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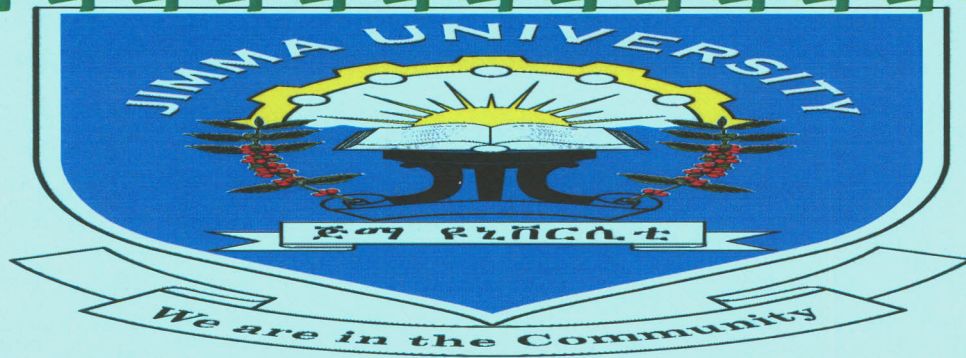
DEPARTMENT OF FOREIGN LANGUAGE AND LITERATURE

(GRADUATE PROGRAM)

THE IMPLEMENTATION OF LANGUAGE SKILLS INTEGRATION

IN ENGLISH AS A FOREIGN LANGUAGE (EFL) CLASSES:

JIMMA COLLEGE OF TEACHERS'

EDUCATION IN FOCUS

BY:
DESTA KEBEDE

A THESIS PRESENTED TO THE DEPARTMENT OF ENGLISH

LANGUAGE AND LITERATURE IN PARTIAL FULFILLMENT OF THE

REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN

TEACHING ENGLISH AS A FOREIGN LANGUAGE

(TEFL MA PROGRAM)

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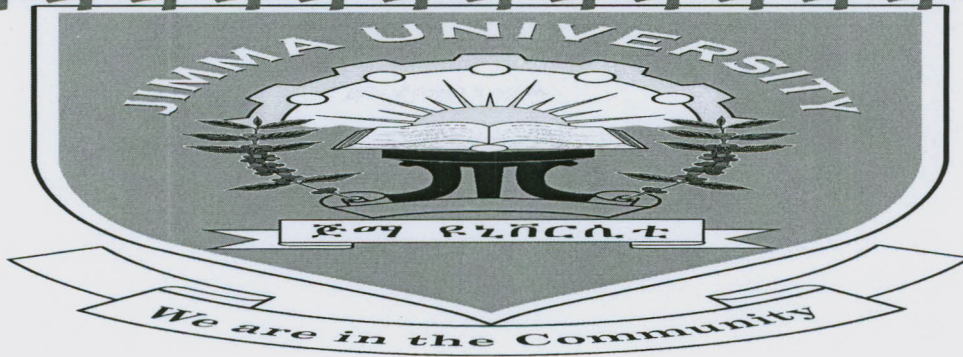EDUCATION IN FOCUS

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Acknowledgments

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Abstract

The purpose of this study is to assess to what extent language teachers integrate language skills in teaching and learning English at JCTE. The study particularly, found out teachers' knowledge on the theoretical orientations of language skills integration, examined to what extent teachers practically implement integrated language skills in EFL classes and identified the major factors that might hinder the implementation of language skills' integration in EFL classes. To this end, the study employed descriptive survey method, which involves both quantitative and qualitative data gathering tools to enrich data. Accordingly, JCTE was selected through availability sampling. Then, all the 6 EFL instructors along with 46 EFL students which sum up to 52 were selected through purposive sampling as respondents for the study. To collect the necessary data for the study, two sets of questionnaire were employed as the main data collecting tools. Besides, classroom observation, interview and content analysis were utilized to supplement and substantiate the data gained through the questionnaire. To analyze the quantitative data, frequency, percentage, mean and standard deviation were utilized. The qualitative data were analyzed thematically.

The results of the study reveal that the instructors were not capable enough on the knowledge and the theoretical orientations of language skills integration in EFL classes. In addition, it was found that the teachers lacked practical skills on the implementation of language skills integration in EFL classes. Furthermore, the study revealed that: instructors did not teach two language skills in integration in speaking, writing, reading and listening lessons; that is, they hardly taught four language skills in integration in these lessons, they rarely used communicative activities and project work, some of the instructors could not effectively play their managerial roles and most of them hardly used various teaching aids and equipment, most instructors frequently used whole class organization at the expense of pair and/or group organizations, a number of hindrances which related to the College, the students and the instructors directly or indirectly impeded the implementation of language skills integration in EFL classes. Generally, the study indicated that the module did not create a fertile ground for integrated language skills teaching/learning in EFL classes. That is, the organization and balance between the macro and micro skills of the language skills development in the module was not appropriate to the learners and learning situation. Thus, the skills integration and the development of discourse and fluency skills were not given sufficient attention.

Finally recommendations were drawn based on the above findings. The points of the recommendations include: the instructors' use of communicative activities and project work when they teach integrated language skills, the students' awareness on the advantages of integrated language skills learning, the effectiveness of the organization and balance between the contents of language skills in the module, the importance of in-service training in the form of workshops, symposia, experience sharing and seminars for the professional growth of teachers. Teacher training institutions (colleges and/or universities) should train teachers on both the theoretical and practical aspects of integrated language skills teaching in EFL classes.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Skills are the building blocks and effective elements of the language learning process. In order to make the comprehensive and complex process of language learning simple and effective, skills integration is a suitable means of teaching language. It is a well known fact that the four language skills are rarely used alone in everyday life. Integrating language skills help language learners to develop their ability in using two or more of the four skills within real contexts and also in their actual life. All language skills are crucial in teaching and learning process and combination of the language skills has a positive effect on the student success (Selma and Selen, 2010).

In natural language learning, skills integration is inevitable and in the language classroom skills need to be practiced in integration. According to (Cunningsworth, 1984, p. 46), with the actual language use, one skill is rarely used in segregation; that is various communicative situations in real life involve integrating two or more language skills at a time. For example, a person reads a letter and reacts to it by writing after reading, and may probably talk about it after writing it. Two or more language skills are commonly integrated in daily speech. According to (Hinkel, 2006, p. 113), communication will be meaningful if it happens in integrated language skills, not isolated one. That is, communication does not run well if people use only one language skill at a time. Thus, language skills in the classroom should also be integrated in the language teaching process as it is in real life. Therefore, in order to provide more focused and significant learning situation, teachers must integrate the language skills: speaking, writing, listening and reading while teaching and practicing the language.

For the past three decades, ELT experts already found a whole language approach which is related to teaching four skills. This approach was established in 1980s and began to be implemented in the 1990s and the 2000s by US educators (Hinkel, 2006; Selma and Selen, 2010). It is considered as an approach because it has key principles about language (language as

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whole) and teaching/learning (reading, writing, listening and speaking should be integrated into learning). According to Richards and Rodgers (2001), whole language instruction is a theory of language instruction that was developed to help young children and has also been extended to middle levels, secondary levels and tertiary levels of the teaching of English as a second/foreign language.

The development of the movement towards the integration of the language skills is widely practiced in many countries of the world nowadays and is centered in Canada, USA and UK, but it has tentacles circling the globe. That is to say, the issues in language skills integration using an international perspective are expanding and that it has taken hold in the UK, the USA, the Canada, and elsewhere (David, 1994; Oxford, 2001; Brown, 2001).

The Education and Training Policy of the Government of Ethiopia, established in 1994, outlined the prescribed medium of instruction for primary, secondary, and tertiary education in Ethiopia. At the primary level (grades 1-8), the student's mother tongue (Afan Oromo, Amharic, Tigrinya, etc.) is used as an instructional medium, with English being taught as a subject. At the secondary level, the medium of instruction changed to English, which continues to tertiary levels (Tadesse, 2012). That is, some colleges and all universities in the country are supposed to use English as their medium of instruction; they ought to produce documents, conduct research, publish materials, hold meetings, and write minutes and reports, etc. in English. Hence, the increasing use of English in most government and business sectors in Ethiopia, demands a mastery of the integrated skills of language from the students coming out of Colleges and Universities (Negash, 2006 as cited in Abraham, 2012).

Consequently, our students' good command of integrated skills of the language plays a dominant and longstanding role in their academic success. As a result, implementation of skills integration in EFL class is important, as it is communicative, learner-centered, realistic, and meaningful in EFL teaching and learning.

The interest of focusing on this integration of language skills emanates from various reasons. In the first place, to the best of the researcher's knowledge, it is one of the significant areas language teachers raise as a problem in relation to the implementation of integrated language

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skills. Secondly, as a language teacher, there is no room to entertain discrete language skills purely one over the other. Besides, most educators agree that students are beneficiaries when they are engaged in the integrated tasks rather than the segregated skill.

However, EFL teachers at Jimma College of Teachers' Education may not be fully implementing integrated skills due to the following reasons. Firstly, the background (learning experience) of students at high school level. That is, mostly they learned skills in a discrete way. Secondly, there is scarcity of instructional materials especially modules and inadequacy of the content of the module to implement integrated language skills. Thirdly, though teachers have participated in different short and long term training that help them to apply integrated skills, still they do not seem to fully implement integrated skills because of the influence of traditional (discrete/segregated) methods of teaching language skills.

1.2. Statement of the Problem

Much has been said about the segregated ways of teaching and learning language skills. There are several researches conducted in the areas of listening, speaking, reading and writing on each without considering their interdependence effect on teaching language. But little attention is given to what extent language teachers implement by integrating skills in general and Jimma College of Teachers' Education language teachers in particular.

According to Wang (2000), integrating the four skills emphasizes the focus on realistic language and can therefore lead to the students' all-round development of communicative competence in English.

There is also a general consensus about the need for integrated language skills teaching in Ethiopia. For instance, integrated language skills teaching is selected to be the language teaching practice at tertiary level. In this regard, the language curriculum prepared for college of teachers' education, which is produced by the Ministry of Education (Institute for Curriculum Development and Research (ICDR)) and regional education bureau (Oromia Educational Bureau), clearly shows that skills integration would provide students with opportunities of

practicing macro and micro skills of the language and make them confident and effective users of the target language. Thus, college students should learn language skills in integration.

Even though language skills' integration is assumed to be practiced in the college of teachers' education, to the best of the researcher's knowledge, there is no systematically collected evidence on Jimma College of Teachers' Education which shows how much the integrated language skills teaching is being practically implemented in classrooms as planned. The researcher believes that, to make the best pedagogic decisions for the students, a systematic study on the implementation of language skills' integration at tertiary level is important.

Hence, there are few local studies on integrated language skills teaching in the Ethiopian context. The first study done by Endalkachew (1995), aimed to see the feasibility of integrated-teaching of listening and speaking at grade eleven level; and by designing tasks that unify listening and speaking skills, he proved the feasibility of teaching listening and speaking skills at a time at grade eleven level. The other researcher, Nasise (1999) intended to see the distribution and ratio of integration of skills in grade ten English for Ethiopia Books (1) and (2). She also observed some classroom teaching practices in Yekatit 12 and Menilik II schools. Nasise's study shows that the integration of more than two skills was rarely seen in the textbooks, and most English teachers failed to integrate language skills in the classrooms observed. The third researcher, Alemayehu (2008), on the other hand, conducted experimental research on plasma and non-plasma teaching of integrating language skills in the teaching of English; he analyzed the contents of grade nine students' textbook and teachers' guide and also he observed some classroom teaching practices in three government secondary schools in Addis Ababa namely, Wro. Kelemework, Entoto Amba and Yekatit 66 primary and secondary school. His study shows that there was a gap between the teachers' theoretical knowledge of integrated-skills teaching assumptions and their practical skills of teaching language skills in integration in the classrooms.

Though these three researchers attempted to look in to the importance of integrated language skills in EFL classrooms, none of them attempted to look at the extent to which language teachers integrate language skills and devise tasks in classrooms at tertiary (college or/and university) level. The purpose of this study is, therefore, to assess whether and how often

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teachers implement integrated language skills in EFL classrooms with reference to Jimma College of Teachers' Education and to recommend some possible ways of overcoming related problems.

Accordingly, the study basically differs from the above studies in that it will use descriptive research method, it will be conducted on tertiary (college or/and university) level and not only on the importance of integrated language skills but also assess the implementation of language skills' integration in teaching and learning English as a Foreign Language in the light of: (i) teachers' knowledge on the theoretical orientations of language skills integration in EFL classes (ii) the practical implementation of language skills' integration in EFL classrooms and (iii) the factors that impede the implementation of language skills' integrations in EFL classes.

In order to avoid the complaints and misleading information in the areas of skill integration, a closer and thorough investigation regarding to what extent language teachers teach language skills integratively is needed.

It is with this belief that the present researcher planned to carry out a study on the implementation of language skills integration in English as a foreign language classes at Jimma College of Teachers' Education. Apart from this, the study is hoped to bridge the accessible research gap that exists in our country in the area.

This study, therefore, was undertaken to assess to what extent language teachers integrate language skills in teaching and learning EFL at Jimma College of teachers' education. To this effect, the researcher formulated the following leading research questions to be answered in the course of the study:

1. To what extent teachers have adequate knowledge on the theoretical orientations of language skills integration in EFL classes?

2. How often is the integration of language skills' teaching practically implemented in EFL classrooms?

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3. What are the factors that impede the implementation of language skills' integrations in EFL classes, if any?

1.3. Objectives of the Study

1.3.1. Main Objective

The main objective of this study is to assess the extent to which language teachers integrate language skills in teaching and learning English at Jimma College of Teachers' Education. It also sheds some light on teachers' knowledge of language teaching integratively.

