

JIMMA UNIVERSITY  
COLLEGE OF SOCIAL SCIENCE AND HUMANITIES  
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE



THE PRACTICE OF SKILLS INTEGRATED LANGUAGE TEACHING  
APPROACH TOWARD ACQUIRING COMMUNICATIVE COMPETENCE:  
THE CASE OF GRADE 11 EFL TEACHERS OF JORGO NOLE  
PREPARATORY SCHOOL

BY

EDLEWORK BEYENE

A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR MASTER OF ARTS IN TEFL

AUGUST, 2018

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## **Declaration confirmation, Approval and Evaluation**

Theses title: The practice of skills integrated language teaching approach toward acquiring communicative competence: the case of grade 11 EFL teachers of Jorgo Nole preparatory school.

### **Declaration**

I, the undersigned, declare that this thesis is my original work, not presented for any degree, in any university, and that all the sources are used for it are duly acknowledged.

_____	_____	_____
Name	Signature	Date

### **Confirmation and Approval**

Principal Advisor

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## **ABSTRACT**

*The main concern of this study was to assess the practice of skills integrated language teaching at grade 11 level . To achieve the objectives of the study, descriptive design was employed by using both qualitative and quantitative approach. Jorgo Nole Preparatory school was purposely selected to be the setting of the study. Four English language teachers and 120 grade 11 students were respondents of the study. Data were gathered through questionnaires, interview and classroom observation. To analyze the quantitative data, descriptive statistics such as frequency, percentage and mean were utilized. The qualitative data were analyzed thematically. The results of the study revealed that teachers did not teach the four language skills in integration in speaking, writing, listening and reading lessons. The study also revealed that teachers were failed to organize students in pairs and groups and most of them could not successfully play their roles as advisor, organizer, monitor and facilitator in teaching learning classes. Moreover, the study revealed that teachers did not use instructional materials and equipments in teaching learning classroom. This made the practice of integrated skills difficult in classroom. Finally, on the basis of findings, it was recommended that teachers are expected to adapt the textbook and design communicative activities (role plays, debates, information gaps etc.) to teach language skills in integration. Moreover, for effective implementation of integrated skills teachers and students should play their roles in the classroom.*



# 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 comprehensive and complex process of language learning simple and effective, skills integration is a suitable means of teaching language. Skills integrated teaching which refers to the linking of the macro language skills (listening, reading, speaking and writing) and micro skills (grammar and vocabulary) in language teaching/learning process is widely practiced in many countries of the world now a days (Oxford et al.,1994).

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 Selan,2010).It is considered as an approach because it has key principles about language (language as whole) and teaching/learning (reading, writing, listening and speaking should be integrated in to 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 Foreign language.

Widdowson (1978) was one of the first linguists to call for integrating the four language skills in instruction to raise learners' proficiency levels and enable advanced language teaching. In his proposal for integrated and communicative language teaching in general and in particular in English for specific purposes, Widdowson emphasized that virtually all language uses take place in the form of discourse and in specific social contexts and emphasized on the integration of the four skills, as well as discourse-based teaching, have had a considerable impact on the emergence of discourse oriented curricula and teaching methods in English for specific purposes and English for academic purposes.

Indeed, strictly speaking, it is difficult to have a totally segregated-skills teaching in classroom. Rather there is a chance of integrating skills in the process of discrete skills instruction (Atkins,

Hailom and Nuru, 1996; Byrne, 1986; Gower, Phillips and Walters,1995; Parrot,1993; Harmer,1991; Mcdonough and Show,2003). However, some English language teachers may think that it is instructionally difficult to teach two or more skills at a time. These teachers may thus prefer segregated- skill to integrated-skills teaching (Oxford, 2001).

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

Language learners develop their ability in using two or more of the four skills with in 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). Jing (2006) has referred to many situations in which more than one language skills are used to communicate in our daily life. Moreover, he posited that integration leads the focus on realistic language and can be helpful towards students' all-round development of communicative competence in English language.

The realization of the integration of these skills is increasing. During the last ten years, there has been a general shift in SL education away from teaching language in isolation toward integrating language and content instruction (Enright & McCloskey, 1988; Jing, 2006). Real success in English teaching and learning is achieved when the learners can actually communicate in English inside and outside the classroom (Davies & Pearse, 2000; Jing, 2006). Nunan (1989) believes skills integration to be an important feature of language learning, which appeals to interaction, task continuity, real world focus, language and learning focus and task outcomes. Schurr et al. (1995) established that the language use is holistic in the real world, this demands from the

language teacher to provide learners with an environment where they can immerse in reading, writing, speaking and listening.

