	16	2.28
	Radio	-	-	2	-	2	28.57	-	-	3	42.85	7	100	17	2.42
	Tape recorder	-	-	-	-	-	-	-	-	7	100	7	100	7	1.00
	Simulation	-	-	-	-	-	-	1	14.28	6	85.71	7	100	8	1.14
	Role play	-	-	-	-	4	57.14	-	-	3	42.85	7	100	15	2.14
	Project work	-	-	2	28.57	2	28.57	1	14.28	2	28.57	7	100	18	2.57
	Games	-	-	1	14.28	2	28.57	1	14.28	3	42.85	7	100	15	2.14

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

$\sum RV$ = Summation of Response values

X= Mean

The teachers were required to indicate their experience of using different materials or activities to teach language skills in an integrated way (please refer item 10 in part 2.2 of the teachers' questionnaire for the actual question). As it is shown in table 4.9 above the teachers' practice or experience of using the materials mentioned was very low. For example 5(71.42%), 6(85.71%), 6(85.71%), 4(57.14%), 7(100%), and 6(85.71%) of the teachers never use tree diagrams, flow charts, matrices or tables, pictures or maps, tape recorder, and simulation respectively. Almost all of the mean values of the responses for the materials or activities incline towards 'Rarely' or 'Never'. It is only the mean values of responses for project work that inclines towards 'Sometimes'.

The teachers were interviewed by the researcher to describe the problems that hinder them from using tree diagrams, flow charts, and matrices or tables to teach language skills in an integrated way (please refer item 5 in the semi-structured interview at the Appendix D). Some of the teachers replied that they

have no problems in using these materials although not one of them was observed to use these materials during classroom observation. Some of them responded that they have problems that hinder them from using the materials or the activities are the following:

1. Thinking that the students may not understand these materials.
2. Financial problem of the schools (unable to buy paper, marker, etc.).
3. The Teacher's Guide and the student's textbook do not clearly show how to use these materials.

After some discussion with the researcher about the use of tree diagrams, flow charts, and matrices one of the teachers suggested that it is possible to use these materials by simply drawing on the blackboard. Concerning the use of radio, most of the teachers replied that they do not use radio program since there is no direct educational radio program transmission for grade 7. Others said that they use recorded educational radio program.

Table 4.1.10: The Teachers' Views of the Physical Environment in the Classroom

No	Questions	Responses				Total	
		Yes		No		f	%
		f	%	f	%		
11	Is the sitting arrangement of your students suitable for pair and group activities that enhance the teaching of language skills in an integrated way?	1	14.28	6	85.71	7	100
12	Does the noise from your students, who are participating in tasks or activities that help to integrate language skills disturb other classes?	2	28.57	5	71.42	7	100
13	Do you avoid tasks or activities that require your students to discuss in the classroom, because you think the noise from your students disturbs other classes?	1	14.28	5	85.71	7	100
14	Do you avoid moving in the classroom to observe what your students do because you think it is difficult to do so due to large class size?	2	28.57	5	71.42	7	100

Table 4.1.10 is about the suitability of the classrooms in the four schools studied (Mekane Hiwot, Hizbawi Serawit, Miazia 23, and Tigil Lenetsanet

primary schools). The teachers were asked whether the classrooms where they teach are suitable to teach language skills in an integrated way or not. In item 11 they were asked about suitability of the sitting arrangement of their students for pair and group activities that enhance the teaching of language skills in an integrated way. Six (85.71%) of them responded that the sitting arrangement of their students is not suitable. There was only one teacher who replied that the sitting arrangement of his/her students is suitable.

Item 12 is about the noise of students who participate in tasks or activities that help to integrate language skills. The teachers were asked whether the noise of their students who participate in such tasks and activities disturb other classes. Most of the teachers (71.42%) replied that the noise from their students does not disturb other classes. The rest 28.57% of the teachers responded that the noise from their students disturbs other classes. In item 13 they were asked whether they avoid using tasks or activities that require their students to discuss in the classroom, because they think the noise from their students disturbs other classes, and 85.71% of them replied that they do not avoid using such tasks and activities because of the reason given above.

Item 14 is about the suitability of the classrooms for the teachers' movement to observe what their students do and the teachers' stand concerning this. Most of the teachers (71.42%) responded that they do not avoid moving in the classrooms to observe what their students do because of large class-size. The rest of them (28.57%) responded that they avoid moving in the classroom to observe their students activities because of large class-size. In general most of the teachers who were studied in the four schools did not consider noise and class-size as hindrances to their actions as their responses indicate.

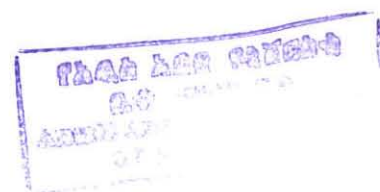


Table 4.1.11: The Distribution of Macro-Language Skills in the Students Textbook

No	Questions	Responses				Total	
		Yes		No		f	%
		f	%	f	%		
15	Do you think that the macro-language skills are distributed in a balanced way in the student's textbook?	2	28.57	5	71.42	7	100

In item 15 in the part 2.2 of the teachers' questionnaire the teachers were required to give their responses concerning the distribution of the macro-language skills in the student's textbook. They were asked to tell whether the macro-language skills are distributed in a balanced way in the student's textbook. Most of them (71.4%) replied that the skills are not distributed in a balanced way. If the skills are not distributed in a balanced way throughout the textbook some teachers may concentrate on the skills which are emphasized in the textbook and may not give much attention to those skills which are not emphasized.

This surely affects the teaching of integrated skills since the teaching of integrated skills does not mean the teaching of one or two skills without giving much attention to the other skills.

Table 4.1.12: The Teachers' Training Concerning Integrated Skills

No	Questions	Responses				Total	
		Yes		No		f	%
		f	%	f	%		
16	Do you have any training (preservice or in service) concerning integrated-skills teaching?	5	71.42	2	28.57	7	100

As indicated in the above table 5(71.42%) of the teachers replied that they have training in teaching integrated skills. Those who said that they have no training in teaching integrated skills were 2(28.57%). This implies that most of the teachers can apply what they have gained through training to teach language skills in an integrated way. However, most of the teachers were not observed teaching different language skills in an integrated way except some question and answer practices (the data collected through classroom observation will be analyzed later in this chapter). To get more information about the subjects' training the researcher interviewed all the 7 teachers in the four schools after he had completed the classroom observations and questionnaires distribution (please refer item 7 and 8 in the semi-structured interview at the Appendix D).

Each of the teachers was asked whether the training s/he has is adequate to teach language skills in an integrated way. Two of the teachers said that they have no training at all concerning how to teach language skills in an integrated way. The rest five responded that they have preservice, inservice or both preservice and inservice training. From these five teachers two of them said that they have inservice training and think that their training is not adequate to teach language skills in an integrated way.

Other two teachers replied that they have preservice training and they also think that the training they have is not adequate to teach language skills in an integrated way. There was only one teacher who said that s/he has both preservice and inservice training. This teacher thinks that the training s/he has, especially the inservice one, is adequate to teach language skills in an integrated way. This teacher was also observed in teaching integrated skills in combination with grammar during classroom observation. From this we can conclude that supporting the preservice training with inservice training might bring significant change in the way someone teaches integrated skills.

Table 4.1.13: Skills Given More Emphasis by the Teachers

No	Questions	Skills						Total	
		Listening and speaking		Reading and writing		Give equal weight for each skill		f	%
		F	%	f	%	f	%		
17	For which skills do you give more emphasis in your teaching?	-	-	2	28.57	5	71.42	7	100

As we see in the above table the teachers were asked for which skills they give more emphasis. The result of their responses was that most of the teachers (71.42%) give equal weight for each skill. This implies that most of the teachers understand the value of teaching all language skills in order to develop the students' general language ability.

4.1.4. The Teachers' Beliefs towards Their Students in Relation to Integrated Skills Teaching/Learning

The following issues are focused in this section:

1. The teachers' views concerning their students' learning,
2. The teachers' views of their students' interest in pair or group works,
3. The teachers' views of their students' expectancy from them, and
4. The teachers' views of their students' behavior in performing interesting classroom activities.

All the above issues are discussed based on the teachers' responses for the questions in part 2.3 of the teachers' questionnaire, and conversely these questions which are grouped in the following tables are grouped based on the above four issues. Now the presentation and discussion follows according to the order given above for the four issues.

Table 4.1.14. The Teachers' Views Concerning , their Students Learning

No	Questions	Responses										Total		ΣRV	X
		5		4		3		2		1		f	%		
		f	%	F	%	f	%	f	%	f	%				
1	Do your students have a desire to learn English language skills in an integrated way?	1	14.28	3	42.28	2	28.57	1	14.28	-	-	7	100	25	3.57
2	Do your students prefer to be taught grammar and get prepared for exams rather than do integrated skills in a communicative way?	3	42.85	1	14.28	1	14.28	2	28.57	-	-	7	100	26	3.71
3	Do you think that students should concentrate on 'what' they are saying rather than 'how' they are saying?	3	42.85	1	14.28	3	42.85	-	-	-	-	7	100	28	4.00

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

ΣRV= Summation of Response Values X = Mean

The first item in the above table is about the desire of the students to learn English language skills in an integrated way. The response which has the highest frequency value for this item is 'usually' with a frequency of 3. The mean value of the responses for this item is 3.57. This value inclines towards 'usually'. From this, we can conclude that the measure of the students' desire to learn integrated skills is 'usually' on average.