1.3.2. Specific Objectives

Based upon the main objective, this research is intended to achieve the following specific objectives:

1. To find out teachers' knowledge on the theoretical orientations of language skills integration in teaching English as a Foreign Language classes

2. To examine the extent to which teachers practically implement integrated language skills in English as a Foreign Language classroom

3. To identify the major factors that might hinder the implementation of language skills' integration in English as a Foreign Language classes.

1.4. Significance of the Study

The implementation of language skills integration in EFL classes has high merits in the field of language teaching and learning. Accordingly, the findings of the study could have the following significances:

1. The finding of the study would enable EFL teachers of Jimma College of Teachers Education to improve their teaching practices by effectively implementing language skills integratively. To this end, all the teacher-educators, the trainees and the instructional materials producers could be benefited from the findings of the study.

2. The finding might help English language teachers to revise their method of teaching English language at tertiary levels, and thus make the necessary improvement in the implementation of the integrated language skills teaching.

3. The result of the study would be significant for the university as its results might inform the implementation of language skills integration in EFL classes in the years to come.

4. It could also serve as a spring board for the future researchers for it provides some insights into the area.

1.5. The Scope of the Study

This study strictly limits itself to the implementation of language skills integration in EFL classes. The study was also restricted only to year one English Department students male twenty and female twenty six and six EFL instructors teaching at Jimma College of Teachers' Education located some 352kms Southwest of Addis Ababa and about 2.5kms Northeast of Jimma City Center. The college was preferred, as it was believed to implement integrated language skills when compared to other schools found in Jimma. The study only attempted to the integration of language skills rather than involving discrete skills like speaking, writing, listening, and reading skill. This makes it possible to see teachers' direct involvement in integrated language skills teaching.

1.6. Limitations of the Study

The quality of the research work would have increased if it had covered a large population from different areas. However, due to different constraints, this research was limited only to Jimma College of Teachers' Education. As a result, conclusions deduced or generalized from such a narrow context and recommendations provided might not serve the case of all Teachers Training Colleges throughout the Oromia Region and the entire country. Because, research conducted only on one college cannot represent the realities in other colleges.

1.7. Acronyms and Definitions of Operational Key Terms

CBLT- Content Based Language Teaching

CLT - Communicative Language Teaching

EFL - English as a Foreign Language

ESP - English for Specific Purpose (e.g. for medicine, business, engineering, law, agriculture)

ICDR - Institute for Curriculum Development and Research

JCTE- Jimma College of Teachers' Education

TEFL - Teaching English as a Foreign Language

TBLT- Task Based Language Teaching

Integrated Language Teaching- A language teaching approach where the four primary skills of listening, reading, speaking and writing are interwoven during instruction (Oxford, 2001).

Segregated Language Teaching- A language teaching approach which capitalizes on discrete language items where the four skills of listening, reading, speaking and writing are not properly woven together in an instruction; where the lesson consists merely of segregated skills in parallel threads that do not touch, support, or interact with each other (Oxford, 2001).

Integrated skills –Language skills (reading, writing, speaking, etc.) used together for communication.

Task-Based learning- An approach in which learners work together to solve a problem, complete a task, create a product and etc. Learning which occurs through social activity.

Primary language skills (macro skills) - Skills like, speaking, reading, listening and writing.

Sub-skills (micro skills) - Skills such as grammar, vocabulary, spelling, pronunciation, etc. which contribute to success with the primary skills.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Definition of integrated language skills teaching

In Communicative Language Teaching (CLT), the term 'integrated language skills teaching refers to the connection of two or more macro language skills (listening, reading, speaking and writing) and micro skills or language elements (grammar and vocabulary) in language teaching/learning process (Harmer, 1991; Oxford, 2001; Ur, 1996). The term integrated language skills teaching are also usually considered as synonymous with reinforcement. That means the learning of one skill leads to the learning of another skill(s). For instance, speaking may be pursued by related writing or reading in language teaching/learning process (Byrne, 1986; Brown, 2001).

Thus, as opposed to segregated or isolated language skill teaching, in integrated language skills teaching, two or more language skills are interwoven and presented to learners in context (Atkins et al., 1996; Oxford, 2001). The main focus of integrated-skills teaching is the teaching of language use for communicative purposes rather than teaching language forms devoid of context (Furuta, 2002).

2.2. Rationale for integrated language skills teaching

Integrated language skills teaching is a common language teaching practice in many countries of the world these days. Language skills integration is the popular concept these days throughout the world. The current trend in language skills teaching practice is also towards integrated language skills teaching in many countries (Oxford, 1994).

In the past two decades we have seen a movement away from narrow methods to broader integrated approaches in language teaching, approaches that encourage the teaching of all four skills within the general framework of using language for learning as well as for communication (Snow, as cited in Celse-Murcia, 1991).

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Oxford (1994, p. 265) further confirms that "skills integration is expanding and that it has taken clutch in the UK, Canada and elsewhere". Mainly there are two reasons for integrated language skills teaching to be expanded and implemented widely in countries. These reasons could be categorized as 'real-world rationale for integrated language skills teaching and 'pedagogical rationale for integrated language skills teaching (Harmer, 1991; Miller & Gildea, 1987 & Oxford, 1996).

2.2.1. Real-world Rationale for Integrated language skills Teaching

In real life communication situations outside the classroom, we rarely use only one skill without the other. Rather, we use two or more skills at a time (Atkins et al., 1996; Harmer, 1991).

For instance, we both listen and speak when we talk with a person on a telephone. We may also read an article about a film or a concert in a newspaper/a magazine. So as to discuss the significant issues in the article we read with someone else who sits next to us (Mcdonough and Show, 2003). Another example which shows integrated language skills use in the real-world communication outside the classroom is that a director of a company may want to deliver a speech about annual objectives of a company. The director may need to refer past documents to write a short note. Then, the director may deliver his/her speech by referring the note he/she prepared (Phillips and Walters, 1995). In these cases and in many other instances, we use two or more language skills in our day to day communication (Crook, 2001).

Therefore, language skills should be interwoven with each other and taught in a classroom. That is to say, language teaching in a classroom should reflect the integration of skills in real-world communication (Harmer, 1991). In this regard Byrne (1986, p. 130) further argues that "we should be looking for opportunities to knit skills jointly, because this is what happens in actual life. Similarly, Mcdonough (2003, p. 203) states that "skills integration will hopefully show learners that skills are rarely used in isolation outside the classroom and that they are not distinct as such, but that there is considerable overlap and similarity between some of the sub-skills involved."

2.2.2. Pedagogic Rationale for integrated language skills teaching

In an academic context, there are pedagogic reasons for integrated language skills teaching. In a lecture type of lesson, which is a common type of lesson in several schools, students are anticipated to listen to the information provided by their instructors, and to take notes so that they read it later on for detailed understanding. The students need to ask their instructors for clarification of point(s) which they do not understand while they are attending a lecture. They may also read a text connected to the lecture they attended in the classroom. Therefore, integrated language skills teaching in schools help students cope with their academic work, which demands of them to use two or more skills at a time (Lyndon, 1981; Yohannes, 2010).

In any high school/college lesson there will be listening (to the teacher or the students), speaking (by the teacher and the students), reading and probably some writing. Thus, whether it is outside or inside the classroom, the macro skills are always integrated (Atkins et al., 1996).

Being multi-language skills users at a time enables students to be successful in their current and/or future academic learning; and two or more skills performance at a time can be achieved through integrated language skills teaching (Lazaraton, 2001). According to Blanton (1992), whatever activities are spun of the text, they must be in their combination call on students to employ all modes of communication (reading, writing, listening, speaking) and to immerse themselves in language and language operation of the sort that will better prepare them for the academic road ahead.

2.3. Theoretical Bases for Integrated language skills teaching

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

In integrated language skills teaching process, learners are viewed to be active information processors (learners apply their mental power in order to distill the input information presented to them). That is, in integrated skills teaching/learning process, it is believed that learners analyze, synthesize, evaluate and judge the input information presented to them before they reach conclusion(s) (Atkins et.al, 1996; Spanos, 1989). From this we understand that integrated language skills teaching are underpinned in the cognitive theory of learning.

Alternatively, integrated language skills teaching intends to help students use the combined skills in their day to day communication situations, whether in a classroom or outside a classroom (Harmer, 1991; Oxford, 2001; McCarthy & O'Keeffe, 2004). From this we could infer that integrated-skills teaching are grounded in the linguistic theory of language, which states/claim language to be a means of interpersonal interaction and a means of expressing functional meanings (Atkins et.al, 1996; Brown, 1994; Field, 1998; Richards and Rogers, 2001; Stern, 1983; Short, 1989). According to Mcdonough and Show, (1993), if one of the jobs of the teacher is to make the students 'communicatively competent' in second language, it will involve more than being able to perform in each of the four skills separately. Thus, by giving learners tasks which expose them to these skills in combination, it is possible that they will get a deeper understanding of how communication works.

From this, it follows that integrated language skills teaching is rooted in the theory of communicative competence, which claims communicative competence to include four competencies, namely, grammatical/linguistic competence (knowledge of the structure or form of the language), sociolinguistic competence (knowledge of when to use language in appropriate context), strategic competence (knowledge of how to 'repair' or 'mend' communication breakdown) and discourse competence (knowledge of understanding both spoken and written language beyond sentences level (Brown, 1994; Hinkel, 2001; Widdowson, 1978).

2.4. Types of Integrated language skills teaching

There are two broader kinds of integrated language skills teaching viz. content based language teaching and task-based language teaching. Alternatively, a hybrid of content-based and task-based language teaching can be possible (Celce-Murcia, 1991; Oxford, 2001). Theme based and task based are actually used at many educational levels (David, 1994).

2.4.1. Content-based Language Teaching

Content-based Language instruction is the most frequent mode of language skills integration. The main goal is communicative competence in the target language (the language being learned), and a secondary goal is content knowledge such as sociology, mathematics or science. The term 'content' has had many different interpretations in different language teaching methods. In Grammar translation method, content was defined as the grammatical structures of the target language (L2); but in audiolingualism method, content was assumed to be the grammatical structures and vocabulary of second language. In this method language content means language forms (Brown, 2001). On the other hand, the more recent communicative approaches to the teaching of English (Communicative Language Teaching method, Community Language Learning method and so forth) define content as functions or the communicative purposes for which students use the target language (for example, greeting, invitation). In these methods, the term 'content' also refers to the use of subject matters for second/foreign language teaching purposes (Cunningsworth, 1995; Rubin, 1975; Hauptamann, 1988; Donna, 1988; Edwards, 1984; Celce-Murica, 1991). In content-based language teaching, a theme/topic of a subject matter serves as a basic building block to unify language skills. That is, language skills are interwoven around a common topic/theme in content-based teaching (Atkins et al., 1996; Brown, 2001; Robson, 2002). Content-based language teaching includes two major models of language teaching viz. theme-based language teaching model and adjunct language teaching model (Byrne, 1988; Brown, 2001).

2.4.1.1. Theme-Based Language Teaching Model

In a theme/topic-based language teaching model, language skills is linked with the study of a theme or a topic, which could be a broader theme/topic (for instance, global warming) or a narrow theme/topic (e.g. firewood). The theme provides a context for language use in integrated language skills teaching. That is, the language skills 'revolve' around a common theme/topic; and the theme serves as 'catalyst' to join two or more language skills (Brinton, 1989; Blanton, 1992; Cunningsworth, 1995; Hauptamann, 1988; Edwards, 1984; Brown, 2001).

Theme-based language teaching is applicable at all grade levels (lower, intermediate and advanced grade levels); and it is suitable for heterogeneous sets of learners. Thus, it is the most helpful and widespread form of content-based language teaching nowadays (Richards and Rodgers, 1986; Brown, 2001).

2.4.1.2. Adjunct Language Teaching Model

The adjunct model is content-based approach in which students are currently enrolled in a language class and content lessons. This model is usually implemented in post secondary settings where such linking or 'adjuncting' between language and content departments is feasible. A key feature of the adjunct model is the coordination of objectives and assignment between language and content instructors (Brinton, 1989; Donna, 1988; Alemayehu, 2008; Brown, 2001).

Accordingly, in the adjunct language teaching model, a language teacher/ instructor works in collaboration with a content course (subject matter) teacher in such a way that the content course teacher may provide information pertaining to the language forms, language skills students need to develop and so on for the language teacher. Then, the language teacher helps the students develop the skills which help them learn the content course (Mohan, 1986; Snow & Genesee, 1988; Brown, 2001).

The adjunct language teaching model is rarely used at lower grade levels; rather, it is more limited to higher institutions (universities and colleges). It is also suitable for advanced students who have a higher language proficiency level (Hauptamann, 1988; Edwards, 1984; Blanton,

1992). All content based language teaching models pressure the content chosen to link the language skills to be interesting for students, and to relate with students' language proficiency levels, culture and background (Murphy, 1991; Blanton, 1992; Nunan, 1989; Donna, 1988; Oxford, 2001; Celce-Murica, 1991).

2.4.2. Task-based Language Teaching

The Task-Based Approach actually represents a practical means to accomplish the integration of skills if used with the appropriate materials and procedures. In addition, these approaches integrate the four skills to promote effective communication because people usually develop these skills interlinked. It is rare to acquire a macro skill in isolation in real life. Using a language, though it is a first language, implies a strong and inevitable connection between skills (Almarza, 2000; Asato, 2003; Furuta, 2002; Larsen, 2000; Su, 2007; Doughty & Pica, 1986; Brown, 2001).