The interest of focusing on this skills integration comes from various reasons. First, the best of the researcher's knowledge. Second, as a language teacher there is no room to entertain discrete language skills purely one over the other. It is one of the significant areas language teachers raise as a problem in relation to the implementation of skills integration. Most educators agree that students are beneficiaries when they are engaged in the integrated tasks rather than the segregated skills.

However, teachers at Jorgo Nole Preparatory School may not be fully implementing skills integration as the results of the influence of traditionally teaching language skills in a separate way, lack of adequate instructional materials and teaching aids, lack of training how to teach skills in integration.

## **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 Jorgo Nole Preparatory school EFL teachers in general.

Nowadays, skills integrated teaching is a common language teaching practice in many countries of the world (Oxford et al. 1994; Snow, in Celce-Murcia, 1991). Devis and Pearse (2000) and Widdowson (1978) point that in language teaching, the use of one skill leads to the use of another skill. This in turn leads to the idea of integrated skills teaching practice which is the linking of the macro skills (listening, speaking, reading and writing). Therefore, emphasis should be given for the four language skills and should be practiced in association to enhance language practice to make language learning meaningful and interactive.

The skills integrated approach, in contrast to the segregated approach which lets students focus only one skill, helps students interact naturally in the language (Scarcella and Oxford, 1992). They assert the following advantages of using integrated approach. When Second

language teachers let students use integrated approach, students get opportunity to interact in authentic and meaningful way, develop multiple skills at the same time, be exposed to the complexity of the language and be motivated to learn the language. According to Wang (2000), integrating the four skills emphasizes the focus on realistic language and can therefore lead the students to all-round development of communicative competence in English.

Local studies on integrated language skills teaching in Ethiopian context were conducted. Endalkachew (1995), aimed to see the feasibility of integrated teaching of listening and speaking at grade 11 levels. Nasise (1999) intended to see the distribution and ratio of integration of skills in grade 10 English for Ethiopia books (1) and (2). Nasise's study shows the integration of more than two skills rarely seen in textbooks and most English teachers did not integrate language skills in the classroom. Alemayehu (2008) focused on assessing the implementation of integrating language skills and obstacles of integrated skills teaching. All of them focused on the old English syllabus.

Though, these three researchers attempt to look at the importance of skills integrated in EFL classrooms, none of them attempted to look the actual application of skills integrated approach in the classrooms at preparatory school. For this reason, the researcher could not find enough studies on skills in integration. This study, therefore, basically focuses on whether and how often teachers actually practice skills integrated teaching approach at grade 11 level with reference to Jorgo Nole Preparatory school in the light of : a) to examine current practice of skills integrated language teaching approach in EFL classes b) to evaluate the extent to which the teachers integrate the four language skills in integration c) to identify the challenges ( if there are any) EFL preparatory teachers may face to practically implement language teaching approach.

### **1.3. Objectives of the research**

#### **1.3.1. General Objective**

The overall objective of this study was to assess the practice of the skills integrated language teaching approach at grade 11 level.

#### **1.3.2. Specific Objectives**

The specific objectives of this study are:

- to examine teachers' current practice of skills integrated language teaching approach in EFL classes.
- to evaluate the extent to which the teachers practice the four language skills in EFL classroom.
- to identify the challenges ( if there are any) EFL preparatory teachers may face to practically implement skills integrated language teaching approach.

#### **1.3.3. Research Questions**

To meet the objectives of the study the following research questions are formulated :

- Are skills integrated approaches properly practiced by EFL teachers in the classroom?
- To what extent do the teachers implement skills integrated language in the classroom?
- What are the challenges (if there are any) EFL preparatory teachers may face to implement skills integrated language teaching approach?

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

The study serves to indicate how English teachers at Jorgo Nole Preparatory School practice skills integrated approach in their respective classroom. The result of the study helps English language teachers to revise their method of teaching English language at preparatory schools and thus make the necessary improvement in the practice of skills integrated teaching approach.

The evidence gain through the study brings the desirable quality in English language teaching in preparatory school. The study also provides possible future researchers with some insights in to the area.