The 2nd item was used to identify the teachers' beliefs about their students' preference. The teachers were asked whether their students prefer grammar and to be prepared for exams rather than to do integrated-skills activities. For this 3(42.85%) of the teachers responded that their students always prefer grammar and to be prepared for exams rather than to do integrated-skills activities. One teacher responded that his/her students usually prefer grammar and to be prepared for exams rather than to do integrated-skills activities. Another one teacher responded that his students sometimes prefer grammar.

In general most teachers believe that their students prefer grammar and to be prepared for exams rather than to do integrated skills activities although the degree varies. In item 7 the teachers were asked whether students should concentrate on 'what' they say rather than 'how' they say. All of the teachers responded that students should concentrate on 'what' they are saying rather than 'how' they are saying although the frequency they think their students should concentrate varies from 'Always' to 'Sometimes'.

Table 4.1.15: The Teachers' Views of their Students' Interest in Pair or Group works.

No	Questions	Responses										Total		ΣRV	X
		5		4		3		2		1		f	%		
		f	%	f	%	f	%	f	%	f	%				
3	Are your students interested to be in pairs or to form groups in performing tasks that help to integrate language skills?	2	28.57	2	28.57	2	28.57	1	14.28	-	-	7	100	26	3.71
5	Do your students complain that you are not teaching them if you ask them to work in pairs or groups	-	-	1	14.28	1	14.28	1	14.28	4	57.14	7	100	13	1.85

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

ΣRV = Summation of Response Values X = Mean

Item 3 is about the students' interest to be in pairs or to form groups in performing tasks that help to integrate language skills, and their teachers' beliefs concerning this. Based on their responses for this item the teachers can be divided into four groups. The first group consists of teachers who believe that their students are always interested, the second group consists of teachers who believe that their students are usually interested, the third group consists of teachers who believe that their students are sometimes interested. Each of these groups covers 28.57% of the teachers. This distribution indicates that the

teachers believe that their students are interested to be in pairs or to form groups although the values of their responses vary. The fourth group consists of a teacher who believes that his/her students are rarely interested. The mean value of responses for this item is 3.71. This value inclines towards 'Usually'. Based on this information we can conclude that most of the teachers believe that their students are interested to be in pairs or to form groups to perform tasks that help to integrate language skills. This implies that the students are ready to be helped to learn language skills in an integrated way through pair and group activities.

In item 5 the teachers were asked whether their students complain that they are not teaching them if they ask them to work in pairs or groups. The result of the teachers' responses for this item was that most of the teachers (71.42% of them) think that their students rarely or never complain if they are asked to work in pairs or groups. The mean value of responses for this item is 1.85, and inclines towards rarely. This confirms with what we have discussed above.

Table 4.1.16: The Teachers' Views of Their Students' Expectancy from Them

No	Question	Responses										Total		ΣRV	X
		5		4		3		2		1		f	%		
		f	%	f	%	f	%	f	%	f	%				
4	Do your students expect everything from you instead of developing language skills in an integrated way?	1	14.28	3	42.85	1	14.28	2	28.57	-	-	7	100	24	3.42

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

ΣRV = Summation of Response Values X = Mean

The focus of item 4 is on the teachers' beliefs towards their students' expectancy from them the teachers were asked whether their students expect

everything from them instead of developing language skills in an integrated way. As we see in the above table, no teacher responded that his/her students never expect everything from him/her. Teachers who believe that their students rarely expect everything from them were 28.57%. The rest teachers were distributed in responding that their students always, usually, or sometimes expect everything from them. The mean value of responses is 3.42, and this inclines towards 'Sometimes'. In general most teachers believe that their students expect everything from them with a varying frequency of expectancy.

Table 4.1.17: The Teachers' Views of Their Students' Behavior in Performing Interesting Classroom Activities

No	Question	Responses										Total		ΣRV	X
		5		4		3		2		1		f	%		
		f	%	f	%	f	%	f	%	f	%				
6	Do your students become over enthusiastic and difficult to control, once motivated by more interesting classroom activities?	1	14.28	-	-	2	28.57	1	14.28	3	42.85	7	100	16	2.28

5= Always 4= Usually 3= Sometimes 2= Rarely 1. Never
 ΣRV = Summation of Response Values X = Mean

Item 6 was used to identify what the teachers' beliefs were concerning the behavior of their students. They were asked whether their students become over enthusiastic and difficult to control, once motivated by more interesting classroom activities. Three (42.85%) of them replied that their students never become over enthusiastic and difficult to control, once motivated by more interesting classroom activities. Only one teacher (14.28% of the teachers) replied that his/her students always become over enthusiastic and difficult to

control while another one replied that his/her students rarely become over enthusiastic and difficult to control. Two (28.57%) of teachers replied that their students sometimes become over enthusiastic and difficult to control. The average or mean of these responses is 2.28 and inclines towards 'Rarely'. We can conclude that the problem is not serious for the teachers based on the information we have above.

4.1.5 The Teachers' Beliefs towards Their Schools Administrators in Relation to Integrated Skills

In this section our discussion is limited only to the following issues:

1. The teachers' views of the administrators of the schools regarding the noise of the students, and
2. The teachers' views of the administrators' co-operation.

The data collected about these issues is presented in the following tables, and the discussions follow these tables.

Table 4.1.18: The Teachers' Views of the Administrators of the Schools Regarding the Noise of the Students

No	Statement	Responses										Total		ΣRV	X
		5		4		3		2		1		f	%		
		f	%	f	%	f	%	f	%	f	%				
1	The administrators of the school do not allow my students to make noise while learning language skills in an integrated way, because they think that the noise disturbs other classes in the school	1	14.28	-	-	2	28.57	2	28.57	2	28.57	7	100	17	2.42

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

ΣRV= Summation of Response Values X = Mean

The result of the teachers' responses for the item in the table is described as follows. There was only one teacher who responded that the administrators of

his/her school do not allow his/her students to make noise while learning language skills in an integrated way because they think that the noise disturbs other classes in the school. The responses of the rest teachers were that 'Neither agree nor disagree', 'Disagree', and 'Strongly disagree' in which each of these response types attracted 2(28.57%) of the teachers. The mean value of these responses is 2.42, and it inclines towards 'Disagree'. Based on the above discussion we can conclude that the problem raised about noise is not a serious problem for most of the teachers.

Table 4.1.19: The Teachers' Views of the Administrators' Co-operation

No	Statements	Responses										Total		ΣRV	X
		5		4		3		2		1		f	%		
		f	%	f	%	f	%	f	%	f	%				
2	The administrators of the school are willing to discuss problems concerning teaching language skills in an integrated way with English teachers	-	-	4	57.14	1	14.28	2	28.57	-	-	7	100	23	3.28
3	The school administrators will arrange special classrooms for language classes if they are convinced of the value of teaching language skills in an integrated way	1	14.28	-	-	2	28.57	4	57.14	-	-	7	100	19	2.71
4	The school administrators convince other subject teachers in the school to tolerate the noise from English language classes	-	-	2	28.57	3	42.85	1	14.28	1	14.28	7	100	20	2.85

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

ΣRV= Summation of Response Values X = Mean

Item 2 is about the willingness of the administrators of the schools to discuss problems concerning teaching language skills in an integrated way with the English teachers. The teachers were required to show their agreement or disagreement to the given statement. The result is that 4 (57.14%) of them

agreed that the administrators of the schools are willing to discuss problems with them. One teacher responded that he/she neither agree nor disagree. Two (28.57%) of them disagreed. The mean value of these responses is 3.28, and inclines towards 'Neither agree nor disagree'. This means that although more teachers responded that the administrators of the schools are willing to discuss problems with them, the responses like 'Neither agree nor disagree' and 'Disagree' are indications of the need of increasing cooperation between the two groups – the administrators of the schools and the teachers- to solve problems that hinder the teaching of language skills in an integrated way.