Thus, in task-based language teaching, tasks help unify two or more language skills together (Byrne, 1986; Long and Crookes, 1992; Hauptamann, 1988; Edwards, 1984; Nunan, 1989; Parrott, 1993). Here, it is important to ask two basic questions: (a) what are language learning tasks? And (b) what are the different kinds of tasks which could be used to integrate language skills?

2.4.2.1. Definition of Language Learning Tasks

Many scholars (for example, Nobuyoshi and Ellis, 1998; Nunan 1989; Richards, 2001) characterize language learning tasks to be 'activities' that make learners use the target language (L2) in meaningful communication. Nunan (1989, p. 10) in particular defines a communicative task as task which "involves learners in manipulating, comprehending, interacting in the target language while their attention is principally focused on meaning rather than form."

Communicative tasks are basically different from activities and exercises (for example, repetition and substitution drills) that make learners practice the target language forms (Jing, 2006; Nubuyoshi and Ellis, 1994; Brown, 2001).

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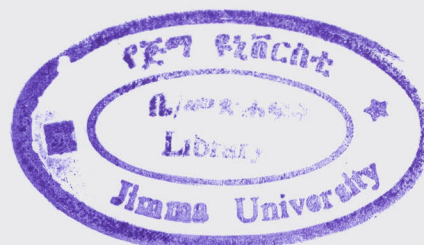
According to Nunan (1989), in analytic terms, tasks have four components, namely, goals (implicit/explicit outcomes of tasks), inputs (verbal and non-verbal data presented to learners; for instance a reading passage, pictures), activities (what learners actually do with the input; for example, reading,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

Teachers of English generally acknowledge the close links among the four strands of the language skills namely speaking, listening, writing and reading. In the situation of the current study, the integration of language skills is defined as the process in which each language skill is learned in terms of the others. Learning to listen, talk, read, and write always involves something-some content to talk, listen, write or read about. The training of language skills cannot be left to chance. The combination of language skills can best be achieved through involving students in hands-on communicative language learning activities. The active participation of students in communicative language learning activities enhances the integration of the language strands.

2.4.2.2. Types of Language Learning Tasks

According to (Nunan, 1989, Richards, 2001 and Brown, 2001), there are two broad types of language learning tasks that could be used to integrate language skills on the continuum of language learning tasks.

2.4.2.2.1. Pedagogic/academic Tasks

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

Pedagogic/academic tasks demand learners to engage in tasks which the learners are unlikely to perform outside classrooms. However, while learners are carrying it out, they might build up language skills which they probably transfer to perform real/actual-world tasks (Nunan, 1989).

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Pedagogic/academic tasks could be information gap tasks, jigsaw tasks, problem-solving tasks and so on (Parrott, 1993; Hauptamann, 1988; Edwards, 1984; Brown, 2001).

2.4.2.2.2. Real/actual-World Tasks

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

Here, it is important to notice two main points. First, in integrated language skills teaching both pedagogic/academic and real/actual world tasks could be used as a 'nucleus' around which language skills might be combined. That is, two or more language skills could be derived out of both pedagogic and real world tasks and presented in combination to students so that they learn two or more language skills at a time (Nunan, 1989). Second, tasks that are used as a 'glue' to unify language skills together need to relate to learners' background, goal, culture and linguistic competence (Nunan, 1989; Hauptamann, 1988; Edwards, 1984; Richards, 2001; Brown, 2001).

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

Although it may be appropriate to view content-based language teaching and task-based language teaching as two broader integrated-skills teaching models on the continuum of integrated-skills teaching, the distinction between content-based language teaching and task-based language teaching does not mean that we cannot use a blend of content-based and task-based language teaching (O' Malley & Chamot, 1990). Indeed, language skills may be organized both around tasks and topics in a unit and/or lesson. In this case, a hybrid of content-based language teaching and task-based language teaching could be used to teach language skills in combination (Hauptamann, 1988; Cunningsworth, 1995; Davies, and Pearse, 2002 and Edwards, 1984).

2.5. Advantages of Integrated Language Skills Teaching

In language teaching, we can use integrated language skills for several benefits. First, integrating language skills offers more purposeful and meaningful learning at all proficiency levels. In addition, it contributes to consistent teaching and to better communication (Oxford, 1990). It also brings variety into the classroom. Teachers enrich classroom instruction by integrating language skills cooperatively (Selma and Selen, 2010). By integrating the language skills, students learn to manage the language and they can easily transfer the acquired knowledge of the other areas. Practicing of all four skills promotes language learning and affects the second language knowledge of learners positively. When the language skills are integrated in language teaching, language learning comes nearer to the way we do in real life (Seedhouse, 1999; Almarza, 2000; Oxford, 1994 and 2001).

It is further believed that integrated language skills teaching helps students develop their communicative competence (grammatical/linguistic competence, strategic competence, sociolinguistic competence and discourse competence) (Atkins et al., 1996). Integrated language skills teaching provides authentic language learning environment for teaching/learning process, help students to learn language skills in better way, makes students be successful academically, helps students become critical thinkers (to analyze, synthesize and evaluate information), creates motivation in students by avoiding a routine practice of forms of the language, which creates dullness in students, brings student centered and humanistic approach to language teaching in a classroom (Selma and Selen, 2010).

By immersing learners in topics and tasks which demand the use of two or more language skills at a time, integrated language skills teaching exposes the learners to authentic language and enables them to interact naturally with the intended language. That is to say, it helps learners acquire/learn second language by exploiting its full meaning potential (Byrne, 1986; McDonough and Show, 2003). Integrated language skills teaching also assist students to develop: (a) their communicative skills, and (b) their thinking (cognitive) ability (Cunningsworth, 1984; Peregoy, 1997; Oxford, 2001). The learners are not only sharpening their communicative skills, but also deepening their understanding of the course they learn. In

other words, by learning to integrate the skills, the students not only develop their ability to express themselves but also they develop their thinking power- they get mental training (Atkins et al., 1996).

Additionally, by engaging learners in meaningful tasks and interesting topics/themes that demand the learners to use two or more language skills at a time, integrated language skills teaching could create an authentic language learning environment (positive cooperation and interaction among learners and among teachers and learners) in a classroom. In other words, integrated language skills teaching provides authentic language learning situation, which is described by dynamic and positive student-to-student and teacher-to-students interaction in a classroom (Peregoy, & Boyle, 2001; Richards, 1985; Brown, 2001).

Besides, integrated language skills teaching address learners' 'affective factors' versus motivation, outlook and positive self-esteem (Atkins et al., 1996; Rivers, 1981; Byrne, 1991; Nunan, 1989). Integrated language skills teaching engage learners in meaningful communication process through tasks and topics which are selected based on the students' experience, background, culture and so forth. In doing so, it could provoke motivation in students. The motivation that is provoked through integrated language skills teaching in students, in turn, creates a willingness to ask questions, to think how to learn, to accept correction, to take responsibility and so on. It also indirectly facilitates students' success, confidence, independent study, positive approach (to learning, peers, school and so on) and growth towards self-fulfillment (Atkins et al., 1996; Scarcella & Oxford, 1992; Harmer, 1991 and 2001; Oxford, 2001; Brown, 2001).

According to Brown (2001, p. 234), integrating the main language skills and the subsidiary skills has the following advantages. Namely: the language becomes not just an object of academic interest but a real means of interaction among people, skill integration allows mutually supportive growth in all the main skills and the subsidiary skills, learners rapidly gain a true picture of the richness and complexity of the language for communication, in an integrated language skill arrangement, language instruction promotes the learning of authentic content, rather than the dissection of language structure, the learning of genuine content through language

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is highly motivating to students of all ages and backgrounds, teachers are given the power and the opportunity to track student's progress in many skills at the same time, skill integration seeks to make the components of development (language, cognition and social awareness) together so that second language learning is an integral part of social and cognitive development in school settings and etc.

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

In integrated language skills teaching/learning process, language skills should be sequenced and chained/unified within a framework of a lesson or sequence of lessons (Atkins et al., 1996).

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

Skills can best be integrated in a model where the practice of receptive skills of listening and reading leads into practice of the productive ones of speaking and writing. Such integration can be achieved through the use of a body of information the learner read or listen to, a discourse expressing the body of information and later reproduce at least some of its content in spoken and /or written language (Cohen, 1990; Burgess, 1994).

For that reason, skills can be integrated around a topic in a lesson and taught in a classroom in such a way that first, a listening text may be given for students. Then, the students may be asked to argue the major issues in the listening text after they perform listening task(s). After this, the students may be asked to read an article which relates to the listening text they heard in the classroom and take a short note. In this technique, and in many other cases, students could learn two or more language skills in a lesson or sequence of lessons (Burgess, 1994).

Alternatively, a task may be used as a nucleus around which language skills could be organized in lesson(s) and taught in classrooms. A jigsaw task, for instance, could be used to chain skills in a lesson and teach in a classroom in such a way that first students could be asked to read

disordered paragraphs and arrange them in their correct order. Then, the students might be asked to discuss whether they accept the views in the text or not. After this, the learners could be asked to write a similar passage to the passage they discussed. In this way, and in many other instances, it is possible to combine two or more language skills around tasks in lesson(s) and teach students two or more language skills at a time (Nunan, 1989; Parrott, 1993).

For the time being, it is important to notice two points here. First, the receptive-productive skills sequence for integrating skills in lesson(s) is not the only pattern of language skills integration. In fact, language skills could also be integrated in productive-receptive pattern in lesson(s). For example, in pre-reading and pre-listening activities, students may begin with a discussion/speaking and then move on to reading or listening (Atkins et al., 1996; Parrott, 1993). The relative importance of the language skills, the view taken of the best ordering of the skills, the level of students and so forth determine the pattern of skills integration in a lesson (Byrne, 1986; Davies and Pearse, 2002). Second, for lesson(s) to reflect the desirable characteristic of integrated language skills teaching, the lessons should facilitate language learning/acquisition process, create motivation, cooperation and so forth in classroom (Nunan, 1989).

2.7. Roles of Teachers and Students in Integrated language skills teaching

Using an integrative approach in a communicative classroom requires a teacher to make more effort in choosing materials and designing activities in comparison with the traditional English teaching.

According to Richards and Rogers (2001), any language teaching practice reflects the roles of teachers and learners. Teachers' and learners' roles refer to the part that teachers and learners are expected to play in language teaching/learning process (Nunan, 1989). An integrated skill teaching, in particular, presupposes that teachers and learners have crucial roles in integrated language skills teaching/learning process (Atkins et al., 1996). Teachers' and students' roles are one of the major determinant factors for effective integrated language skills teaching in schools (Oxford, 2001).

2.7.1. Roles of Teachers in Integrated language skills teaching

The basic role of the English teacher is to help students to deal with the skills integration process, not only as a means of developing communicative skills in English, but also to help them achieve deeper understanding of the course content of their other subjects (Atkins et al., 1996).

Therefore, English language teachers should play their essential roles in helping students deal with the skills integration process. They should organize students into different groups and/or peers, monitor students' involvement in skills learning process, advise students, participate in student group/pair discussion, if it is necessary, and so forth (Harmer, 1991 and 2001; Edge, 1993; Hedge, 2000; Oxford, 2001; Richards and Rogers, 2001; Wright, 1987). English language teachers are also responsible for developing, applying and evaluating suitable lesson(s) which reflect(s) integrated language skills teaching. They are also responsible for adapting existing material(s) for integrated language skills teaching purpose, if it is necessary (Oxford, 2001). In integrated language skills teaching process, Oxford (2001) further advises English language teachers to: identify the various ways (for example, task-based, content-based) of language skills integration in a classroom, evaluate the extent to which skills are interdependently taught, choose and use appropriate teaching aids that promote the integrated teaching of language skills and teach language learning strategies that could enhance the performance in multiple skills (Wills, 1996).

2.7.2. Roles of Students in Integrated-skills teaching

Teachers' and students' roles in integrated skills teaching are complementary (Oxford, 2001) and integrated-skills teaching presupposes that students also have crucial roles in integrated skills teaching (Oxford, 2001; McDonough and Show, 2003; Atkins et al., 1996).

Nunan (1989, pp. 84-85) gives a metaphorical expression about the roles of students in a communications lessons.

> For instance, the terms play and players hold out a rich potential for developing a metaphor concerning language learners. As a player, one must participate actively. At the same time one must concentrate by over serving what others do. Players take part in all of the interaction configurations which are important in a communicative language course: as in pairs, individuals, in small groups and in whole group display.

Metaphorical expression about students' roles in a communicative language course has also relevance to the roles that students should play in integrated language skills teaching/learning process. Thus, in integrated language skills teaching, students should actively negotiate and interact in group/pair work. That is, they should contribute their own experiences, opinions and feelings in pair/group discussions. Learners are also expected to: (a) ask questions and answer questions (b) show interest and effort, and (c) use different learning strategies and learning styles (Harmer, 2001; Atkins et al., 1996). Moreover, students should take responsibilities for their own learning (they should be 'manager' of their own learning); and they should be motivated (Edge, 1993; Richards and Rodgers, 2001).

2.8. Factors that Hinder Integrated language skills teaching

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

According to (Frazee, 1995), English teachers may not have adequate knowledge and skills as to how to teach language skills in integration. Thus, they may not play their 'managerial roles' (they may not act as facilitator, organizer, consultant and so on) in classroom. English teachers may further think that it is logistically simpler to teach language skills in isolation than to teach two or more language skills at a time. They may also believe that it is instructionally impossible to teach more than one language skills at a time (Richards, 2001; Wright, 1987).