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

The scope of the study was delimited to the practice of skills integrated language teaching approach at Jorgo Nole Preparatory School. It emphasized on gathering information about how English language teachers under the study integrate the four macro skills (listening, speaking, reading and writing) and to what extent the teachers employ the practice in their classes. The rationale to choose this school was because the researcher is a teacher in this particular school. This would make the researcher to save time and resources since the data are necessary for the study available in this school. The study would also restrict to only Grade 11 students and teachers. Geographically, the study strictly limits itself to Jorgo Nole Preparatory school. This school is located in Oromia National Regional state, West Wollega Zone and Nole Kaba district which is located 491Kms from Addis Ababa and 50Kms from Gimbi, the capital of administrative zone.

#### **1.6. Limitation of the Study**

The quality of research work would have increased if it covers a large population from different areas. However, this research was limited only to Jorgo Nole Preparatory School. As a result conclusions or generalizations from such narrow context and recommendations provides might not serve the case of all preparatory schools in the country. Because the research conducted only on one preparatory school could not represent the realities in the other preparatory schools. The study would not include the practicality of micro language skills.

## **1.7. Organization of the Study**

The major concern of this study was to assess the EFL teachers' practical application of the skills integrated language of Jorgo Nole Preparatory school. It is organized into five chapters. The first chapter deals with the introduction which includes background of the study, statement of the problem, objectives of the study, significance of the study, scope of the study, and limitation of the study. The second chapter deals with review of related literatures. Under this chapter detailed literature related to the research topic was presented.

The third chapter deals with research methodology which includes research design, participants of the study, sampling size and technique, and development of data collection instruments. The fourth chapter is about Results and discussion. In this chapter a detailed analysis along with discussion of the findings were made. Finally, in the last chapter, conclusions and possible recommendations were drawn.

## **1.8. Abbreviations, Acronyms and Definitions of key Terms**

CBI - Content Based Instruction

CLT-Communicative Language Teaching

EFL - English as a Foreign Language

ELT - English Language Teaching

ELL - English language learners

LT - Language Teacher

SL - Second Language

TEFL- Teaching English as a Foreign Language

T1, T2, T3, T4 – Teacher1, Teacher2 ...

**Integrated language teaching-** A language teaching approach where the four primary skills listening, speaking, reading 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 (Oxford, 2001).

**Integrated skills-** Language skills (listening, speaking, reading and writing) used together for communication.

**Macro Skills-** Skills like speaking, listening, reading and writing.

**Micro Skills-** Skills such as grammar, vocabulary, spelling and pronunciation which contribute to success with the primary skills.

**Communicative Competence-** The level of language learning that enable language users to convey their messages to others and to understand others' message within specific contexts.



## CHAPTER TWO

### LITERATURE REVIEW

#### **2.1. Integrated Skills Teaching Practice**

The concept of skills integrated teaching is defined in a number of different ways in the perspective of EFL teaching. But according to Richards, Plat and Weber (1985:144) cited in McDonough and Shaw (1993) "it is the teaching of the language skills of reading, writing, listening and speaking in conjunction with each other as when a lesson involves activities that relate listening and speaking to reading and writing."

Integrated skills teaching is the linking of the main language skills (listening, speaking, reading and writing) for the purpose of real communication. As Harmer (1991) states, when we use one skill there is a need to use another skill because one cannot speak if he/she does not listen carefully in conversation. He further explains that the use of one skill leads to the use of many different skills. The integration of these language skills allows students' to be exposed to the real language to use English when they communicate to each other both in the classroom and outside classroom. Integration of the skills enables language teaching to be meaningful and purposeful Atkins, Hailom and Nuru (1996). Also, Adams in Field (2000) regarding the use of language by learners describe most teachers pay much attention to the integration of the skills so as to create a more realistic simulation in the classroom.

The term integrated language teaching refers to the connection of two or more language skills (listening, reading, speaking and writing) and micro skills or language elements (grammar and vocabulary) in the language teaching/learning process(Harmer, 1991; Oxford, 2001; Ur, 1996).

#### **2.2. Theoretical Bases for Integrated skills teaching**

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

teaching, it would be appropriate to look at theories which the integrated skills teaching is based on.

Language learning was dominated by the theory of interactionism. It is a matter of interaction between the learners' innate ability and their experience in the teaching learning process. In relation to this interaction requires communication. Communication in turn leads to the integration of the four macro skills. Thus the implication of the interaction point of view is twofold. First, language learning is dynamic, social and communicative in nature. Second, the main goal of language teaching is to develop learners' communicative competence which is the ability to use language in different contexts Uso- Juan and Martinez-Flor (2006).