In the 3rd item the teachers were required to give their responses concerning the administrators' readiness to arrange special classrooms for language classes if they are convinced of the value of teaching language skills in an integrated way. There was only one teacher who responded that he or she strongly agree that the administrators will perform what is mentioned above if they are convinced of the value of teaching language skills in an integrated way. Two (28.5%) of the teachers replied that they neither agree nor disagree. Four (57.14%) of them replied that they disagree with the idea that the administrators will perform what is mentioned above. The mean value is 2.71, and inclines towards 'Neither agree nor disagree'. From this we can conclude that most of the teachers do not think that the school administrators will arrange special classrooms that are suitable to teach language skills in an integrated way. The fourth item is about whether the school administrators convince other subject teachers to tolerate the noise from English language classes. Two (28.57%) of the teachers responded that they agree that the administrators convince other subject teachers to tolerate the noise from English language classes. Three (42.85%) of them responded that they neither agree nor disagree. One teacher disagreed, another one strongly disagreed. This means that the teachers who agreed to the idea were only 28.57% of the teachers. The mean value of the responses is 2.85, and inclines towards 'Neither agree nor disagree'. From this, we can conclude that most of the

- J. The students will become out of control if they are allowed to interact in the classroom.
- K. The students complain that they are not taught if they are asked to form pairs or groups to learn integrated skills.
- L. The school administrators do not allow students to make noise while interacting .
- M. The students feel self – conscious (afraid of) speaking in the presence of their English teacher.
- N. The students expect everything from their teacher instead of learning by interacting.
- O. The school library has no adequate reference materials for the students.
- P. I do not have access to current research results.

Table 4.1.20: The Order of the Problems Based on Their Seriousness for the Teachers.

Problems	Responses																ΣRV	X	OP
	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	13th	14th	15th	16th			
	f	F	F	F	F	F	F	f	f	f	f	f	f	f	f	f			
A	-	1	1	1	1	-	1	-	-	-	-	1	-	1	-	-	47	6.71	4
B	-	-	-	-	1	-	-	-	-	-	1	-	1	1	3	-	88	12.57	15
C	-	-	2	-	-	1	1	1	-	1	-	1	-	-	-	-	49	7.00	6
D	3	1	-	2	-	-	1	-	-	-	-	-	-	-	-	-	20	2.85	1
E	-	-	-	-	1	-	-	1	1	1	-	1	-	-	1	1	86	12.28	14
F	-	-	-	-	1	-	-	1	1	1	-	1	-	-	1	1	75	10.71	12
G	-	2	-	-	-	1	1	1	-	-	2	-	-	-	-	-	47	6.71	4
H	1	-	-	-	1	-	-	1	1	-	-	1	-	2	-	-	63	9.00	10
I	-	-	1	-	-	1	-	2	1	2	-	-	-	-	-	-	54	7.71	8
J	1	1	-	1	-	-	2	1	-	1	-	-	-	-	-	-	39	5.57	3
K	-	-	1	-	-	1	-	-	2	-	1	2	-	-	-	-	62	8.85	9
L	-	-	-	-	-	-	1	-	1	-	1	1	1	2	-	-	80	11.42	13
M	1	-	-	2	-	1	-	-	1	-	1	-	-	-	1	-	50	7.14	7
N	2	1	1	1	2	-	-	-	-	-	-	-	-	-	-	-	21	3.00	2
O	-	-	1	-	-	2	-	-	-	1	-	-	2	-	-	1	67	9.57	11
P	-	-	-	-	-	-	-	-	-	1	1	-	2	-	1	2	94	13.42	16

ΣRV = Summation of response values

X = Mean

OP = Order of the problem

f = Frequency

As it is indicated in the table, based on the teachers' responses the first 10 most serious problems are the following:

1. The school has economic problem to make teaching materials like audio/video available.
2. The students expect everything from their teacher instead of learning by interacting.
3. The students will become out of control if they are allowed to interact in the classroom.
4. The students have no interest to learn language skills in an integrated way
5. The teacher's guide does not clearly guide how to teach integrated skills.
6. It is difficult to move in the classroom to help each pair or group due to large class size.
7. The students feel self – conscious (afraid of) speaking in the presence of their English teacher.
8. The students prefer grammar to integrated skills.
9. The students complain that they are not taught if they are asked to form pairs or groups to learn integrated skills.
10. The sitting arrangement of students is not suitable to teach integrated skills communicatively.

Identifying the problems that the teachers have in such a way together with identifying the teachers', and the students' beliefs may help to find solutions for the problems.

4.2. Analysis of the Data from the Students' Questionnaire

As mentioned in chapter 3 there were 250 students who participated in filling in the questionnaire. However, the students who filled in the questionnaire appropriately were 214 (32 from Hizbawi Serawit, 46 from Mekane Hiwot, 59 from Tigil Lenetsanet, and 77 from Miazia 23).

The questionnaire for the students was originally prepared in English, however, thinking that it might be difficult to understand for the students it was



translated into Amharic (please, refer the English and the Amharic versions of the students' questionnaire at appendices B, and C respectively). The data collected through this questionnaire is presented and discussed as follows.

4.2.1. The Students' Beliefs towards the English Language

In this section, data about different issues are presented: and discussed. These issues are: the students' views of the difficulty of the English language, the skills that the students think , easier for them, the students' views of the learning of grammar, and the students' views of the time to begin speaking, and the students behavior of speaking in the presence of their English teachers. These issues are discussed after the presentation of the data concerning them in tables.

Table 4.2.1: The Student Views of the Difficulty of English Language

No	Statement	Response										Total		ΣRV	X
		5		4		3		2		1		f	%		
		f	%	f	%	f	%	f	%	f	%				
1	English a very difficult language	27	12.6	47	21.9	44	20.5	67	31.3	29	13.5	214	100	618	2.88
2	English is a difficult language	22	10.2	62	28.9	25	11.6	65	30.3	40	18.6	214	100	603	2.81
3	English is a language of medium difficulty	29	13.5	90	42.0	39	18.2	41	19.1	15	7.00	214	100	719	3.35
4	English is an easy language	35	16.3	46	21.4	32	14.9	63	29.4	38	17.7	214	100	619	2.89
5	English is a very easy language	29	13.55	36	16.82	36	16.82	67	31.30	46	21.49	214	100	577	2.69

5 = Strongly agree

4 = Agree

3 = Undecided

2 = Disagree

1 = Strongly disagree

ΣRV = Summation of response values

X = Mean

The result of the students' responses about the level of difficulty of the English language is discussed as follows. The students who responded that "English is a very difficult language" were 34.57% of the sample students (adding the results of those who responded 'Strongly agree' and 'Agree'. 44 (20.56%) of the students responded that they neither agree nor disagree. 96 (44.85%) of them responded that they do not agree (adding the results of those who responded 'Disagree' and 'Strongly Disagree'). This means more students were on the 'Disagree' and 'Strongly disagree' side than those on the 'Agree' and 'Strongly agree' side. However, the mean value (2.88) inclines towards, 'Neither agree nor disagree'. The students who responded that English is a difficult language were 39.25% of the sample students. Here (for item 2) more students responded on the agree side than those who responded on the disagree side for item 1. Those who disagreed that English is a difficult language were 49.06%. Again here more students were on the disagree side. However, the mean value (2.81) inclines towards 'Neither agree nor disagree'. When we go to item 3 we look that 55.6% of the students responded that English is a language of medium difficulty. Again we see an increment on the agree side here (compare with responses for item 1 and 2). When we turn to the disagree side for this item, 26.15% of the students disagreed that English is a language of medium difficulty. Here there is a decrease on the disagree side. The result of the students' responses for item 4 is as follows. Those students who agreed that English is an easy language were 37.84%, which is a decrease on the agree side. Turning to the disagree side, we look that 47.18% of the students disagreed that English is an easy language, which is an increment on the disagree side.

Finally when we go to item 5, we look that 30.37% of the students agreed that English is a very easy language, which is a decrease. On the other side 52.79% of the students disagreed that English is a very easy language, which is an increment on the disagree side. In addition to the students on the 'agree' and 'disagree' sides there were students who neither agreed nor disagreed to the

items in the above table. Due to this the mean values of responses for all items in the table incline towards 'Neither agree nor disagree'. Based on the above information we can conclude that there were students who were unable to decide the level of difficulty of the English language (20.56% of the students for item 1, 11.68% for item 2, 18.22% for item 3, 14.95% for item 4, and 16.82% for item 5). In addition to this we can conclude that there were more students on the agree side in response to item 3 (English is a language of medium difficulty) than there were on the agree side in response to the other items in the above table. The number of students on the agree side was also more than the number of students on the disagree side in responding to item 3.

Table 4.2.2: The Skills That the Students Think Easier for Them

No	Statement	Responses										Total		ΣRV	X
		5		4		3		2		1		f	%		
		f	%	f	%	f	%	f	%	f	%	f	%		
6	It is easier to read and write English than to listen and speak it	47	21.96	65	30.37	29	13.55	45	21.02	28	13.08	214	100	700	3.27

5 = Strongly agree 4 = Agree 3 = Neither agree nor disagree 2 = Disagree
 1 = Strongly disagree

ΣRV = Summation of Response values X = Mean

In response to item 6 there were 52.33% of the students who thought that it is easier to read and write English than to listen and speak it. Those students who disagreed to this item were 34.1%. Those who neither agreed nor disagreed were 13.55%. The mean value (3.27) inclines towards neither agree nor disagree. In general we can conclude that there were more students who thought that it is easier to read and write English than to listen and speak it than those who did not think.