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

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

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

Still, the testing system, whether teacher made test or national examination, could impede integrated language skills teaching. In principle, integrated language skills teaching demands integrative-tests; however, in practice, if only discrete point tests which measure only a single language skill (for example, a test that assesses only reading skill and/or a test that assesses only grammar skill) at a time are used to measure learners' performance in language skill, the discrete point tests may have a negative washback effect on integrated language skills teaching/learning process (Brown, 1994; Heaton, 1988).

In a nutshell, it is worth noticing the fact that the impediments that have been discussed so far are not inclusive factors that impede the integrated language skills instruction.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

The main purpose of this study was to assess the implementation of language skills integration in teaching and learning English as a Foreign Language (EFL) at Jimma College of teachers' education. The design of the research, source of data, sample of the population and sampling techniques, instruments and procedures of data collection, and method of data analysis are stated hereunder.

3.1. Research Design

In this research, descriptive survey research design involving both qualitative and quantitative techniques was employed. These techniques were chosen because they could provide information concerning the status of the current practices of the implementation of language skills integration in teaching and learning English as a Foreign Language (EFL) in the College. Besides, they help to draw valid conclusions.

3.2. Source of Data and Population of the Study

The sources of data were English language teacher-educators and first year EFL students in Jimma College of Teachers' Education. According to the information from the College, in the 2012/2013 academic year, there were 6 EFL teacher-educators, 46 first year EFL students in the College. The populations of the study were therefore, 6 EFL teacher-educators and 46 EFL students which sum up to 52 as the study population.

3.2.1. Sample and Sampling Technique

The study was conducted in Jimma College of Teachers' Education. There is only one Government College of Teachers' Education in Jimma Town, so availability sampling was used to select the respondents. The reason behind using the availability sampling technique is because the College is relatively near to the residence of the researcher and is accessible to collect the data for the study.

According to the information from Jimma College of Teachers' Education, there were only 6 EFL teacher-educators and three batches of (first year, second year and third year) students in EFL Department. Among these three batches, all first year students and all the 6 EFL teacher-educators were selected through purposive sampling. The reason behind using purposive sampling technique was that they were the only batch taking the course communicative English, a course in which the study was focused on, during the 2012/2013 academic year second semester. The course communicative English is designed with the view providing students with opportunities of practicing both macro and micro language skills. Since the total number of first year EFL students in the College was only forty six (46), they were purposefully included in the study so as to administer the students' questionnaire. The researcher believes that this population (46) could be manageable and might be adequate to provide data that would allow him to make valid conclusions. The information about the demographic characteristics of teacher and student respondents is shown below using Fig. 1, 2, 3 and 4 respectively.
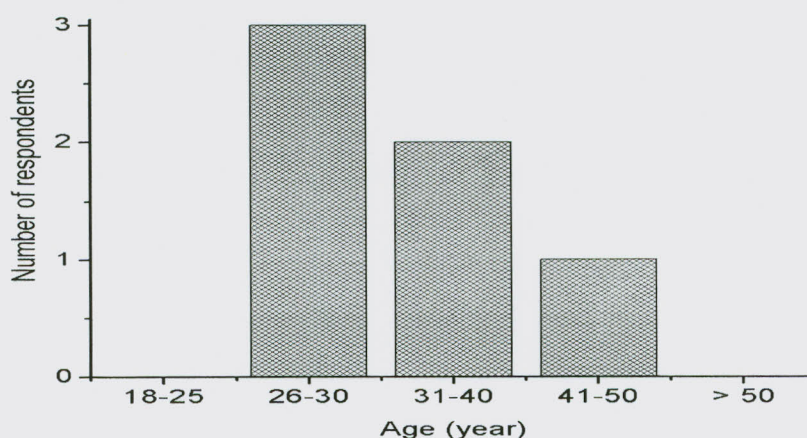
Fig. 1 Age of teacher respondents

The demographic information regarding the age of teacher respondents indicates that, 3 of the respondents fall in the age between 26-30 years; whereas 2 and 1 of the respondents fall in the age between 31-40 and 41-50 respectively.
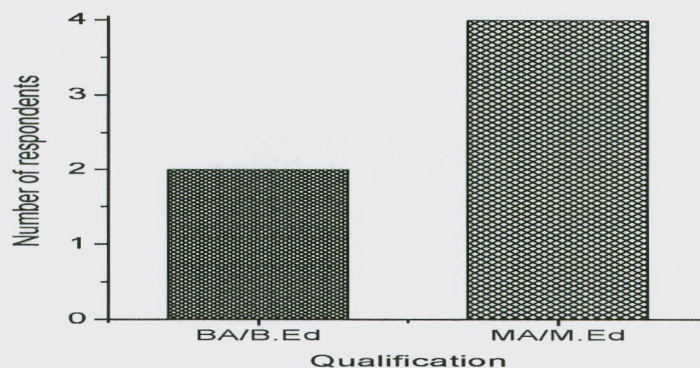
Fig. 2 Qualification of teacher respondents

As can be seen from Fig. 2, in terms of qualification, there were two categories of teachers in the department: first degree (B.A/B.Ed.) and second degree (M.A/M.Ed.). In the first category, 2 teacher- respondents with B.A/B.Ed. qualification had the academic rank of assistance lecturers. Those in the second category (4) with M.A/M.Ed. had the academic rank of lecturers. Generally, the demographic information regarding qualifications indicated that more than half of the instructors in the department had qualification of M.A/M.Ed.
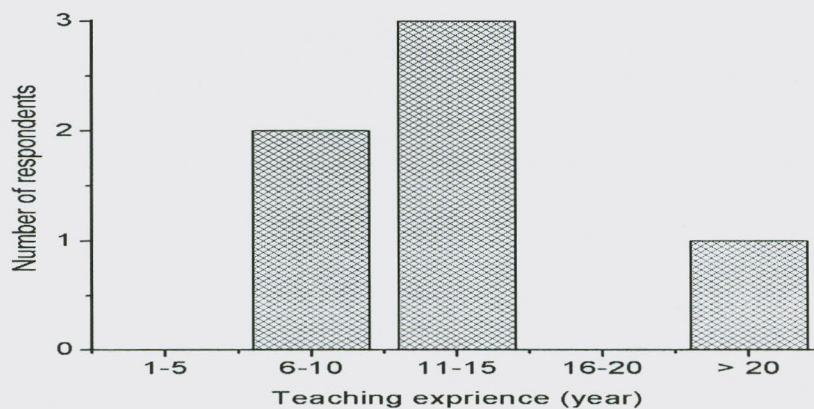
Fig. 3 Teaching experience of teacher respondents

The data in Fig. 3 indicates that 2 of the teacher respondents taught English for 6-10 years while 3 and 1 of them taught for 11-15 and above 20 years at high school as well as at college level respectively.
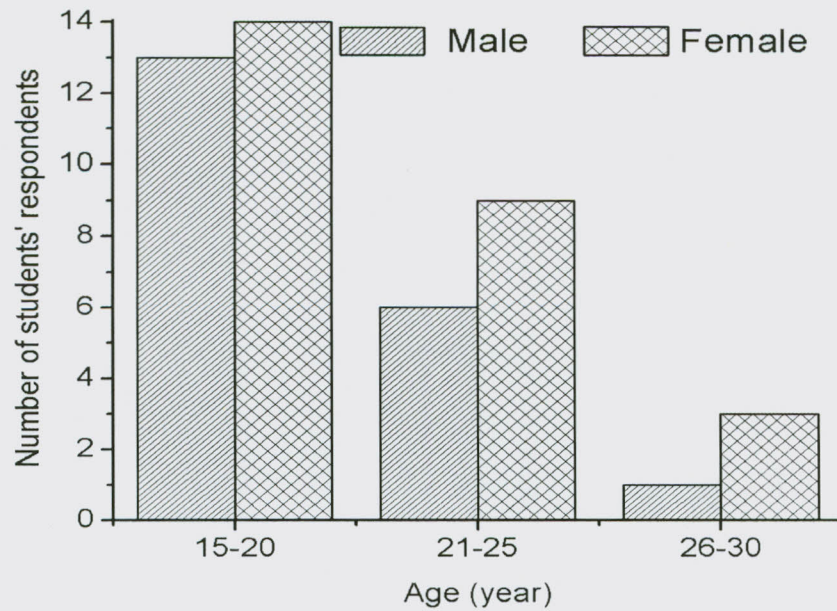
Fig.4 Age and sex of the student respondents

As Fig.4 depicts, 27(58.69%) falls between the age of 15-20 years and these accounts for the majority of the student respondents. The next age classification of the student respondents which takes the 15(32.61%) is between the age 21-25 years. The left of the student respondents' age which is 4(8.70%) lies between 26-30 years. Regarding the sex of student respondents, Fig. 4 above also reveals that 20(43.48%) of the student respondents were males and 26(56.52%) of them were females.

3.3. Instruments and Procedure of Data Collection

The study primarily used quantitative data to identify, analyze and draw a general conclusion on the existing conditions of implementation of language skills integration in the process of teaching and learning English as a Foreign Language at Jimma College of Teachers' Education. Besides, qualitative data were employed as supplementary to the study with the information gained from open-ended questionnaire, observation, semi-structured interview and document analysis (content analysis of the teaching material or module).

3.3.1. Questionnaire

The questionnaire is used commonly to gather data for descriptive survey. Sharma (2000) and Kothari (2006) state that a questionnaire enables a researcher to collect data from large groups of individuals within a short period of time; and it is also easy to administer to a number of subjects in one place at a time. Thus, a set of close and open-ended questions for both students and teachers, which was prepared based on the objectives of the study and the review of related literature, were designed and administered as a main data collecting tool to obtain the necessary data from the respondents for the study. Open-ended questions were included to give the respondents an opportunity to express their views. The questionnaire was translated for the students into their L_1 (Afan Oromo) to avoid language problems so that they can understand and respond to the items easily. To obtain necessary information for the study, the questionnaire was divided in to four parts: part one background information, part two teachers' knowledge on the theoretical orientations of language skills integration in EFL classes, part three teachers' integrated language skills teaching experiences and part four factors that impede the implementation of language skills' integrations in EFL classes at Jimma College of Teachers' Education. It was prepared based on the five points Verbal Frequency Scale ranging from 'Always' to 'Never' and the five points Likert Scale ranging from 'Strongly agree' to 'strongly disagree'. Furthermore, the administration of the questionnaire was carried out in the presence of the student researcher to clear up any possible misunderstanding the respondents might face in filling in the questionnaire and to ensure 100% return.

As it is known, Cronbach Alpha (α) which is an index of reliability and ranges between zero and one is most common reliability statistics used to measure internal consistency or reliability of the instrument. Thus, the students' responses to the questionnaire were entered into SPSS Version 16.0 computer software and checked for reliability and the Cronbach's Alpha statistical technique was used to check each item's reliability. Accordingly, 15 items with ($\alpha = 0.85$), which is good to be used as an instrument for data collection were duplicated and used because professionals have a rule of thumb for describing internal consistency or reliability using Cronbach alpha as (0.7- 0.8 acceptable, 0.8- 0.9 good and above 0.9 excellent) (Dornyei, 2007).

Since the numbers of instructors was very low, the internal consistency or reliability of teachers' questionnaire was not employed.

3.3.2. Observation

Observation is one method of data collection and it is a systematic, purposeful, and selective way of watching and listening to an interactive phenomenon as it occurs (Kumar 2005, p.119). According to Allwright (1988), observation gives the primary account of situations under study; and when combined with other data collection tools, it allows for a holistic interpretation of the situations. Hence, to obtain first hand information concerning the implementation of language skills integration, the researcher prepared a classroom observation checklist in order to collect additional data and substantiate the results obtained through semi-structured interview, close/open-ended questionnaire and content analysis of the teaching material/module. The checklist has four parts focusing on: teachers' roles during integrated language skills teaching, students' roles during integrated language skills teaching, instructional materials and equipment used during integrated language skills teaching and factors that hinder integrated language skills teaching. The checklist was prepared based on the objectives of the study and the review of related literature and its format was adapted from Parott (1993).

From the six EFL teachers in the College, two instructors teaching the course communicative English (a course in which the study was focused on) for both group one and two first year English Department students were purposefully selected for classroom observation and observed at least three times. Thus, the researcher carried out six observations; and the observations were made without disturbing the teaching/learning process in any way. This is to say that the researcher took the position where his presence does not disturb the class.

It was believed that the information from these classroom observation provided important data concerning the implementation of language skills integration in teaching and learning English as a Foreign Language at Jimma Teachers' Training College.

3.3.3. Interview

According to Nunan (1992), the interview is suitable for the study of this kind for two reasons. First, as indicated earlier, it is a descriptive study in which interview can be employed for securing relevant data. Second, the subjects with whom the interview was conducted were few in which case interview is appropriate. Thus, semi-structured interview, which was prepared based on the objectives of the study and the review of related literature, was set to collect pertinent information.

Semi-structured interview having similar contents with the questionnaire to crosscheck the responses drawn through the questionnaire was set and conducted with six EFL teachers to obtain additional supplementary data on teachers' knowledge on the theoretical orientations of language skills integration in EFL classes, teachers' integrated language skills teaching experiences and factors that impede the implementation of language skills integrations in EFL classes, if any. It was believed that such an interview would be appropriate to permit greater depth of response which cannot be obtained through any other data gathering tools. It ensures flexibility in which new or extension questions can be forwarded during the interview based on the responses of the interviewee. The purpose of this interview was to collect more supplementary opinion, so as to substantiate the responses obtained through questionnaire and additional data. Therefore, the researcher believes that this would help to get more significant information to support the data obtained through questionnaire.

3.3.4. Content Analysis

According to Krippendorff (1980), content analysis is used to make valid inferences from the data in context intending to provide insights, a representative of facts and practical guide to action. Accordingly, it was found important to examine the module so as to look at whether or not the contents of the module were suitable for integrated language skills teaching and learning in EFL classes. Thus, the researcher took sample units that would be taught during the observation session.