Communication requires the integration of the main language skills because without integrating the four skills we cannot achieve communication. In skills integrated instruction, learners are exposed to authentic language and involved in activities that are meaningful and interesting. The four macro skills (listening, speaking, reading and writing) are all an integral part of typical language proficiency and use Kumaravadivelu (2003).

Widdowson (1978) is one of the supporters of communicative language teaching (CLT) and argues all linguistic skills should be in association or integration with each other if the purpose of language teaching is to develop learners' communicative needs. The effectiveness of a particular skill may depend on another skill.

According to Mcdonough and Show, (1993), if one of the jobs of the teacher is to make 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 skill teaching is rooted in the theory of communicative competence, which claims communicative competence to include four competencies, namely, grammatical/ linguistic competence (knowledge of structure or form of the language), Sociolinguistic competence (knowledge of when to use the language in appropriate context), Strategic competence (knowledge of how to 'repair' communication breakdown) and Discourse competence (knowledge of understanding both spoken and written language beyond sentence level (Brown, 1994; Hinkel, 2001; Widdowson, 1978) .

### **2.3. Rationale for Integrated Skills Teaching**

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

Widdowson (1978) illustrates the need for the integration of the four language skills "the teaching of language as communication calls for an approach which brings linguistic skills and communicative abilities in to close association with each other." Communicative language teaching is therefore, the basis for a pedagogical framework for integrated skills teaching practice.

#### **2.3.1. Real-world Rationale for Integrated skills teaching**

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

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

Moreover, Gower, Diane and Walters (1995) to strengthen real world rationale for integrated skills teaching say "in real life the language skills of listening, speaking, reading and writing are

generally integrated rather than occurring in isolation." This implies that the integration of the four macro skills plays a vital role for language teaching and learning to enable learners use the target language outside the classroom. In addition, Byrne in Johnson and Morrow (1981) argues "we should keep in mind as a guide the way in which these skills are integrated in real life."

### **2.3.2. Pedagogic Rationale for Integrated skills teaching**

In an academic context, there are pedagogic reasons for integrated skills teaching. In a lecture type of lesson, which is a common type of lesson in many schools, students are expected to listen to the information provided by their teachers, and so that they read it later on for detailed understanding. The students need to ask their teachers for clarification of points which they do not understand while they are attending a lecture and also may read a text related to a lecture. Therefore, integrated skills teaching in schools help students cope with their academic work, which demands them to use two or more skills at a time (Byrne, in Johnson and Marrow, 1981, Cunningsworth, 1984, Harmer, 1991).

Being multi-language skills users at a time enable 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 skills teaching.

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.

## **2.4. Types of Integration**

### **2.4.1. Content-Based Integration**

Although content has a number of definitions in different language teaching methods, according to Cunnings worth (1995) and Atkins, Hailom and Nuru (1996) content is considered as functions or the communicative purposes for which learners use language (for example requesting, advising).Also, according to Richards (2006) "content refers to the information or subject matter that we learn or communicate through language rather than the language used to convey it. "It can be used as a vehicle which holds the lesson or the exercise together. Therefore,

in content based language teaching, language skills are integrated around a common topic or theme. This allows for the complete integration of skills. 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 inter-woven 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: theme-based language teaching and adjunct language teaching model (Byrne, 1988; Brown, 2001).

#### **2.4.1.1. Theme-based language teaching model**

The primary purpose of theme-based model is to help learners develop second language competence within specific topic areas. The language teacher is responsible for both language and content instructions; hence he functions as the subject matter teacher as well. Briton, Snow and Wesche (2003) used to teach language skills. However, theme-based courses constitute the most common model in CBI thanks to its relative lack of complexity for implementation.

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

#### **2.4.1.2. Adjunct language teaching model**

The adjunct model is content-based approach that emphasizes the equal importance of language and content instructions in order to help students master both language and content. Meanwhile, it aims to introduce students to general academic discourses and assist them to develop transferable academic skills (Briton, Snow and Wesche, 2003). Students originally receive separate academic credits for both courses.

According to Snow, in Celce-Murcia (1991: 319) the adjunct model is content-based approach in which students are currently enrolled in a language class and content course. This model is typically implemented in post secondary settings where such linking 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. Besides, the adjunct model can also enhance students' self confidence by using the target language to accomplish tasks.