Table 4.2.3: The Students' Views of the Learning of Grammar

No	Statement	Responses										Total		ΣRV	X
		5		4		3		2		1		f	%		
		f	%	f	%	f	%	f	%	f	%				
7	Learning English is a matter of learning its grammar and not more than that.	21	9.81	36	16.82	33	15.42	70	32.42	54	25.23	214	100	542	2.53

5 = Strongly agree 4 = Agree 3 = Undecided 2 = Disagree

1 = Strongly disagree

ΣRV = Summation of Response Values X = Mean

Item 7 is about the students' beliefs towards the learning of grammar. 124 (57.94%) of the students did not think that learning English is a matter of learning its grammar and not more than that. The students who thought that learning English is a matter of learning its grammar and not more than that were 57 (26.63%).

Those who neither agreed nor disagreed were 33 (15.42%). The mean value of the responses for this item is 2.53, and it inclines towards 'Neither agree nor disagree'. However, there were more students who did not think that learning English is a matter of learning its grammar and not more than that than those who did so. Having more students who don't think that learning English is a matter of learning its grammar and not more than that may mean having more students who are ready to learn language skills in an integrated way.

Table 4.2.4: The Students' Views of the Time to Begin Speaking

No	Statement	Responses										Total		ΣRV	X
		5		4		3		2		1		f	%		
		f	%	f	%	f	%	f	%	f	%				
8	You should not say anything in English until you can say it correctly.	9	4.20	17	7.94	19	8.87	67	31.30	102	47.66	214	100	406	1.89

5 = Strongly agree 4 = Agree 3 = Undecided 2 = Disagree

1 = Strongly disagree

ΣRV = Summation of Response Values X = Mean

As we see the responses to item 8 in the above table, most (78.96%) of the students did not accept the idea that they should not say anything in English until they can say it correctly. This implies that most of the students are ready to practice speaking English without worrying making mistakes or errors while they are at lower level. The students who accepted the idea that they should not say anything in English until they can say it correctly were only 12.14% of the sample students. The rest 8.87% of the students neither agreed nor disagreed to the idea. The mean value of the responses is 1.89, and it inclines towards disagree.

Table 4.2.5 The Students' Behavior of Speaking in the Presence of Their Teachers

No	Statement	Responses										Total		ΣRV	X
		5		4		3		2		1		f	%		
		f	%	f	%	f	%	f	%	f	%				
9	You feel self conscious speaking in English in the presence of your English teacher.	39	18.22	57	26.63	23	10.74	50	23.36	45	21.02	214	100	637	2.97

5 = Strongly agree 4 = Agree 3 = Undecided 2 = Disagree

1 = Strongly disagree

ΣRV = Summation of Response Values X = Mean

In item 9 the students were required to respond whether they feel self-conscious speaking in English in the presence of their English teachers. In response to this item 44.85% of them agreed that they feel self-conscious speaking in English in the presence of their English teachers. The students who disagreed to the idea of the item were 44.38%. The rest 10.74% were who neither agreed nor disagreed. The mean value of the responses is 2.97, and this inclines towards 'Neither agree nor disagree'. According to the students replies the percentage of the students who feel self-conscious is almost equal to those who responded that they do not feel self-conscious.

4.2.2. The Students' Beliefs towards the Teaching or Learning of the Macro-language Skills in an Integrated Way.

In part 2.2 of the students' questionnaire the students were required to respond to statements which are about the teaching or learning of the macro-language skills in an integrated way. In this section these statements are classified under three topics which are used as the titles of the tables which contain the statements. These three topics are:

1. The way the students' like to learn language skills,
2. The students' views of the use of integrated skills, and
3. The students' identification of the skills.

The above topics are used as the titles of the following tables. The data collected from the students are presented in the tables, and the discussion and interpretation of these data follows each table.

Table 4.2.6: The Way the Students Like to Learn Language Skills

No	Statement	Responses										Total	ΣRV	X	
		5		4		3		2		1					
		f	%	f	%	f	%	f	%	f	%				f
1	I learn language skills better separately than in an integrated way	42	19.62	74	34.57	20	9.34	48	22.42	30	14.01	214	100	692	3.23

5 – Strongly agree 4 = Agree 3= Undecided 2 = Disagree 1 = Strongly disagree ΣRV = Summation of Response Values X = Mean

According to the information in the table, the students who thought that they learn language skills better separately than in an integrated way were 116 (54.19%) of the sample students. Those who disagreed were 78 (36.43%). Those who neither agreed nor disagreed were 20 (9.34%).

This means that the number of students who thought that they learn language skills better in an integrated way was smaller than the number of students who thought they learn language skills better separately.

Table 4.2.7: The Students' Views of the Use of Integrated Skills

No	Statement	Responses										Total	ΣRV	X	
		5		4		3		2		1					
		f	%	f	%	f	%	f	%	f	%				f
2	It is motivating to be able to use two or more language skills at a time in performing a task.	75	35.04	77	35.98	11	5.14	27	12.61	24	11.21	214	100	794	3.71

5 – Strongly agree 4 = Agree 3= Undecided 2 = Disagree 1 = Strongly disagree ΣRV = Summation of response values X = Mean

As we look in the table 152 (71.02%) of the students thought that it is motivating to be able to use two or more language skills at a time in performing a task. Those students who had the opposite idea were 51 (23.82%). Those who neither agreed nor disagreed were 11 (5.14%).

The mean value of responses is 3.71, and it inclines towards 'Agree'. Based on the above information we can conclude that most of the students like to learn language skills in an integrated way. This conclusion contradicts with what we reached for item 1 in Table 4.2.6 In response for item 1 more students responded that they learn language skills better separately than in an integrated way.

The reason for this may be that the students may not know what integrated skills mean and their advantages. From the conclusion we reached for item 2 in table 4.2.7 we learn that we can change the beliefs of students through interesting activities that help to integrate languages skills.

Table 4.2.8: The Students' Identification of the Skills

No	Statement	Responses										Total		ΣRV	X
		5		4		3		2		1		f	%		
		f	%	f	%	f	%	f	%	f	%				
3	It is possible to use two or more language skills when talking about pictures or maps.	51	23.83	92	42.99	27	12.61	28	13.08	16	7.47	214	100	776	3.62
4	Receiving telephone message by taking note and then telling this message to someone who was called or wanted involves three or more language skills	47	21.96	52	24.29	33	15.42	55	25.70	27	12.61	214	100	679	3.17

5 – Strongly agree 4 = Agree 3 = Undecided 2 = Disagree 1 = Strongly disagree ΣRV = Summation of response values X = Mean

Item 3 was used to find out whether the students were aware of the possibility of using two or more language skills when talking about pictures or maps. According to their responses 143 (66.82%) of them agreed that it is possible to use two or more language skills when talking about pictures or maps. Those who disagreed to the idea of this item were 44 (20.55%). The students who neither agreed nor disagreed were 27 (12.61%). This shows that most of the students were aware of the possibility of using two or more language skills when talking about pictures or maps.

This awareness may encourage the students to use pictures or maps to learn integrated skills.

Item 4 was used to find out if they can identify the three or four skills that can be used in the activity (receiving telephone message, taking note, reading the note, and telling the message to someone). The students who agreed that there are three or more language skills in the activity were 99 (46.25%).

Those who disagreed were 82 (38.31%). Although there were more students on the agree side than on the disagree side, there were a number of students who were unable to identify the skills used in the activity.

4.2.3 The Students Beliefs towards Their English Language Teachers Concerning the Teaching or Learning of Integrated Skills

In part 2.3 of the students' questionnaire 9 questions or items were used. All the questions or items are about the students' beliefs towards their English language teachers concerning the teaching or learning of integrated skills. The 9 items are classified under topics which are used as the titles of the tables below. This is done for convenience of presentation and discussion.

Table 4.2.9: The Students' Views of Their Teachers' Error Treatment

No	Statement	Responses										Total		ΣRV	X
		5		4		3		2		1		f	%		
1	English teachers should tolerate students' errors.	f	%	f	%	f	%	f	%	f	%	f	%	888	4.14
		108	50.46	68	31.77	13	6.07	12	5.60	13	6.07	214	100		
8	Our English teacher becomes easily annoyed when we make errors while we learn language skills an integrated way	31	14.48	24	11.21	34	15.88	54	25.23	71	33.17	214	100	532	2.48

5 = Strongly agree 4 = Agree 3 = Undecided 2 = Disagree

1 = Strongly disagree ΣRV = Summation of Response Values X = Mean

Items 1 was used to identify what the students' beliefs are concerning their teachers' error treatment. For this item 176 (82.23%) of the students agreed that English teachers should tolerate students' errors. Students who disagreed to this idea were 25 (11.67%). This implies that the students' interest to learn language skills will be affected if a teacher does not tolerate his/her students errors.

Items 2 was used to identify whether the English teachers in the four schools become easily annoyed when the students make errors while they learn language skills in an integrated way. The students who agreed that their teachers become easily annoyed when they make errors were 55 (25.69%) of the sample students. Those who disagreed were 125 (58.4%) of these students. The students who responded that they neither agree nor disagree were 34 (15.88%) of the students. The mean value of the responses is 2.48, and it inclines towards 'Disagree'. This means that a large number of students did not think that their English teachers become easily annoyed when they make errors while they learn language skills in an integrated way.