3.4. Methods of Data Analysis

As repeatedly stated, questionnaires, interviews, classroom observations and content analysis were instruments used for collecting relevant data from students, instructors, classroom practices (observations) and teaching material (module) respectively. Both quantitative and qualitative data were collected from the respondents. Using Statistical Package for the Social Science students (SPSS 16.0) software analysis, the quantitative data collected through close-ended questions were entered into the computer and statistically described in terms of standard deviation, mean, percentage and frequency. Finally, qualitative data were analyzed thematically by supplementing the quantitative data gathered through close-ended questions and based on the results, conclusions and recommendations were given.

CHAPTER FOUR

RESULTS AND DISCUSSION

This study aimed at assessing the extent to which EFL teachers integrate language skills in teaching and learning English at Jimma College of Teachers' Education. To collect relevant data for the study, questionnaire, interview, classroom observation and content analysis were employed. Quantitative and qualitative data were obtained through these data collecting instruments.

In this chapter, the results and discussions of teachers' and students' responses and finally content analysis of the teaching material (module) were discussed.

4.1. Teachers' Responses

Table 1: Teachers' responses about their knowledge on the theoretical orientations of language skills integration in EFL classes

Items No	SA		A		HI		DA		SDA		Total		Mean ± SDV
	F	%	F	%	F	%	F	%	F	%	F	%	
$A_{1.1}$	3	50.00	2	33.33	1	16.67	0	0	0	0	6	100	4.33 ± 0.81
$A_{1.2}$	2	33.33	3	50.00	1	16.67	0	0	0	0	6	100	4.16 ± 0.75
$A_{1.3}$	1	16.67	3	50.00	2	33.33	0	0	0	0	6	100	3.83 ± 0.75
$A_{1.4}$	1	16.67	4	66.67	1	16.67	0	0	0	0	6	100	4.00 ± 0.63
$A_{1.5}$	2	33.33	1	16.67	3	50.00	0	0	0	0	6	100	3.83 ± 0.98
$A_{1.6}$	3	50.00	2	33.33	1	16.67	0	0	0	0	6	100	4.33 ± 0.81

Key: SA=Strongly Agree, A=Agree, HI=Have no Idea, DA=Disagree, SDA= Strongly Disagree

Note: Strongly Agree=5, Agree=4, Have no Idea=3, Disagree=2, Strongly Disagree=1

Note: $A_{1.1}$- $A_{1.6}$= Appendix A

Language skills can be organized around a task, a topic/theme or both around task and topic in lesson(s) (Nunan, 1989; Burgess, 1994). In this regard, items $A_{1.1}$ and $A_{1.2}$ were designed to ask if teachers understood ways of integrating language skills in lesson(s) (See Appendix A). Accordingly, Table 1 above depicts that 3(50%), 2(33.33%) and 1(16.67) of the respondents confirmed that they strongly agree, agree and have no idea respectively with regard to the claim "language skills can be integrated around a task in lesson(s)" (item $A_{1.1}$).

Likewise, in replying to item $A_{1.2}$, 2(33.33%), 3(50%) and 1(16.67) of the respondents respectively reported that they strongly agree, agree and have no idea with the statement that "language skills can be integrated around a topic/theme in lesson(s)" (item $A_{1.2}$). Overall, the mean values of these two items 4.33 ± 0.81 and 4.16 ± 0.75 inclining towards agree.

English language teachers need to know the various merits of integrated language skills teaching/learning so that they can help their students to be beneficiaries of the advantages of integrated language skills learning (Oxford, 2001). Owing to this, items $A_{1.3}$ to $A_{1.6}$ were used to find out the respondents' awareness of the different uses of integrated language skills teaching/learning. Table 1 above demonstrates that the mean values 3.83 ± 0.75, 4.00 ± 0.63, 3.83 ± 0.98 and 4.33 ± 0.81 for items $A_{1.3}$, $A_{1.4}$, $A_{1.5}$ and $A_{1.6}$ respectively reveal that the respondents' 'agree' with the issues raised in these items.

Many ELT scholars, like Oxford (2001), Selinker and Tomilin (1986), state that integrated language skills teaching is underpinned in the assumption that there are four macro language skills (reading, writing, listening and speaking) and language elements (grammar and vocabulary); and these language skills should be integrated in language skills teaching. To this end, item A_1 (See Appendix F) was designed to ask the teachers' knowledge on the theoretical orientations of language skills integration in EFL classes. In response to this item, almost all of the respondents said that language consists of macro skills (reading, listening, writing and speaking) and language elements (grammar and vocabulary) and these skills could be taught in integration.

Generally, as can be observed from Table 1 above, the data collected from the teachers regarding their knowledge on the theoretical orientations of language skills integration in EFL classes, ways of

integrating language skills in lesson(s) and advantages of integrated language skills teaching showed that majority of the respondents had awareness of integrated language skills teaching assumptions.

Table 2: Teachers' responses to whether or not they had taken adequate pre/in-service training about integrated language skills teaching

Items No	Yes		No		Total	
	F	%	F	%	F	%
A₂	2	33.33	4	66.67	6	100

It is known that adequate training, whether pre/in-service training, is an essential means to make language teachers aware of the principles of integrated language skills teaching; and it is also a means to improve teachers' skills of integrated language skills teaching in EFL classes. In turn, the teachers' understanding of the assumptions of integrated language skills teaching along with the skills they have as to how practically implement integrated language skills teaching dictates their course of actions in integrated language skills teaching/learning process. Accordingly, in Table 2 above, the teachers were asked whether or not they had taken adequate pre/in-service training about integrated language skills teaching (See Appendix A).

In reporting to this item, Table 2 above confirmed that 2(33.33%) had gained adequate pre/in-service training on integrated language skills teaching. The rest 4(66.67%) of the respondents replied that they had not gained adequate pre/in-service training on integrated language skills teaching. From this, we could deduce that the majority of the respondents may not properly implement integrated language skills in EFL classes. Indeed, it seems that it is hardly possible to expect teachers to properly implement integrated language skills teaching in EFL classes in the condition where they had not gained adequate training on integrated language skills teaching. Therefore, it can be argued that the teachers should gain training on the implementation of integrated language skills teaching in EFL classes.

Table 3: Teachers' responses on the experience of teaching integrated language skills in EFL classes

Items	A		U		S		R		N		Total		
No	F	%	F	%	F	%	F	%	F	%	F	%	Mean
$B_{1.1}$	3	50.00	2	33.33	1	16.67	0	0	0	0	6	100	4.33
$B_{1.2}$	2	33.33	3	50.00	1	16.67	0	0	0	0	6	100	4.16
$B_{1.3}$	1	16.67	3	50.00	2	33.33	0	0	0	0	6	100	3.83
$B_{1.4}$	1	16.67	2	33.33	3	50.00	0	0	0	0	6	100	3.66
$B_{1.5}$	1	16.67	1	16.67	3	50.00	1	16.67	0	0	6	100	3.33
$B_{1.6}$	0	0	1	16.67	2	33.33	3	50.00	0	0	6	100	2.66

Key: A= Always, U= Usually, S= Sometimes, R= Rarely, N= Never

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

Note: $B_{1.1}$- $B_{1.6}$= Appendix A

For successful integrated language skills teaching/learning in language classrooms, students need to be organized in pairs, in small groups and in whole class (Atkins et.al, 1996). In this regard, item $B_{1.1}$ asked if the instructors organized students into different groupings when they taught language skills in integration.

Consequently, 3(50%) of the respondents reported that they always organized students into different groupings when they taught language skills in integration, whereas 2(33.33%) and 1(16.67%) of them said that they usually and sometimes did so respectively. However, in most of the lessons observed during the observation sessions, the instructors were not seen effectively organizing the students into different groupings – whole class organization was the dominant one and there were some pair and small group organizations.

In replying to item $B_{1.2}$, half of the respondents 3(50%) confirmed that they usually encouraged students to express their ideas and to do their best when they taught language skills in integration,

whereas 2(33.33%), and 1(16.67%) of the respondents answered that they always and sometimes did so respectively.

In sum, Table 3 above shows that the mean values which are 4.33 and 4.16 for items $B_{1.1}$ and $B_{1.2}$ respectively seem to indicate that the respondents in the English Department of Jimma College of Teachers' Education usually organize students in pairs, groups and whole class and encourage them to express their ideas and to do their best when they teach language skills in integration. However, this is inconsistent with what the present researcher observed in the classrooms. This is because almost all the teachers were not seen effectively organizing students in different groupings and/or encouraging students to express their ideas to do their best and so on. In this regard, Atkins et al. (1996) argues that English language teachers should play their crucial roles in helping learners deal with the skills integration process. That is, English language teachers should organize students into different groups, monitor students' involvement in integrated language skills learning process, advising students so that they take charge of their work and so forth.

As far as giving sufficient time to students to complete tasks when they learn language skills in integration is concerned (item $B_{1.3}$), half of the respondents 3(50%) confirmed that they usually gave sufficient time for students to complete tasks when they learn language skills in integration; while 2(33.33%) and 1(16.67%) of the respondents replied that they did it sometimes and always respectively. Nonetheless, during classroom observations, almost all the teachers were observed rushing from one activity to another without giving enough time for the students to complete activities. The mean value of item $B_{1.3}$ further shows that the respondents sometimes give sufficient time to students to complete tasks when they teach language skills in integration.

In Table 3, item $B_{1.4}$ 3(50%) confirmed that they sometimes encourage students to ask questions when they learn language skills in integration; while 2(33.33%) and 1(16.67%) of them answered that they usually and always did so. The mean value of item $B_{1.4}$ (3.66) further shows that the respondents sometimes encourage their students to ask questions when they learn language skills in integration.

From integrated language skills teaching/learning point of view, communicative tasks such as role-play and information gap tasks are pedagogically sound in that they: (a) enable students to use two

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or more language skills at a time and (b) actively engage learners in the process of integrated language skills teaching/learning (Byrne, 1981; Parrot, 1993). In this connection, item $B_{1.5}$ was designed to ask if the teachers give communicative tasks to the students so that they can practice two or more language skills at a time. In replying to this item, half of the respondents, 3(50%), indicated that they sometimes give communicative tasks such as role-play and information gap tasks to the students so that they practice two or more language skills at a time; while the rest of the respondents that is 1(16.67%), 1(16.67%) and 1(16.67%) asserted that they do it always, usually and rarely respectively. The mean value of item $B_{1.5}$ (3.33) also inclines towards 'sometimes'. This suggests that the respondents may not effectively use communicative tasks as a means of linking and teaching two or more language skills at a time.

Item $B_{1.6}$ was designed to find out if teachers use different instructional materials and equipment when they teach language skills in integration. It is quite revealing to see from Table 3 above that the mean value of this item (2.66) inclines towards 'Rarely'. This shows that the respondents hardly use different instructional materials and equipment when they teach language skills in integration. The classroom observation result also confirmed this. That is, in all the observations, none of the teachers were seen using instructional aides and equipment other than the teaching materials or module.

Therefore, it is possible to conclude that if the teachers could use various instructional materials and equipment in the process of integrated skills teaching, the integrated language skills teaching/learning process might become sensible or practical.

The respondents were also interviewed to check whether or not they give project work to students so that they practice two or more language skills at a time. In response to item B_1 (See Appendix F) teachers said that they usually give project work to students so that they practice two or more language skills at a time. Nevertheless, in all the classroom observations, none of the teachers were seen giving project work for students so that they could practice two or more language skills at a time.

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

In this regard, item B_2 (See Appendix F) of the teachers' interview asked to what extant teachers plan lessons that contain integrated language skills, implement them and evaluate their effectiveness, the majority of the respondents replied that they sometimes and rarely plan, implement and evaluate lessons which contained integrated language skills, whereas the minority of the respondents noted that they always and usually do so respectively. This would mean that the respondents do not always and/or usually plan, implement and evaluate lessons that reflect integrated language skills teaching and learning.

Similarly, in all the lessons observed, the teachers were not seen telling the students that they could practice/learn integrated language skills in the daily lesson; and many of the teachers were not seen following clear procedures (steps) that enable students to effectively learn language skills in integration. This probably further implies that the respondents hardly plan, implement and evaluate lessons that reflect integrated language skills teaching when they teach language skills in integration.

Due to the impediments to the implementation of integrated language skills in EFL teaching and learning process, learners may not be beneficiaries of integrated language skills learning (Frazee, 1995; Oxford, 2000). To this end, in item C_I, C_{II} and C_{III} of the teachers' questionnaire (See Appendix A) and C_1 of the interview made with the teachers' (See Appendix F), the respondents were asked to mention the factors that impede the implementation of language skills integrations in EFL classes, if any. The data collected from the teachers using a questionnaire and interview are categorized and presented hereunder.

I. Problems Related to the Students

According to the data collected from the respondents, the following student related problems were found to have hindered the implementation of integrated language skills in EFL teaching and learning process:

  ➢ Many of the students lacked language proficiency.

  ➢ Inadequacy of basic knowledge and skills of language.

➤ Some of the students were reluctant in self learning.

➤ Some of the students had limited vocabulary and grammar knowledge.

➤ Many of the students used their mother tongue during pair or group discussion.

➤ Some of the students did not give sufficient attention to their work (class work, assignment, project work and etc.).

➤ Some of the students had little interest and motivation to learn.

➤ Some of the students did not participate in pairs and/or in group discussions.

II. Problems Related to the College/Department

The respondents claimed that the following problems related to the college were found to have impeded the implementation of integrated language skills in EFL teaching and learning process:

➤ There were no sufficient teaching aids and equipment such as audio/video cassettes.

➤ There was no language laboratory.

➤ Less attention was given to language skill integration.

➤ Almost no induction and training was given to teachers concerning how to teach integrated language skills in EFL classes.

III. Problems Related to the Teachers

According to the data collected from the respondents, the following problems related to teachers were found to have impeded the implementation of integrated language skills in EFL teaching and learning process:

➤ Many of the teachers reported that they did not know well how to practically teach language skills in integration in EFL classrooms, design tasks for integrated language

skills instruction purpose, and test students' performance in two or more language skills at a time.

➢ Some of the teachers thought that it was challenging to find authentic materials for integrated language skills in EFL classes.

➢ Some of the teachers preferred module based teaching.

➢ Since the students did not have the interest and motivation to learn English, some of the teachers were careless in their work. As seen during the classroom observations, most of the students seemed deficient in English. Most of them did not seem to even speak a correct sentence let alone actively discussing in pair/group work using English. Besides, some students were seen copying notes from others, doing assignment by copying from others and laughing at and talking to each other.

Overall, the problems that hindered integrated language skills teaching and learning in the college seemed to work in concatenation. For example, the problems related to the college such as lack of language laboratory and shortage of teaching aids and equipment were directly or indirectly affecting the teachers' effort of teaching integrated language skills in EFL classes.

In the teachers' questionnaire (See Appendix A), item C_{III} was followed by item C_{IV} which asked the respondents to suggest their ideas as to how to promote integrated language skills teaching at the college level. In replying to this item, thus, most of the respondents reported that they needed training to be given to them on how they practically teach language skills in integration, test students' performance in two or more language skills at a time, etc. Most of the respondents further reported that they needed enough teaching materials and equipment to be provided to them.

Generally, it seems that many of the impediments to integrated language skills teaching and learning in the college may be reduced if the teachers get adequate training on how they practically teach language skills in integration.

4.2. Students' Responses

Table 4: Students' responses on whether or not they learn integrated language skills in EFL classes

Items No	Yes		No		Total	
	F	%	F	%	F	%
A_1	19	41.30	27	58.70	46	100

Item A_1 asked if the students learned integrated language skills when they learned English (See Appendix B). In responding to this item, as Table 4 above depicts, 19(41.30%) of the respondents confirmed that they learned language skills in integration when they learned English. The rest 27(58.70%) of the respondents replied that they had not learned language skills in integration when they learned English. Similarly, the data obtained during the classroom observation was evident that the instructors were not teaching integrated language skills when they teach English. Rather, they were observed in that their teaching was dominated by segregated methods of teaching language skills. From the data obtained through students' questionnaire and classroom observation, we could deduce that all of the instructors in the Department were not implementing integrated language skills in EFL classes.

Table 5: Students' responses on their interest and motivation to learn integrated language skills in EFL classes

Items	Very High		High		Medium		Low		Very Low		Total	
No	F	%	F	%	F	%	F	%	F	%	F	%
A$_2$	17	36.96	21	45.65	5	10.87	3	6.52	0	0	46	100

Note: Very High=5, High=4, Medium=3, Low=2, Very Low=1

Table 5 displays that 17(36.96%) and 21(45.65%) of the respondents respectively confirmed that they had very high and high interest and motivation to learn language skills in integration; while the rest of the respondent 5(10.87%) and 3(6.52%) replied that they had medium and low interest and motivation to learn language skills in integration respectively (See Appendix B). From this, it could be deduced that those students who have very high and/or high motivation and interest to learn language skills in integration may keenly participate in group/pair discussions, take responsibility for their own learning when they learn language skills in integration. However, as it was observed during classroom observations, many students were not seen eagerly participating in the classroom. The presentation of lessons, which was mostly dominated by the teachers' talk negatively affected the students' interest and motivation to ask questions, actively participate in discussion and so forth.

In item 'D' of the students' questionnaire (See Appendix B), the students were asked to give comment, regarding the implementation of language skills integration in their classroom. In replying to this item, most of the students commented that their teachers: (a) did not present lessons in a participatory way, (b) did not organize them in pairs/groups and (c) had no motivation to teach language skills in integration. Other students stressed that their teachers should give due attention for teaching language skills in integration in EFL classes.

Table 6: Students' responses on the integrated language skills learning in EFL classes

Items No	A		U		S		R		N		Total		Mean
	F	%	F	%	F	%	F	%	F	%	F	%	
B_1	14	30.43	23	50.00	6	13.04	3	6.53	0	0	46	100	4.04
B_2	17	36.95	20	43.48	7	15.22	2	4.35	0	0	46	100	4.13
B_3	11	23.91	15	32.61	9	19.56	8	17.39	4	8.69	46	100	3.52
B_4	10	21.74	13	28.26	15	32.61	5	10.86	3	6.53	46	100	3.39
B_5	12	26.09	17	36.95	8	17.39	6	13.04	3	6.53	46	100	3.41
B_6	7	15.22	8	17.39	11	23.91	13	28.26	7	15.22	46	100	2.89
B_7	9	19.57	16	34.78	11	23.91	6	13.04	4	8.70	46	100	3.43

Key: A=Always, U=Usually, S= Sometimes, R=Rarely, N=Never

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

Note: B_1 - B_7= Appendix B

As can be seen from Table 6 above, the mean score of item B_1 (4.04) is skewed towards 'Usually'. This would indicate that the teachers in the college do not always organize students into pairs and/or small groups, and give pair/group work tasks such as debates so that the students practice two or more language skills at a time.

The students were also asked if their teachers encouraged them so that they ask questions and express their ideas freely (item B_2); and item B_3 elicited whether or not the teachers gave constructive advice to the students so that they take responsibility for the work they do when they learn language skills in integration. The mean scores for items B_2 and B_3 are 4.13 and 3.52 respectively which incline towards 'Usually'; and this would seem to suggest that the teachers do not always play their managerial roles which are entertained by these items. Likewise, this is consistent with what the researcher observed in the classrooms. This is because almost all the teachers were not

seen effectively playing their managerial roles (as advisor, monitor, organizer, facilitator and so on) in the classrooms.

Item B_4 was designed to elicit information from students if their teacher provides them with various project works in which they are expected to collect information, to organize, to analyze and finally present so that they practice two or more language skills at a time. The mean score of this item (3.39) inclines towards 'Sometimes'. This would suggest that the instructors in the college do not always use project work as a means of helping students practice language skills in integration. Similarly, in the entire classroom observations made few of the instructors sometimes give project work for the students so that they practice language skills in integration. In responding to instructors interview, item B_1 (See Appendix F), however, the instructors gave an opposite response to this. That is, instructors were asked to what extent they give project work to students so that they could take responsibilities for their own work and practice two or more language skills at a time, their answer shows that they usually use project work as a technique of helping students practice language skills in integration.

As indicated in Table 6 above, the mean value of item B_5(3.41) falls in the 'Sometimes' range; and this would show that the instructors in the college do not always and/or usually try to relate tasks to the students interest and language proficiency level when they teach language skills in integration. The above table also shows that the mean score of item B_6 (2.89) is skewed towards 'Rarely'. From this, it could be concluded that the instructors in the college do not give attention to make use of various instructional materials and equipment when they teach language skills in integration. The classroom observation result also confirmed this reality.

In responding to item B_7, "Our teacher asks the problems that we face when we learn language skills in integration, and he/she attempts to find solutions for the problems", 16(34.78%), 11(23.91%) and 9(19.57%) of the respondents made it clear that their instructors usually, sometimes and always respectively asks about the problem which they faced when they learn language skills in integration, and attempted to find solutions for the problems; whereas 6(13.04%) and 4(8.70%) of the respondents replied that their teachers rarely and never did so respectively. In this regard, Dornyei (2001) suggests that in the process of integrated language skills teaching/learning, language teachers

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need to explicitly discuss and elicit problems students encounter when they learn language skills in integration so as to find solutions for the students' problems.

Table 7: Students' responses on factors that impede the implementation of language skills integrations in EFL classes

Items No	ASP		AMP		NP		Total		Mean
	F	%	F	%	F	%	F	%	
C_1	11	23.91	31	67.39	4	8.70	46	100	2.15
C_2	36	78.26	8	17.39	2	4.35	46	100	2.73
C_3	38	82.61	8	17.39	0	0	46	100	2.82
C_4	34	73.91	8	17.39	4	8.70	46	100	2.65
C_5	30	65.22	9	19.56	7	15.22	46	100	2.50
C_6	29	63.04	12	26.09	5	10.87	46	100	2.52
C_7	29	63.04	13	28.26	4	8.70	46	100	2.54

Key: ASP= A Serious problem, AMP= A Minor problem, NP= Not a Problem

Note: A Serious problem=3, A Minor problem=2, Not a Problem=1

Note: C_1- C_7 = Appendix B

As indicated in Table 7, the mean score for item C_1 is 2.15, which inclines towards 'A minor problem'. This mean score seems to suggest that the seating in the classrooms are comfortable for pair and/or group work; hence, the teachers do not encounter problems to organize students into different groupings when they teach language skills in integration.

On the other hand, the mean scores for items C_2, C_3, C_4, C_5 and C_6 are 2.73, 2.83, 2.65, 2.50, and 2.52 respectively, which incline towards 'A serious problem'. This means that shortage of teaching materials (modules) in the college (item C_2), students' lack of awareness about merits of integrated-skills learning (item C_3) absence of strong cohesive learning group or absence of good intimacy among students (item C_4), students' low English proficiency level (item C_5), teachers' insufficient preparation to teach language skills in integration (item C_6) and teachers' incapability to

use various teaching aids and equipment when they teach language skills in integration (item C_7) are the barriers to the teaching/ learning of integrated language skills in the college.

Generally, as indicated in Table 7, the data collected from the students mirror that there are barriers that hinder the implementation of integrated language skills in EFL classes in the college.

4.3. Content Analysis

The textbook/module is the main source of contents that serves for teachers and students in teaching activities. Thus, the inclusion of content analysis in this study was for the purpose of checking whether the contents would allow for effective teaching English in an integrated manner.

Krippendroff (1980) points out that content analysis is a research method used to make valid inferences from the existing data in contexts where it gives insights, representative facts and guidance for action. Since in countries like Ethiopia where the contents of EFL textbook/modules influence classroom activities, the researcher analyzed the textbook/module to identify the organization of language skills in the text to implement integrated language skills in EFL classes.

The module provides the teachers with the contents of the course. It has five units: unit one (Travel Words), unit two (Sports and Pastimes), unit three (Travel and Tourism), unit four (The English Language) and unit five (Ethiopia Water Resource). In so far as integrated language skills teaching is concerned, among these units, unit three (Travel and Tourism) that had been taught during classroom observations have been found important to be analyzed.

The organization of contents in this unit implies that reading and vocabulary (item 1), reading and grammar (item 2), reading and writing (item 3), reading and listening (item 4) and reading and speaking (item 5) were not properly integrated in reading lesson(s) (See Appendix G). From this we can conclude that the unit hardly entertains the four language skills in integration in reading lesson(s).

Similarly, in the reading sessions the researcher observed that the two teachers (Teacher A and Teacher B) were not seen deliberately teaching reading skill by integration with other language skills in the pre/post-reading stage (See Appendix D & E); according to Ur (1996) this is a typical

stage to integrate reading skill with other language skills. That is, the three teachers did not let the students perform a pre-reading activity in the pre-reading stage; and after the students had done the comprehension questions which were multiple-choice exercises based on the passage, the three teachers (See Appendix D & E) did not purposefully let the students reflect their opinions in writing and/or speaking tasks in the post-reading stage. It appeared that if the teachers had not been stuck highly to the exercises in the module, they could have an integrated reading skill with other language skills in the post-reading stage.

As can be seen from the module (pp.64-65), the activities designed under listening skill do not contain listening and vocabulary (item 1), listening and grammar (item 2), listening and reading (item 3), listening and speaking (item 4) and listening and writing (item 5) integratively in listening lesson(s) (See Appendix G). Besides, the observation made during the session showed that the teachers hardly teach the four language skills in integration in listening lesson(s).

As far as the practice of teaching language skills in integration in speaking lesson(s) (pp. 62-63) is concerned, the module indicates that speaking and vocabulary (item 1), speaking and grammar (item 2), speaking and writing (item 3), speaking and reading (item 4) and speaking and listening (item 5) were not well organized so as to integrate in speaking lesson(s) (See Appendix G). In this regard, the classroom observations made in speaking lessons also showed that the teachers did not give attention to teach these skills in integration in speaking lesson(s). Thus, this suggests that the concerned bodies who prepare the module did not organize content and did not encourage teachers not to stick to the module. That is to say the teachers have not been encouraged to be free to use additional and alternative materials taken from other sources as well as the materials which they have produced themselves so that they can easily teach the four language skills in integration in speaking lesson(s).

As can be observed from unit three of the module, writing and vocabulary (item 1), writing and grammar (item 2), writing and reading (item 3), writing and speaking (item 4) and writing and listening (item 5) were also not organized properly in integration in writing lesson(s) (See Appendix G). As a result teachers did not give emphasis to teach the language skills mentioned in these items in integration in writing lesson(s). This could imply that the module (especially unit three of the

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module) hardly organize the four language skills in integration in reading, listening, speaking and writing lessons.

Since the organization of the contents of unit three of the module does not invite teachers to integrate language skills in EFL classes, the present researcher observed, none of the teachers when they were deliberately/consciously teaching language elements (vocabulary and grammar) in integration with the macro language skills.