Table 4.2.10: The Students' Views of the Speeds of Their Teachers

No	Statement	Responses										Total	ΣRV	X	
		5		4		3		2		1					
		f	%	f	%	f	%	f	%	f	%	f	%		
1	Our English teacher rushes to cover the textbook rather than to give attention to our needs	22	10.25	27	12.61	19	8.87	57	26.63	89	41.58	214	100	478	2.23

5 = Strongly agree 4 = Agree 3 = Undecided 2 = Disagree 1 = Strongly disagree
 ΣRV = Summation of Response Values X = Mean

The students who agreed that their English teachers rush to cover the textbook rather than giving attention to their needs were 49 (22.89%) of the sample students. Those students who disagreed were 146 (68.21% of the sample students). The mean value of the responses is 2.23, and it inclines towards 'Disagree'.

In general there were a large number of students on the disagree side than those on the agree side in responding to the above item. In other words the number of students who do not think that their teachers rush to cover the text book rather than to give attention to their needs is greater than those who think so.

Table 4.2.11: The Students' Views of the Way Their Teachers Teach Language Skills.

No	Statement	Responses										Total		ΣRV	X
		5		4		3		2		1		f	%		
		f	%	f	%	f	%	f	%	f	%				
3	Our English teacher usually teachers language skills (listening, speaking, reading, and writing) separately.	40	18.69	32	14.95	42	19.62	53	24.76	47	21.96	214	100	607	2.83
4	Our English teacher teaches us two or more language skills in an integrated way at a time.	43	20.09	49	22.89	27	12.61	57	26.63	38	17.75	214	100	644	3.00
5	Our English teacher teaches us everything instead of making us interact in pairs or groups	58	27.10	26	12.14	25	11.68	54	25.70	51	23.83	214	100	628	2.93
6	Our English teacher prepares us for exams instead of teaching us integrated skill	59	27.57	38	17.75	40	18.69	48	22.42	29	13.55	214	100	692	3.23

5 = Strongly agree 4 = Agree 3 = Undecided 2 = Disagree 1 = Strongly disagree
 ΣRV = Summation of Response Values X = Mean

Item 3 is about whether the teachers teach language skills separately. 33.64% of the students responded that their teachers teach language skills separately. 46.72% of them responded that their teachers do not teach language skills separately. 19.62% of the students were who neither agreed nor disagreed. The mean value of the responses (2.83) inclines towards, 'Neither agree nor disagree'.

In general more students were on the disagree side (our teacher does not usually teach language skills separately) than on the agree side (Our teacher usually teaches language skills separately).

Item 4 is about whether the English teachers teach two or more language skills in an integrated way at a time. In response to this item 42.98% of the students replied that their teachers teach language skills in an integrated way at a time 44.38% of them replied that their teachers do not teach language skills in an integrated way. Those who neither agreed nor disagreed were 12.61% of the students. The mean value is 3, which means 'Neither agree nor disagree'.

In general more students were on the disagree side (our teacher does not teach language skills in an integrated way) than on the agree side (our teacher teaches language skills in an integrated way).

From responses given for items 3 and 4, we can conclude that some students were confused of what teaching separately or teaching in an integrated way mean.

Items 5 is about whether the English teachers teach the students everything instead of making them interact in pairs or groups. The result of the students responses was that 39.24% of them responded that their teachers teach them everything instead of making them interact in pairs or groups. 49.53% of them responded that their English teachers do not teach them everything instead of

making them interact in pairs or groups. Those who neither agreed nor disagreed were 11.68% of them. The mean value of the responses (2.93) inclines towards 'Neither agree nor disagree'.

In general there were more students who did not think that their teachers teach them everything instead of making them interact in pairs or groups than who thought so.

Items 6 is about whether the English teachers prepare the students for exams instead of teaching them integrated skills. 97 (45.32%) of the students agreed that their English teachers prepare them for exams instead of teaching them integrated skills. The students who did not agree to the above idea were 77 (35.97%). Those who neither agreed nor disagreed were 40 (18.69%). Based on the above information, we can conclude that there were more students who thought that their English teachers prepared them for exams instead of teaching them integrated skills than those who did not think so.

Table 4.2.12: The Students' Preferences for What to Be Taught

No	Statement	Responses										Total		ΣRV	X
		5		4		3		2		1		f	%		
		f	%	f	%	f	%	f	%	f	%				
7	Our English teacher should prepare us for exams instead of teaching integrated skills.	40	18.69	35	16.35	30	14.01	55	25.70	54	25.23	214	100	594	2.77

5 = Strongly agree 4 = Agree 3 = Undecided 2 = Disagree 1 = Strongly disagree
 ΣRV = Summation of Response Values X = Mean

(26.63%) of them replied that their English teachers do not give equal weight for these skills. The rest 20 (9.34%) of them were those who neither agreed nor disagreed. Based on the above information we can conclude that most of the students think that their English teachers give equal weight for the macro-language skills.

4.2.4 The Problems That the Students Think Impediments to Them to Learn Language Skills in an Integrated Way.

In part 3 of the students' questionnaire the students were asked to specify the problems that are impediments to them to learn English language skills in an integrated way. There are a number of problems that the students mentioned to be hindrances or impediments to them to learn the skills in an integrated way. However, the researcher has listed only some of the problems. The students' responses given in Amharic were translated into English, and are listed as follows:

I do not have the courage to speak in English because I am afraid of making mistakes and the comments from other people.

Enough books are not available in the library.

I am afraid of being laughed at when I try to say something.

Since my speaking ability is weak, I do not have the courage to speak.

The way the lesson is presented.

The teacher's unwillingness to accept the students' ideas or comments.

The teacher does not make us participate. Only 3 or 4 students participate in giving answers.

The teacher does not make us speak in English.

The teacher does not speak with us in English.

The students disturb when the teacher teaches so we have difficulty to listen.

The teacher is busy to finish the textbook.

Our teachers do not encourage us to develop our confidence when we try.

As we have discussed in the analysis of the data from the teachers' questionnaire, some teachers think that their students do not like to participate in pair or group activities. The reasons for this might be lack of confidence or fear of making mistakes as some of the students said. One of the problems that the students mentioned is the teachers' unwillingness to accept students' idea or comment. If the students think that their teachers do not give attention to their ideas or comments they may not be encouraged to participate

in different activities. Another problem that the students mentioned is that their teachers do not encourage them to develop their confidence. These may lead the students to be quiet or to be engaged in activities that disturb their classroom. Inability to find enough books in the library is also a problem that is mentioned by the students. If there are not enough books in the libraries, integration of skills especially listening and reading, reading and writing may not be practiced adequately.

4.3 Analysis of the Data from Classroom Observations

As we have discussed earlier, the schools where the observations were carried out are Miazia 23 Primary School, Mekane Hiwot Primary School, Hizbawi Serawit Primary School, and Tigil Lenetstanet Primary School. In these schools totally seven sections were observed. Five sections were observed with co – observers, while the rest two were observed by the researcher alone. From the five sections observed with the co –observers, two sections were observed for the 2nd time with the researcher alone. The rest sections were observed only once due to the reasons mentioned in Chapter Three. Totally there were 9 observations in a nine periods of 45 minutes. The numbers of sections observed in each school were 2,3,1,1 in Tigil Lenetsanet, Miazia 23, Hizbawi Serawit, and Mekane Hiwot respectively. The data was collected using classroom observation checklist (please refer the classroom observation checklist used for this study at Appendix E).

Copies of this classroom observation checklist were used by the researcher and two co- observers. The classroom observations and the data collected through these observations are presented and discussed as follows.

4.3.1 The Teachers' Activities

T1

T1 was the first teacher who was observed in the classroom with his/her students. The researcher and two co –observers entered the classroom with their classroom observation checklist after they had got permission from the school administrators and subject teacher. The researcher and the co –observers sat on different desks at the back of the classroom and started rating the checklist. The teacher was teaching about “both and, either...or, neither nor, and each other”.

Item 1.1

On Item 1.1 the researcher and two co-observers agreed that T1 provides adequate input before the students start performing tasks or activities.

Item 1.2

Item 1.2 was about the purpose of the presentation by the teacher. The researcher and the co–observers did not agree. The researcher rated that the purpose of the presentation was “For its own sake”. Observer one rated that it was difficult to decide on that period, and observer 2 rated that the purpose was for preparation for tasks or activities. The researcher rated that the purpose of the presentation was for its own sake because after the teacher gave correction for one exercise with the participation of the students in giving answers, the he proceeded to the next exercise with out giving tasks or activities to the students.

Item 1.3

Item 1.3 was about whether teachers help the students to make adequate practice before they use language skills in an integrated way. The researcher and the two co – observers agreed that the teacher did not help the students to make adequate practice before they use language skills in an integrated way.



Item 1.4

Concerning item 1.4 the three observers agreed that the teacher did not use any other materials except the textbook to teach language skills in an integrated way.

Item 1.5

The teacher's talking time was much according to the co-observers. The researcher rated that the teachers talking time was medium since he observed that the teachers gave time for the students to do exercises and give answers. During this time, the teacher did not talk.