Generally, the organization and balance between the macro skills (listening, speaking, reading, and writing) and language elements (vocabulary and grammar) of the language skills development in the module is not appropriate to the learners and learning situation. That is, the skills integration and the development of discourse and fluency skills are not given sufficient attention. Thus, here, it is possible to say that the availability of the organized contents of the module on the hand of the teachers is, therefore, vital for effective implementation of integrated language skills teaching in the department/college. Indeed, it is from the module that the teachers should know what language skills are to be taught in integration, what type of classroom organization is to be used in the process of integrated language skills teaching and so forth. Thus, without the organized contents of the module on the teacher's hand, the effective implementation of integrated language skills teaching is unlikely to be achieved in the EFL classrooms.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents conclusions and recommendations drawn based upon the presentation, analysis and interpretation made in chapter four.

This study, as mentioned in previous chapters, was intended to assess to what extent language teachers implement integrated language skills in EFL classes. Therefore, to arrive at the overall purposes of the study, four types of data gathering methods (questionnaire, interview, classroom observation and content analysis) were used. Thus, the data were gathered through the aforementioned instruments and were presented, analyzed and interpreted in chapter four. Based on the above major findings, the following conclusions and recommendations are forwarded by the researcher.

5.1. Conclusions

Based on the major findings of the study, the following conclusions are drawn.

- ❖ The teachers hardly taught the four language skills in integration in speaking, writing listening and reading lessons. From this, we may realize that the teachers frequently use isolated/discrete language skills teaching at the expense of integrated language skills teaching in EFL classes.

- ❖ On the other hand, the teachers made it clear that they did not get adequate pre/in-service training on the practical aspects of integrated language skills teaching. Therefore, it seemed that there was a gap between the teachers' knowledge on the theoretical orientations of integrated language skills teaching assumptions and their practical skills of implementing integrated language skills in EFL classes.

- ❖ From integrated language skills teaching and learning perspective, communicative tasks such as information gap tasks and role play tasks have vital importance in that they enable students practice two or more language skills at a time, actively engage students in

integrated language skills teaching and learning in classrooms and create authentic language learning environment; that is, it creates positive student-to-student and teacher-to-student interaction in the classroom (Oxford et al., 1994). The finding, however, showed that the teachers hardly used communicative activities when they taught language skills in integration in EFL classes.

❖ The teachers hardly gave project work to the students when they taught language skills in integration. This may enable us to say that the teachers do not effectively use project work as a means of helping the students to take responsibilities for their own work and practice two or more language skills at a time in EFL classes to foster the students' independent learning.

❖ Most of the teachers could not successfully play their 'managerial roles' (as advisor, organizer, monitor and facilitator) when they taught language skills in integration in EFL classes; and this made the implementation of language skills integration in EFL classes less effective.

❖ The teachers hardly used various teaching aids and equipment when they taught language skills in integration in classrooms. Thus, this made the integrated language skills teaching and learning process not to be practical and realistic.

❖ The teachers frequently used whole class organization at the expense of pair and/or group organizations when they taught language skills in integration in EFL classes. As a result the students' collaborative learning during integrated language skills teaching and learning is very restricted.

❖ In so far as far as the contribution of the teaching material (module) to integrated language skills teaching and learning in EFL classes is concerned, the study indicated that the module did not create a fertile ground for integrated language skills teaching and learning in EFL classes. Therefore, it showed that this limited the teachers' effort of planning appropriate lessons which reflect integrated language skills teaching and learning in classrooms and their implementation in EFL classes.

❖ Impediments associated with the college such as shortage of teaching aids and equipment, the college administration's failure to arrange training on the implementation of integrated language skills have been identified to be hindrances which directly or indirectly hampered the implementation of integrated language skills teaching and learning in EFL classes.

Furthermore, problems related to the students, namely their lack of basic skills of English, lack of awareness of the advantages of integrated language skills learning as well as their reluctance to participate in pair/group discussions were obstacles which directly or indirectly hindered integrated language skills teaching and learning in EFL classes. Likewise, issues related to the teachers, namely their lack of adequate pre/in-service training on how to implement integrated language skills in EFL classes, design additional materials for integrated language skills teaching purpose in EFL classes, evaluate the students' performance in two and/or more language skills at a time, lack of motivation and interest to teach on the part of some teachers were impediments which directly or indirectly hampered the implementation of integrated language skills teaching and learning in EFL classes. This may lead us to the conclusion that a number of reasons were negatively affecting the implementation of integrated language skills teaching and learning in EFL classes.

5.2. Recommendations

Based upon the findings and the conclusions drawn from the study, the following recommendations could be made:

➢ It would be advisable for the teachers to use communicative activities and project work as much as possible when they teach integrated language skills in EFL classes, because communicative tasks and project works create conducive conditions for the implementation of integrated language skills teaching and learning in EFL classes (Oxford et al., 1994).

➢ The students need to be aware of the advantages of integrated language skills learning to their daily life so that they become motivated and thereby actively play their roles in the implementation of integrated language skills teaching and learning process. Hence, it is better if the teachers inform the students the advantages of integrated language skills learning.

➢ Instructional materials like the module are vital component in the implementation of integrated language skills teaching and fulfilling the necessary teaching aids and equipment for the teachers so that they effectively implement integrated language skills teaching in EFL classes is the duties that concern the college administration. Thus, the college administration should exert every effort to provide adequate teaching aids and equipment for the teachers.

➢ Teaching materials (modules) should be organized in a way they can allow the teacher to teach the language skills in an integrated way.

➢ It seems that there is little room for integrated language skills teaching to be effectively implemented in the classrooms unless the teachers get adequate pre/in-service training on how they practically teach language skills in integration, design materials for integrated skills teaching purposes in the classrooms and test the students' performance in two or more language skills at a time. As a result, concerned bodies such as the college administration, Oromia Education Bureau and agencies in the Ministry of Education (for example, ICDR office) should make a concerted effort to arrange and/or give training for the teachers on practical aspects of integrated language skills in EFL classes. This could be done by preparing workshops, seminars and pre/in-service training on the implementation of language skills integration in EFL classes.

➢ It would be helpful if teacher training institutions (colleges and/or universities) be aware of the gaps between the teachers' knowledge on the theoretical orientations of language skills integration and their practical skills of teaching integrated language skills in EFL classes and should try to train teachers on both the theoretical and practical aspects of integrated language skills teaching in EFL classes.

➢ Further research should be conducted at some time in the future to assess the implementation of language skills integration in EFL classes at college level.

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Jimma University

College of Social Science and Law

Department of English Language and Literature

Questionnaire to be filled in by Instructors

Dear Instructors,

This questionnaire is designed to collect the necessary data to accomplish the research on the title the implementation of language skills integration in Teaching English as a Foreign Language classes: Jimma Teachers' College in Focus with the intention of identifying its current status and challenges and to give remedial solutions and suggestions. As a result, the genuine and heart full responses you forward to the questions are very salient and appreciated so as to achieve the objectives of this research.

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

Thank you in advance!

Background information

Please give information about yourself by putting a tick (√) mark in the given box and/or by writing your responses in the given blank spaces.

Name of the College_____

Age: A. 18-25_____ B. 26-30_____ C. 31-40_____ D. 41-50_____ E. Above 50_____

Qualification: A. B.A/B.Ed _____ B. M.A/M.Ed _____

Field of specialization: _____

Total years in teaching English language A. 1-5 B. 6-10 C. 11-15 D. 16-20 E. Above 20

A. Questions about teachers' knowledge on the theoretical orientations of language skills integration in EFL classes.

1. For each of the statements given below, please decide whether or not you strongly agree, agree, have no idea, disagree and strongly disagree based on your knowledge on the theoretical orientations of skills integration in EFL classes. Indicate your responses by putting a tick ($\sqrt{}$) mark under the appropriate column on the right side

No	Statements	Rating Scale				
		SA	A	HI	DA	SDA
$A_{1.1}$	Language skills can be integrated around a task in lesson(s).					
$A_{1.2}$	Language skills can be integrated around a topic/theme in lesson(s).					
$A_{1.3}$	An integrated language skill teaching enables students to be successful in their current and future academic learning.					
$A_{1.4}$	Integrated language skills teaching create positive student-to-student and teacher -to- student interaction in the classroom.					
$A_{1.5}$	Integrated language skills teaching help students develop their communicative competence.					
$A_{1.6}$	An integrated language skill teaching enables students to be multi-language skills users in their day to day communication.					

Key: SA=Strongly Agree, A=Agree, HI=Have no Idea, DA=Disagree, SDA= Strongly Disagree

2. Have you ever taken adequate pre/in-service training about integrated language skills teaching in EFL classes?

      A. Yes   B. No

B. Questions concerning teachers' integrated language skills teaching experiences.

1. Please read the following items carefully and put a tick (√) mark indicating the most appropriate rating scale for each of the given items based on your experience of teaching integrated language skills

No	Practices	Rating Scale				
		A	U	S	R	N
$B_{1.1}$	I organize students in pairs, groups and whole class when I teach language skills in integration.					
$B_{1.2}$	I encourage students to express their ideas and to do their best when I teach language skills in integration.					
$B_{1.3}$	I give sufficient time to students to complete tasks when I teach language skills in integration.					
$B_{1.4}$	I encourage students to ask questions and answers when I teach language skills in integration.					
$B_{1.5}$	When I teach language skills in integration, I give role plays, information gap etc. tasks to students.					
$B_{1.6}$	I use different instructional materials (teaching aids) and equipment (for example, newspaper, magazines, films, overhead projector etc.) when I teach language skills in integration.					

Key: A= Always, U= Usually, S= Sometimes, R= Rarely, N= Never

C. Questions about factors that impede the implementation of language skills integrations in EFL classes, if any. Please write your response in the space provided below.

I. Problems related to the students:

      a._____

      b._____

      c._____

      d._____

      e._____

II. Problems related to the College:

      a._____

      b._____

      c._____

      d._____

      e._____

III. Problems related to you (teachers):

      a._____

      b._____

      c._____

      d._____

      e._____

IV. What do you suggest for promoting integrated language skills teaching at College level?

_____

_____

_____

_____.

<div align="right">Thank you for your cooperation!</div>

Jimma University
College of Social Science and Law
Department of English Language and Literature
Questionnaire to be filled in by Students

Dear Students,

This questionnaire has been intended for the research to be conducted at your college. In particular, it has been designed to collect data on how your English language instructor integrates language skills when you learn English. It has nothing to do with the evaluation of your instructor. The findings of this study are hoped to contribute to the improvement of your training program. You are, therefore, kindly requested to respond to all the items in the questionnaire.

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

                                                                Thank you in advance!

Please, fill the following personal information

Name of the College: _____

Sex: Male_____ Female _____
Age: A. 15-20   B. 21-25   C. 26-30   D. Above 30

A. For the following two questions, please circle the letter(s) of your choice.

1. Do you learn two or more language skills (e.g. reading, writing, listening, speaking, vocabulary and grammar) that are integrated around the same topic and/or task when you learn English?

      A. Yes   B. No

2. When you learn integrated language skills in EFL classes, how much is your interest and motivation to learn them in integrative way?

      A. Very high   B. High   C. Medium   D. Low   E. Very Low

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

No	Practices	Rating scale				
		A	U	S	R	N
1	Our teacher organizes us in pairs, groups and whole class so as to participate in writing or in speaking after we discussed a topic or a task.					
2	Our teacher encourages us asking questions and answering verbally or/and non-verbally.					
3	Our teacher gives us initiation in order to engage ourselves and take responsibilities.					
4	Our teacher provides various project works in which we are expected to collect information, to organize, to analyze and finally present.					
5	Our teacher provides tasks which are relevant and interesting to our prior knowledge.					
6	Our teacher uses different teaching aids and equipment (E.g. newspapers, magazines, films etc.).					
7	Our teacher asks the problems that we face when we learn language skills in integration; and he/she attempts to find solutions for the problems.					

Key: A=Always, U=Usually, S= Sometimes, R=Rarely, N=Never

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

No	Questions	Rating scale		
		ASP	AMP	NP
1	Our teacher faces problems to organize us in pairs and in groups, for there are unsuitable seating and tables in our classroom.			
2	We face problems to do our homework and project work that will be given when we learn language skills in integration because there are not enough modules in our college.			
3	We do not have motivation to learn language skills in integration since we do not know very well the advantages that we get from learning language skills in integration.			
4	When we learn language skills in integration, we encounter problems to work in pairs and in groups because we do not have good intimacy and relationship among ourselves.			
5	We do not listen to our teacher properly when he/she teaches us language skills in integration because we want to learn language skills in isolation.			
6	Our teacher does not come to the classroom ready to teach language skills in integration.			
7	When our teacher teaches us language skills in integration, he/she does not use different teaching aids.			

Key: ASP= A Serious problem, AMP= A Minor problem, NP= Not a Problem

D. If you have any comment that you want to give regarding the implementation of language skills integration in your classroom, please write your comment in the blank space given hereunder._____

_____

_____

_____.

Thank you for your cooperation!

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Duubee C

Yuuniversiitii Jimmaa

Kolleejjii Saayinsii Hawaasaa fi Seeraatti

Damee Barnoota Afaan Ingilizii fi Og-barruu

Bar-gaaffii Barattootaaf Qophaa'e

Kabajamtoota barattootaa,

Hunda dura yerooo keesssan sagantaa kanaaf oolchuuuf heyyamamoo ta'uu keessaniif guddaan isin galateeffadha. Waraqaan gaafannoo kun kan qophaa'e odeeffannoo qorannoo fi qu'annoo mata duree hojiirra oolmaa dandeettiiwwan afaanii walsimatoo ta'an daree barnoota afaan Ingiliffaa keessatti (the implementation of language skills integration in English as a foreign language classes) jedhu irratti ragaa fi odeeffannoo walitti qabachuun fala barbaacisu kennuuf yaadameeti. Deebiin keessan icciitiidhaan qabameee hojii qo'annoo qofaaf kan oolu malee barsiisaa keessan madaaluuf waan hin taaneef sodaafi shakkii tokko malee yaada keessan akka gumaachitanan isin gaafadha. Argannoon yookaan bu'aan qorannoo kanaas rakkoo hojiirra ooluu dhabuun dandeettiiwwan afaanii walsimatoo daree barnoota afaan Ingiliffaa keessatti fiduu danda'uuf fala kennuuf jedheeti.