Item 1.6

The three observers agreed that the teacher did not teach language skills, grammar and vocabulary in an integrated way.

Item 1.7

The three observers rated that the teacher did not encourage the students to ask questions when they have any doubt.

Item 1.8

The three observers rated that the teacher did not allow students to interact in pairs or groups.

Item 1.9

The three observes agreed that the teacher's focus was on form (explicit grammar and vocabulary).

Item 1.10

The three observers rated that the teacher guided and helped the students in a non-threatening way.

Item 1.11

The researcher and observer 1 agreed that the teacher did not try to change the non-acceptable behavior of the students by showing his anger, annoyance or dissatisfaction with what they were doing. Observer 2 disagreed to this.

Item 1.12

The three observers agreed that the teacher did not correct students' error with criticism.

T2

T2 was the second teacher to be observed and the result of the observation is presented as follows.

Item 1.1

The three observers agreed that T2 provided adequate input and guidance before the students started performing tasks or activates.

Item 1.2

The researcher and observer 2 agreed that the purpose of the presentation of T2 was for its own sake, but not to prepare the students for tasks. The topics of the lesson were 'The Noun form of an Adjective', and 'Soil Erosion' (a dialogue). Observer 1 rated that it was difficult to decide the purpose of the lesson on that period.

Item 1.3

The three observers agreed that the teacher did not help the students to make adequate practice before they used language skills in an integrated way.

Item 1.4

Observer 2 and the researcher agreed that T2 used a dialogue that helped him/her to teach language skills in an integrated way (listening and speaking) Observer 1 disagreed to this.

Item 1.5

The three observers rated that the teacher's talking time was medium.

Item 1.6

Observer 2 and the researcher agreed that T2 taught language skills in an integrated way. Observer 1 disagreed to this.

Item 1.7

The three observers agreed that T2 did not encourage the students to ask questions when they have any doubt.

Item 1.8

The three observers rated that T2 allowed the students to interact in pairs or groups.



Item 1.9

Observer 1 and the researcher agreed that the focus of T2 was both on form and tasks or activities. Observer 2 rated that the focus of the teacher was on tasks or activities that integrate two or more language skills.

Item 1.10

All the three observers agreed that T2 helped and guided the students in a non-threatening way.

Item 1.11

Observer 1 and the researcher agreed that T2 did not try to change the non-acceptable behavior of the students by showing his /her anger, annoyance or dissatisfaction with what they were doing. Observer 2 disagreed to this.

Item 1.12

All the three observers agreed that T2 did not correct the students' error with criticism.

T3

T3 is the third teacher to be observed.

Item 1.1

The three observers agreed that T3 provided adequate input and guidance before the students started performing tasks or activities.

Item 1.2

The three observers rated that the purpose of the presentation was to prepare the students for tasks.

Item 1.3

The three observers agreed that T3 helped the students to make adequate practice before the used language skills in an integrated way.

Item 1.4

All the three observers rated that T3 used a material (dialogue) that helped him/her to teach language skills in an integrated way.

Item 1.5

Observer 2 and the researcher agreed that T2's talking time was medium. Observer 1 rated that T2's talking time was little.

Item 1.6

The three observers agreed that T3 taught language skills in an integrated way.

Item 1.7

The three observers agreed that T3 did not encourage the students to ask questions when they have any doubt.

Item 1.8

The three observers rated that the teacher allowed students to interact in pairs or groups.

Item 1.9

Observers 1 and the researcher rated that the focus of T3 was both form and tasks or activities. Observer 2 rated that the focus of T3 was on tasks or activities that integrate two or more language skills.

Item 1.10

The three observers agreed that T3 guided and helped the students in a non-threatening way.

Item 1.11

Observer 1 and the researcher agreed that T3 did not try to change the non-acceptable behavior of the students by showing his/her anger, annoyance or dissatisfaction with what they were doing. Observer 2 rated the opposite.

Item 1.12

The three observers rated that T3 did not correct the students' errors with criticism

T4

T4 was the fourth teacher observed.

Item 1.1

Observer 3, observer 4 and the researcher agreed the teacher provided adequate input and guidance before the students started performing tasks or activities.

Item 1.2

The three observers agreed that the purpose of the presentation was for its own.

Item 1.3

The three observers rated that T4 did not help the students to make adequate practice before they use language skills in an integrated way.

Item 1.4

The three observers rated that T4 did not use materials that help to teach language skills in an integrated way.

Item 1.5

All the three observers rated that T4's talking time was much.

Item 1.6

Observer 3 and the researcher agreed that T4 did not teach language skills, grammar and vocabulary in an integrated way. Observer 4 disagreed to this.

Item 1.7

The three observers agreed that the teacher did not encourage the students to ask questions when they have any doubt.

Item 1.8

All the three observers agreed that T4 did not allow the students to interact in pairs or groups.

Item 1.9

The three observers rated that T4's focus was on form (explicit grammar).

Item 1.10

All the observers rated that T4 guided and helped the students in a non-threatening way.

Item 1.11

Observer 4 and the researcher agreed that T4 did not try to change the non-acceptable behavior of the students by showing his/her annoyance or dissatisfaction with what they were doing. Observer 3 rated the opposite.

Item 1.12

The three observers rated that T4 did not correct the students' errors with criticism.

T5

T5 was the fifth teacher to be observed.

Item 1.1

The three observers rated that T5 provided adequate input and guidance before the students started performing tasks or activities.

Item 1.2

The researcher observed that the purpose of the presentation by T5 was both for its own sake and sometimes for preparation. This means he taught grammar for its own sake and used the dialogue as a preparation for discussion (listening and speaking). The co observers did not rate for this item.

Item 1.3

The three observers rated that T5 helped the students to make adequate practice before they used language skills in an integrated way.

Item 1.4

The three observers rated that T5 used a material that help to each language skills in an integrated way.

Item 1.5

Observer 3 and the researcher rated that T5's talking times was medium. Observer 4 rated that T5's talking time was little.

Item 1.6

The three observers rated that the teacher taught language skills in an integrated way (listening and speaking).

Item 1.7

All the three observers agreed that T5 encouraged the students to ask questions when they have any doubt.

Item 1.8

All the three observers agreed that T5 allowed students to interact in pair groups.

Item 1.9

All the three observers agreed that the focus of T5 was both on form and tasks and activities.

Item 1.10

Observer 3 and the researcher agreed that T5 guided and helped the students in a non-threatening way while observer 4 disagreed to this.

Item 1.11

Observer 4 and the researcher agreed that T5 did not try to change the non acceptable behavior of the students by showing his/her anger, annoyance or dissatisfaction with what they were doing. Observer 3 rated the opposite.

Item 1.12

Observer three and the researcher agreed that the teacher did not correct the students' errors with criticism. Observer 4 rated the opposite.

T6

T6 was the sixth teacher to be observed. The researcher alone observed this teacher since the co-observers were not available.

Item 1.1

T6 was observed providing adequate input and guidance before students started performing tasks or activities.

Item 1.2

The purpose of the presentation was for its own sake not to prepare the students for tasks. The students were practicing writing the correct spelling of words.

T3

This was the second observation for T3.

Item 1.1

The teacher provided adequate input and guidance.

Item 1.2

It was difficult to decide whether the teacher's presentation was to prepare the students for tasks or for its own sake. However, the focus of the teacher was on form (possessive noun form).

Item 1.3

The teacher helped the students to make adequate practice before they used language skills in an integrated way.

Item 1.4

The teacher did not use materials that help to teach language skills in an integrated way.

Item 1.5

The teacher's talking time was medium.

Item 1.6

There was interaction between the teacher and his students. The students listened to what the teacher said and responded to it by speaking.

Item 1.7

The students seemed not to have any question. So the teacher did not encourage them to ask questions.

Item 1.8

The teacher did not allow the students to interact in pairs or groups.

Item 1.9

The teacher's focus was on form (explicit grammar and vocabulary).

Item 1.10

The teacher guided and helped the students in a non-threatening way.

Item 1.11

The teacher was also observed trying to change the non-acceptable behavior of the students by showing his anger, annoyance or dissatisfaction with what they were doing. Some students were kneeling down outside the classroom as a punishment.

Item 1.12

The teacher did not correct the students' errors with criticism.

T4

This was the second observation for T4. This teacher was observed by the researcher alone.

Item 1.1

The teacher did not provide adequate input and guidance.

Item 1.2

The purpose of the presentation of the teacher was for its own sake, but not to prepare the students for tasks or activities. The teacher was explicitly teaching about soil erosion.

Item 1.3

The teacher did not help the students to make adequate practice before tasks.

Item 1.4

The teacher did not use materials that help to teach language skills in an integrated way.

Item 1.5

The teacher's talking time was much.

Item 1.6

The teacher did not teach language skills, grammar and vocabulary in an integrated way.

Item 1.7

The teacher was not observed encouraging the students to ask questions.

Item 1.8

The teacher did not allow the students to interact in pairs or groups.

4.3.2.2. The Students' Activities in the 2nd Observation

The students were observed performing tasks or activities that help to integrate language skills. They did not ask their teacher for explanation. They were practicing a dialogue in pairs. They were interested in practicing the dialogue and discussing on the questions about the content in the dialogue. The dialogue was about soil erosion.

4.3.2.3 The Students' Activities in the 3rd Observation

The students were observed performing tasks or activities that help to integrate language skills. They did not ask their teacher for explanation. They were practicing a dialogue in pairs. They were interested practicing the dialogue.

4.3.2.4 The Students' Activities in the 4th Observation

The students were not observed performing tasks or activities that help to integrate language skills. They did not ask their teacher for explanation. They were only listening to their teacher's explanation.

4.3.2.5 The Students' Activities in the 5th Observation

The students were observed performing tasks or activities that help to integrate language skills. They were also observed asking their teacher for explanation. The students who asked questions were some. They were also performing tasks or activities in pairs and individually. First some students practiced a dialogue, then their teacher asked them questions about the dialogue that opened a door for discussion (listening and speaking).

4.3.2.6 The Students' Activities in the 6th Observation

The students were listening to the teacher's elicitation. The lesson was about spelling of words. The students were required to write the correct spellings of words. The teacher guided the students to write correct spellings. The students tried to write correct spellings or words. The teacher did not correct the students' errors, but she gave the chance to the students to correct the errors

themselves by writing or telling. The students were interested in practicing writing the correct spellings of words.

4.3.2.7 The Students' Activities in the 7th Observation

The students did not perform tasks or activities that help to integrate language skills. They were simply listening to their teacher when he/she was explaining. They were also doing some grammar exercises individually. Some students asked their teacher for explanation.

4.3.2.8 The Students' Activities in the 8th Observation

It was the 2nd observation for the classroom observed during this time. The teacher who was teaching during this observation was T4. The students were not observed performing tasks or activities that help to integrate language skills. They did not ask their teacher for explanation. A passage about soil erosion was read by some students orally. The teacher corrected some pronunciation errors of the students. Then the teacher himself read the passage.

The students did not discuss on the passage, which has suitable content for discussion, except doing some 'true' or 'false' exercises orally.

4.3.2.9 The students' Activities in the 9th Observation

The teacher who was teaching during this observation was T3. This was the 2nd time that his classroom was observed. During this observation the students did not perform tasks or activities that help to integrate language skills. The teacher explained about 'possessive nouns' and the students listened. Then the teacher gave them an exercise on possessive nouns. Finally the teacher and the students discussed on the exercise.

However, the students' beliefs can be changed in favor of learning language skills in an integrated way if they are properly guided or helped to understand the merits of integrated skills.

10. Most of the teachers have training concerning integrated- skills teaching. However, there is only one teacher who responded that he has adequate training. So it is difficult to expect almost all of the teachers to implement integrated skills teaching adequately.
11. 57.14% of the teachers agreed that the administrators of their schools are willing to discuss problems with them. The rest 42.85% of them disagreed or neither agreed nor disagreed. This indicates the need of increasing cooperation or discussion between the two groups to solve problems that hinder the teaching of language skills in an integrated way.
12. Many students feel self-conscious. This means that they may not participate freely in different classroom activities in fear of the comments from other people in the classroom, or worrying about making mistakes or errors.
13. More than half (54.19 %) of the students think that they learn language skills better separately than in an integrated way. However, 71.02% of them think that it is motivating to be able to use two or more language skills at a time in performing a task. Here it seems that the students accept two contradicting ideas- accepting the idea that they learn language skills better separately than in an integrated way and thinking that it is motivating to be able to use two or more language skills at a time. The reason for this may be that the students may not know what integrated skills mean and what their advantages are.
14. Many students believe that English is a language of medium difficulty. These students might be more benefited psychologically than those students who believe that English is a difficult or a very difficult language in learning integrated skills.

15. 82.23% of the students believe that English teachers should tolerate students' errors. This implies that the students' interest to learn language skills will be affected if a teacher does not tolerate his/her students' errors.
16. Some students think that their English teachers rush to cover the textbook rather than to give attention to their needs. This can be considered a hindrance to the integrated- skills teaching. This is because while the teachers rush to cover the textbook, the students may not get the chance to practice or participate in integrated- skills activities adequately.
17. Although the teachers did not include their lack of adequate training in the first 10 most serious problems, their responses to different questions indicate that it should be considered as one of the most serious hindrances to the teaching of integrated skills.
18. Some of the problems that the students think impediments to them to learn language skills in an integrated way are: lack of courage to speak in English, being afraid of making mistakes and the comments from other people, being afraid of laughed at, the teacher's unwillingness to accept the students' ideas or comments, lack of the teachers' effort to make students participate in different activities, the students' disturbance, the teachers' being busy to finish the textbook, lack of the teachers' encouragement to develop the students' confidence, inability to find enough books in the libraries.

The students might enjoy learning language skills in an integrated way if the problems identified are solved.

the teachers, the students, the students' parents, and the concerned people from the government.

6. Material developers should evaluate the student's textbook and the Teachers' Guide to check whether the macro-language skills are distributed in a balanced and integrated way throughout the textbooks and to make the necessary improvements or changes.
7. Teachers should develop their students' self-confidence, and help them to be independent learners.
8. The school administrators, teachers and students should maximize their cooperation to solve the problems that hinder the teaching of language skills in an integrated way.
9. Teachers should try to make the students enjoy learning English language by using different authentic materials like newspapers, magazines, TV programmes, etc, that can be used to teach language skills in an integrated way.
10. Teachers should evaluate themselves in order to check whether they have included all the four macro-language skills in their plans in a balanced and integrated way. They should teach macro-language skills, grammar, and vocabulary in an integrated way without sticking only to explicit grammar and vocabulary teaching.

They should also show their willingness to listen to their students' ideas or comments, and discuss these ideas or comments with their students in order to create a conducive atmosphere for the teaching of integrated skills.

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6. Most of the teachers are not satisfied with the tasks or activities in the students' textbook. They think that this textbook does not contain enough tasks or activities that help to teach language skills in an integrated way.

In addition to the above, most of the teachers think that macro- language skills are not distributed in a balanced way in the student's textbook. Based on the above information we can conclude that the students might have not learnt integrated skills sufficiently.

7. The teachers' experience or practice of using materials or activities like flow charts, tree diagrams, matrices or tables, pictures or maps, simulation, role-play, etc was very low. The teachers gave different reasons for not using these materials and activities. One of the reasons given was the financial problem of the schools. Another problem mentioned by some of the teachers was that the Teacher's Guide and the student's textbook do not clearly show how to use these materials or activities. The above information indicates the teachers have no adequate training in using materials and activities to teach integrated skills. Teachers who have adequate training can purposefully use materials like tree diagrams pictures or matrices, and activities like role-play or game with out much or with no expense.
8. Most of the teachers responded that the sitting arrangement of their students is not suitable for group activities. This might have discouraged them from using group activities that help to integrate language skills. The number of students in each of the observed classrooms was about 45. This class-size is not very large when it is compared with the number of students in each classroom in other government schools in different parts of Ethiopia. However, it can be considered as large class- size when it is compared with the number of students in each classroom in developed countries.
9. Most of the teachers believes that their students expect everything from them instead of developing language skills in an integrated way.

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Appendix A

2. General direction: The following questions are based on your beliefs towards integrated skills teaching, your experience of teaching integrated skills, your beliefs towards your students in relation to integrated-skills teaching/learning, and your beliefs towards your school administrators in relation to teaching language skills in an integrated way.

Indicate your response by putting tick mark (√) under the alternative you believe to be appropriate to you.

2.1. Your Beliefs towards Integrated Skills Teaching

No	Statement	Response				
		Strongly agree	Agree	undecided	Disagree	Strongly disagree
1	The ability to communicate effectively in English is facilitated by learning/teaching the four macro-language skills separately.					
2	The general language ability or the overall competence of language is the sum of its component parts (listening, speaking, reading, Writing, vocabulary, etc.) learnt step by step separately.					
3	Teaching language skills in an integrated way can increase students motivation.					
4	Grammar and vocabulary teaching should be given much emphasis than teaching language skills through communicative activities.					
5	If a student reads a chemistry book in the morning and writes an invitation letter to his friends in the afternoon, we can say that the student has experienced the integration of reading and writing skills in this context.					
6	Listening to the radio about global warming in the morning, reading a book about the spread of HIV/AIDS in the afternoon, and writing a letter to a friend about school-football match in the evening is an example of serial integration of listening, reading, and writing.					
7	Listening to a lecture in the morning and reading a text concerning this lecture in the evening can be an example of integrating listening and reading.					
8	Two language skills can be practiced at the same moment.					
9	Making errors while learning language skills in an integrated way is a sign of bad learning					
10	Language skills can be integrated through pair and group activities.					

Appendix A

Please, state how you use the materials or activities that you have indicated in the above table that you use them when you teach language skills in an integrated way.