Hub: Maqaa kee waraqaa gaaffii kana irratti barreessuun hin barbaachisu.

Gumaacha keessaniif galatoomaa!

I.   Odeeffannoo dhuunfaa armaan gadii guuti!

    a) Maqaa Koollejjichaa: _____

    b) Umrii:_____(lakkoofsaan barreessi)

    c) Saala. Dhiira_____Dhalaa_____

A. Gaaffilee lamaan armaan gadii qubee deebii sirrii qabatee jira jettee yaaddutti marii deebisi.

    1. Yeroo barnoota Afaan Ingiliffaa barattu dandeettiiwwan afaanii lamaa fi isaa oli ta'an (fkn. Dandeettii dubbisuu, barreessuu, dhaggeeffachuu, dubbachuu, seer-lugaa fi hiika jechootaa) mata-duree yookaan gochaalee tokko jalatti walsimatanii jiran ni barattaa?

       A. Eyyee   B. Lakkii

2. Yeroo dandeettiiwwan afaanii walsimatoo ta'an barattu fedhii fi kaka'umsa akkamii qabdaa?

       A. Baayy'ee Olaanaa B. Olaanaa C. Baay'ee Gadi bu'aa   D. Gadi bu'aa

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B. Yaadonni armaan gaditti dhihaatanii jiran yeroo afaan Ingiliffaa barattu dandeettiiwwan afaanii walsimatoon hangam hojiirra oolu kan jedhuu dha. Deebii kee fuul-dura yaadota kanaatti mallattoo (√) kana kaa'uun deebisi

Lak.	Yaaliiwwan	Safartuuwwan				
		Y	YB	Y	DD	TH
1	Barsiisaan keenya cimdii fi gareen nu qindeessuun mata duree yookaan gocha irratti mari'annu nuuf kennee, yaada keenya barreessuun yookaan dubbachuun akka ibsannu nu taasisu/taasifti.					
2	Barsiisaan keenya waan nu jajjabeessuuf waan nuuf hin galle gaafachuun yaada keenya bilisa taanee ibsanna.					
3	Barsiisaan keenya gorsa gahaa waan nuuf kennuuf, kaka'umsaa fi miira itti gaafatamummaan hojjechuutu nutti dhagahama.					
4	Barsiisaan keenya mata dureewwan daree keessatti barannuun kan walfakkaatan pirojektiiwwan adda addaa akka hojjennuuf nuu kenna; hojii keenyas qindeessuun eega qaaccessineen booda barreessinee daree keessatti walii keenyaaf akka dhiheessinu nu taasisa.					
5	Barsiisaan keenya hojiiwwan nuti daree keessattis ta'ee dareen alatti hojjennu akka inni fedhii fi sadarkaa dandeettii afaanii keenyaan walsimatu ni godha/ti.					
6	Barsiisaan keenya meeshaalee deggarsa barnootaa garagaraa kanneen akka galaalchotaa, magaazinootaa, fiilmotaa fi kkf ni fayyadama.					
7	Dandeettiiwwan afaanii walsimatoo yeroo barannu barsiisaan keenya rakkoolee nu mudatan nu gaafata; rakkocha furuufis yaalii ni godha.					

Furtuu: YH=Yeroo Hunda, YB=Yeroo Bay'ee, YT= Yeroo Tokkotokko, DB=Darbee darbee, TH= Tasumaa hin fayyadaman.

C. Yaadoleen armaan gaditti dhihaatanii jiran wayitii barnoota afaan Ingiliffaa barattu sadarkaan rakkoolee dandeettiiwwan afaanii walsimsiisanii barachuu dhiisuurratti mul'atan hagam akka ta'an addaan baasuuf yaadameeti. Kanaafuu, sadarkaa rakkoolee mul'atanii kana ibsuuf mallattoo (√) yaadota tarreeffamanii jiran fuulduratti kaa'ii agarsiisi

Lak.	Gaaffiiwwan	Safartuuwwan		
		RC	RL	RM
1	Teessumnii fi miinjaalli daree keessa jiran mijatoo waan hin taaneef, yeroo dandeettiiwwan afaanii walsimatoo ta'an barannu barsiisaa keenya rakkoo cimdii fi gareen barattoota gurmeessuutu mudata.			
2	Sababa hanqina moojula koollejjii keenya keessatti argamu irraan kan ka'e dandeettiiwwan afaanii walsimatoo irratti hojiin manaa fi pirojektiiwwan adda addaa yeroo nuuf kennamu rakkooleen nu mudatu.			
3	Faayidaalee dandeettiiwwan afaanii walsimatoo irraa argannu addaan baasnee waan hin beekneef, dandeettiiwwan afaanii walsimatoo ta'an barachuurratti kaka'umsa gaarii ta'e hin qabnu.			
4	Walitti dhufeenyi gaariin gidduu keenya waan hin jirreef dandeettiiwwan afaanii walsimatoo ta'an yeroo barannu rakkooleen cimdii fi gareen hojjechuu nu mudata.			
5	Barsiisaan keenya dandeettiiwwan afaanii walsimatoo ta'an yeroo nu barsiisu xiyyeeffannoon hin dhaggeeffannu; sababiin isaas dandeettiiwwan afaanii kopha kophaatti barachuu waan barbaannuuf.			
6	Barsiisaan keenya dandeettiiwwan afaanii walsimatoo ta'an barsiisuuf qophaa'ee gara daree barnootaa hin dhufu.			
7	Barsiisaan keenya dandeettiiwwan afaanii walsimatoo ta'an yemmuu nu barsiisu, meeshaalee deggarsa barnootaa ta'an garagaraa hin fayyadamu.			

Furtuu: RC= Rakkoo Cimaa, RL=Rakkoo Laafaa, RM=Rakkoo Miti

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D. Daree barnootaa keessatti, hojiirra oolmaa dandeettiiwwan afaanii walsimatoo ilaalchisee yaada qabdu bakka duwwaa armaan gaditti siif kenname irratti barreessi/katabi.

_____

_____

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_____.

Galatoomaa!

Jimma University
College of Social Science and Law
Department of English Language and Literature
Classroom Observation Checklists

Name of the College_____   Unit_____
Name of the Observer_____   Lesson Topic_____
Observation Number_____   Lesson Content_____
Date of Observation_____   Lesson Students' Evaluation_____
Total time of the Lesson_____   Style of seats _____
Beginning Time_____
Ending Time_____

No	The behavior to be observed during integrated language skills instruction.	Responses												Remark
		T_A						T_B						
		1st Day		2nd Day		3rd Day		1st Day		2nd Day		3rd Day		
		O	N	O	N	O	N	O	N	O	N	O	N	
I	**Teachers' role during integrated language skills teaching**													
1	The teacher lets the students know the objectives of the daily lesson (he/she tells the students that they will practice integrated language skills) so that the students direct their attention/effort towards integrated language skills learning.													
2	The teacher lets the students know the relevance of integrated language skills learning to their real-life communication and/or other subjects.													
3	The teacher follows clear procedures/steps which enable students to learn language skills in integration.													
4	The teacher teaches language elements (grammar and vocabulary) in integration with macro language skills.													
5	The teacher plays his/her "managerial roles" (acts as an organizer, advisor and so on) while the students are learning language skills in integration.													

6	The teacher deliberately/consciously teaches language skills in integration.																		
7	Before ending the daily lesson, the teacher gives homework and/or assignment to the students so that they use language skills which are related to the language skills they learned in their classes.																		
II	**Students' Roles during integrated language skills teaching**																		
1	Actively participate in group/pair discussions																		
2	Ask questions																		
3	Answer questions																		
4	Take responsibilities for their own learning																		
5	Show interest and effort to do the tasks																		
III	**Instructional materials and equipment used during integrated language skills teaching**																		
1	Student's Textbook (Module)																		
2	Worksheets																		
3	Magazine transcripts																		
4	Newspaper transcripts																		
5	Overhead projector /OHP/																		
6	Films																		
7	Cards																		
8	Computer																		
9	Audio Cassette Player																		
IV	**Factors that hinder integrated language skills teaching**																		
1	Not sufficient light in classroom																		
2	Uncomfortable and inappropriate arrangement of seating (desks, tables, chairs).																		
3	Large class size																		

Key: O= Observed, N= Not Observed, T_A=Teacher A, T_B=Teacher B

Appendix E
Jimma University
College of Social Science and Law
Department of English Language and Literature

Summary of Classroom Observation Checklist Results

Item No	Responses												Total		Remark
	T_A						T_B								
	1st Day		2nd Day		3rd Day		1st Day		2nd Day		3rd Day				
	O	N	O	N	O	N	O	N	O	N	O	N	O	N	
I_1	-	√	-	√	-	√	-	√	-	√	-	√	-	6	
I_2	-	√	-	√	-	√	-	√	-	√	-	√	-	6	
I_3	-	√	-	√	-	√	-	√	-	√	-	√	-	6	
I_4	-	√	-	√	-	√	-	√	-	√	-	√	-	6	
I_5	-	√	√	-	-	√	-	√	√	-	-	√	2	4	
I_6	-	√	-	√	-	√	-	√	-	√	-	√	-	6	
I_7	-	√	-	√	-	√	-	√	-	√	-	√	-	6	
II_1	-	√	-	√	-	√	-	√	-	√	-	√	-	6	
II_2	√	-	√	-	-	√	√	-	√	-	-	√	4	2	
II_3	√	-	√	-	-	√	√	-	√	-	-	√	4	2	
II_4	-	√	-	√	-	√	-	√	-	√	-	√	-	6	
II_5	-	√	-	√	-	√	-	√	-	√	-	√	-	6	
III_1	√	-	√	-	-	√	√	-	√	-	-	√	4	2	
III_2	√	-	√	-	-	√	√	-	√	-	-	√	4	2	
III_3	-	√	-	√	-	√	-	√	-	√	-	√	-	6	
III_4	-	√	-	√	-	√	-	√	-	√	-	√	-	6	
III_5	-	√	-	√	-	√	-	√	-	√	-	√	-	6	
III_6	-	√	-	√	-	√	-	√	-	√	-	√	-	6	
III_7	-	√	√	-	√	-	-	√	√	-	√	-	3	3	
III_8	-	√	-	√	-	√	-	√	-	√	-	√	-	6	
III_9	-	√	-	√	-	√	-	√	-	√	-	√	-	6	
IV_1	-	√	-	√	-	√	-	√	-	√	-	√	-	6	
IV_2	-	√	-	√	-	√	-	√	-	√	-	√	-	6	
IV_3	-	√	-	√	-	√	-	√	-	√	-	√	-	6	

Key: O= Observed, N= Not Observed, T_A=Teacher A, T_B=Teacher B

Jimma University
College of Social Science and Law
Department of English Language and Literature
Interview with Instructors

Personal Information

Name of the College: _____

Qualification: _____

Field of specialization: _____

Year of experience in teaching English language: _____

A. Questions concerning teachers' knowledge on the theoretical orientations of language skills integration in EFL classes.

1. Do you believe that language consists of macro skills (reading, listening, writing and speaking) and micro skills (grammar and vocabulary); and these skills should be taught in integration? If yes, to what extent? If no, why?

B. Questions concerning Teachers' Integrated Language skills teaching Experiences.

1. To what extent you give project work to students so that they take responsibilities for their own work and practice two or more language skills at a time?
2. To what extent you plan lessons that contain integrated language skills, implement them and evaluate their effectiveness?

C. Questions concerning factors that impede the implementation of language skills' integrations in EFL classes, if any.

1. Do you think that the implementation of language skills integration in EFL classes can be impeded by students, teachers and College related factors? If yes, how? If no, why?

Thank you!

Appendix G
Jimma University
College of Social Science and Law
Department of English Language and Literature
Checklists for Content Analysis

Lesson(s)	No	Practices	Response Yes	No
Reading Lesson(s)	1	Reading and vocabulary are integrated.		
	2	Reading and grammar are integrated.		
	3	Reading and writing are integrated.		
	4	Reading and listening are integrated.		
	5	Reading and speaking are integrated.		
	6	Reading, writing, speaking, listening, grammar and vocabulary are integrated in reading lesson(s).		
Listening Lesson(s)	1	Listening and vocabulary are integrated.		
	2	Listening and grammar are integrated.		
	3	Listening and reading are integrated.		
	4	Listening and speaking are integrated.		
	5	Listening and writing are integrated.		
	6	Listening, writing, speaking, reading, grammar and vocabulary are integrated in Listening lesson(s).		
Speaking Lesson(s)	1	Speaking and vocabulary are integrated.		
	2	Speaking and grammar are integrated.		
	3	Speaking and writing are integrated.		
	4	Speaking and reading are integrated.		
	5	Speaking and listening are integrated.		
	6	Speaking, listening, reading, writing, vocabulary and grammar are integrated in Speaking lesson(s).		
Writing Lesson(s)	1	Writing and vocabulary are integrated.		
	2	Writing and grammar are integrated.		
	3	Writing and reading are integrated.		
	4	Writing and speaking are integrated.		
	5	Writing and listening are integrated.		
	6	Writing, reading, speaking, listening vocabulary and grammar are integrated in Writing lesson(s).		