NO	Question	Yes	No
11	Is the sitting arrangement of your students suitable for pair and group activities that enhance the teaching of language skills in an integrated way?		
12	Does the noise from your students who are participating in tasks or activities that help to integrate language skills disturb other classes?		
13	Do you avoid using tasks or activities that require your students to discuss in the classroom, because you think the noise from your students disturbs other classes?		
14	Do you avoid moving in the classroom to observe what your students do, because you think it is difficult to do so due to large class size?		
15	Do you think that the macro-language skills are distributed in a balanced way in the students textbook?		

2.2.1. Indicate your Response by putting a tick mark (✓) in the box which is beside the appropriate alternative for you.

16. Do you have any training (preservice or inservice) concerning integrated-skills teaching? Yes , No

17. For which skills do you give more emphasis in your teaching?

Listening and speaking , Reading and writing , Give equal weight for each skill

other (please specify) _____

2.3 Your Beliefs towards Your Students in Relation to Integrated-Skills Teaching/Learning

Appendix A

NO	Questions	Response				
		Always	Usually	Sometimes	Rarely	Never
1	Do your students have a desire to learn English language skills in an integrated way?					
2	Do your students prefer to be taught grammar and get prepared for exams rather than do integrated skills in a communicative way?					
3	Are your students interested to be in pairs or to form groups in performing tasks that help to integrate language skills?					
4	Do your students expect everything from you instead of developing language skills in an integrated way?					
5	Do your students complain that you are not teaching them if you ask them to work in pairs or groups?					
6	Do your students become over enthusiastic and difficult to control, once motivated by more interesting classroom activities?					
7	Do You think that students should concentrate on 'what' they are saying rather than 'how' they are saying?					

2.4. Your Beliefs towards your School Administrators in Relation to Integrated Skills Teaching

NO	Statements	Response				
		Strongly agree	Agree	undecided	Disagree	Strongly disagree
1	The administrators of the school do not allow my students to make noise while learning language skills in an integrated way because they think that the noise disturbs other classes in the school.					
2	The administrators of the school are willing to discuss problems concerning teaching language skills in an integrated way with English teachers.					
3	The School administrators will arrange special classrooms for language classes if they are convinced of the value of teaching language skills in an integrated way.					
4	The school administrators convince other subject teachers in the school to tolerate the noise from English language classes.					

Appendix A

3. Which of the following problems do you think are the most serious hindrances for you to teach integrated skills communicatively? Number them 1,2,3,... 16,... in order of seriousness to you. '1' means the most serious problem, '2' the second serious problem, '3' the third serious problem, etc. Please number all the given problems. If you have additional problems that are not mentioned in the list, please write them and number all the problems (your additions and the given ones).
- A. The students have no interest to learn Language skills in an integrated way. ____
 - B. Other subject teachers complain the noise form language classes. ____
 - C. It is difficult to move in the classroom to help each pair or group due to large class size. ____
 - D. The school has economic problems to make teaching materials like audio/video available. ____
 - E. I do not have preservice or inservice training concerning integrated–skills teaching. ____
 - F. If I teach integrated skills communicatively, I will not have time to complete the textbook. ____
 - G. The teacher's guide does not clearly guide how to teach integrated skills. ____
 - H. The sitting arrangement of students is not suitable to teach integrated skills communicatively. ____
 - I. The students prefer grammar to integrated–Skills. ____
 - J. The students will become out of control if they are allowed to interact in the classroom. ____
 - K. The students complain that they are not taught if they are asked to form pairs or groups to learn integrated skills. ____
 - L. The school administrators do not allow students to make noise while interacting. ____
 - M. The students feel self–conscious (afraid of) speaking in the presence of their English teacher. ____
 - N. The students expect everything from their teacher instead of learning by interacting. ____
 - O. The school library has no adequate reference materials for the students. ____
 - P. I do not have access to current research results. ____

Other/s (please specify and Number):

Thank you very much for your co-operation!

Appendix B
Addis Ababa University institute of Language Studies
Department of Foreign Languages and Literature
Questionnaire to Be Filled in by Students

Dear student,

This questionnaire is designed to focus on issues related to teaching /learning the macro-language skills (listening, speaking, reading, and writing) in an integrated way and the difficulties that teachers and students face when they try to practice teaching/learning integrated skills. So, your genuine responses to the questions will have paramount importance for the success of this study. All your responses will be kept confidential and will be used only for the purpose of this study by the researcher.

Study the definitions of the following phrases before you give your responses.

Language skills- listening, speaking, reading, and writing.

Integrated skills – two or more language skills used at a time or two or more language skills focusing on the same problem or issue.

Teaching /learning language skills in an integrated way- the teaching/learning of two or more language skills at a time or the teaching/learning of two or more language skills that focus on the same problem or issue.

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

Thank you in Advance!

1. Information about Your School and You

Write your response in the blank space and put tick mark in the box which is appropriate to you.

1.1. The name of your school _____

1.2. Your age

11 -13 , 14- 16 , 17 -20 , 21 -25 , Above 25

1.3. Sex

Female , Male

ዕድሜ/ሽ

11-13 □ , 14-16 □, 17-20 □, 21-25 □, ከ25 በላይ □

ፆታ ሴት □ , ወንድ □

2. አጠቃላይ መመሪያ.- የሚከተሉት ጥያቄዎች ስለ እንግሊዝኛ ቋንቋ ባለሀ/ሽ አመለካከት ወይም እምነት፣ አራቱን የቋንቋ ክፍሎች በተቀናጀ መልኩ መማርን/ ማስተማርን በተመለከተ ስላለሀ/ሽ አመለካከት ወይም እምነት እና ስለ እንግሊዝኛ መምህርህ/ሽ ወይም መምህርትህ/ትሽ ባለሀ/ሽ አመለካከት ወይም እምነት ላይ የተመሰረቱ ናቸው። ምላሽህን/ሽን ላንተ/ቺ ተስማሚ በሆነው አማራጭ ሥር የ«ቲክ» ምልክት (✓) በማስቀመጥ አመልክት/ች።

እንግሊዝኛ ቋንቋን በተመለከተ ያለሀ/ሽ አመለካከት ወይም እምነት

ተ.ቁ	ዐረፍተ ነገር	ምላሽ (አማራጭ)				
		በጣም እስማማለሁ	እስማማለሁ	መስማማትም እስመስማማትም አልችልም	እስማማለሁ	ፈጽሞ እስማማለሁ
1	እንግሊዝኛ በጣም ከባድ ቋንቋ ነው።					
2	እንግሊዝኛ ከባድ ቋንቋ ነው።					
3	እንግሊዝኛ መካከለኛ ክብደት ያለው ቋንቋ ነው።					
4	እንግሊዝኛ ቀላል ቋንቋ ነው።					
5	እንግሊዝኛ በጣም ቀላል ቋንቋ ነው።					
6	እንግሊዝኛ ቋንቋን ከማዳመጥና ከመናገር ይልቅ ማንበብና መጻፍ የበለጠ ይቀላል።					
7	እንግሊዝኛ ቋንቋን መማር ማለት የእንግሊዝኛ ቋንቋን ሰዋሰው /የአረፍተ-ነገር አወቃቀር ፣ በአረፍተ-ነገር ውስጥ የሚገኙ ቃላት ቅርፅ/ ማጥናት ወይም መማር ማለት ሲሆን ከዚህ ያለፈ ሊሆን ግን አይችልም።					
8	ሃሳብህን/ሽን በእንግሊዝኛ በትክክል ማቅረብ እስክትችል/ችይ ድረስ በእንግሊዝኛ ምንም ነገር ማለት የለብህም/ሽም።					
9	የእንግሊዝኛ ቋንቋ መምህርህ/ሽ ወይም መምህርትህ/ሽ ባለበት/ችበት በእንግሊዝኛ ቋንቋ ለመናገር ፍርሃት ይሰማህል/ሻል።					

Appendix D

5. Do you have problems that hinder you from using tree diagrams; flow charts, and matrices or tables to teach language skills in an integrated way?

Please specify your problems _____

6. What aspects of the English language lessons (grammar and vocabulary, separated language skills, integrated language skills, etc.) do your students prefer?

Are there reasons for their preference? _____

What are these reasons? _____

7. Do you have any training (pre-service or in service) how to teach language skills in an integrated way? _____

8. Do you think that your training is adequate to teach language skills in an integrated way? _____

9. What are the main problems that you think are hindrances to teaching language skills in an integrated way? _____

Appendix E

2.4.4. Are the students interested in performing tasks or activities?

Yes , No

3. Problems Faced During the Lesson

3.1. Noise from pairs or groups disturbing other classes

3.2. Large class size

3.3. Unsuitable sitting arrangement for group activities

3.4. Disciplinary problems

3.5. There are students who are unwilling to speak in the class

3.5.1. The students who are unwilling to speak are:

many , Some , Few , Very view , None

If there are other problems, please specify them.

Declaration

I the undersigned declare that this thesis is my original work and has not been presented for a degree in any other university and that all sources of material used for the thesis have been dully acknowledged.

Name: Gizachew Alemu

Signature: 

Place: Addis Ababa University

Date of Submission: 18/10/2001 E.C.

Advisor: Dr. Taye Regassa

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