#### **2.4.2. Task-Based Integration**

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

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

According to Campella and Kryszewska (1992) all tasks are independent and the activities are integrated with one topic. The aim of integrated skills activities is to develop learners' general ability to the target language. They say "for example a text is written to be read by somebody else and to be retold later."

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

#### **2.4.2.1. Pedagogic Tasks**

These types of tasks are specially designed classroom tasks that are intended to require the use of specific interaction strategies and may also require use of specific types of language (skills, grammar or vocabulary). A task in which two learners have to try to find the number of differences between two similar pictures is an example of pedagogical tasks.

According to Ellis (2003), a task is a work plan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed. Like other language activities, a task can engage productive or receptive, and oral or written skills and also various cognitive processes.

#### **2.4.2.2. Real-world Tasks**

These types of tasks are tasks that reflect real-world uses of language and which might be considered a rehearsal for actual tasks. Real-world tasks are achieved through language in the world outside the classroom. A role play in which students practice a job interview and writing an application letter would be a task of this kind. Real-world tasks are tasks that are brought in to a classroom after the learners' needs had been analyzed in terms of target tasks 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).

### **2.5. Advantages of Integrated Skill Teaching**

Integrating various skills provides more purposeful and meaningful learning opportunities at all levels. When various language skills are integrated in language teaching, language learning becomes more lifelike (Deneme, 2010). An integrated approach to language teaching /learning create fertile ground for better learning to take place: that is, it helps students to encounter new language items frequently by presenting various tasks in different sub-skills such as: reading, speaking, listening and writing, encouraging interaction among students and facilitates meaningful practice and promotes retention at large. This in line with Gardner's (1999) MIT proposal that is providing a variety of language activities would help us stimulate the different

tools or intelligences of our students and this makes it possible to activate and engage multiple memory pathways which is necessary to produce sustained deep learning(Schumann, 1997)

Similarly, (Widdowson,1996) also contained that an integrated approach helps us bring linguistic skills and communicative abilities closer together and gives students greater motivation and better retention of all the language skills learning (speaking, listening, reading, writing, grammar and culture). A reading lesson under this new paradigm might for example incorporate a pre-reading lesson to activate schemata, briefing by the teacher about a certain reading strategy, reading and doing the comprehension activities, a brief group discussion on comprehension exercises, writing the lessons learnt from the passage or paraphrasing a section of reading passage.

An integrated approach helps out students perceive the relationship among several skills and provides the teacher with a great deal of flexibility in creating interesting and motivating lessons. This integration of the four skills is a plausible approach to cope with the multiple intelligences that various learners have and the inner communicative feature of language and language learning.

Also, teaching by integrating skills allows language learners to engage in purposeful, meaningful and relevant learning. When these skills are practiced in integration, it is more likely to be learned well. Integrated skills teaching practice as a form of communicative language teaching focuses on meaning. In terms of purpose, learners are aware that they read a text because they will be required to react to the text and to do something with it; and this makes the language lesson relevant Campbell & Kryszewska (1992).

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 a 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).

In the past few decades the segregated skill approaches one or two skills were presented in isolation, was dominating in EFL classes (Oxford, 2001). Yet, educators found out that this approach of treating skills in isolation was contradictory to the natural way of acquiring the language. As a result, there has been a shift towards an approach that encourages the teaching of various skills with in the general framework of integration. As a result, language learning theory has been a gradual shift towards a more holistic view of language use ("the last thirty years has been a move towards more integrative and holistic terms") (Schmitt and Celce-Murcia, 2002:12). Nunan also considers skills integration has an important vehicle for language learning, assuming that it would facilitate interaction, task continuity, natural way of language use and task outcomes (2005).

## **2.6. Techniques of integrating language skills in lesson(s)**

As Harmer (1991) says whatever techniques are used in the classroom the aim of language teaching is to improve students' communicative ability. So in order to help learners with communication difficulties and help them use the target language teachers should use specific techniques and familiar activities to present language skills in combination. (Mohan, 1986) stresses the need for skill interactions in language learning since each language skill is not used separately in real life communication. The successful classroom must present the real-world holism, it means exercising one or two language faculties is not enough we need to provide ample opportunities for enhancing all facets of language; this refers to using cooperative learning activities as one of the best ways to accomplish this (Arslan, 2008). The language teacher can use activities such as simulated conversations in pairs and small groups, storytelling, picture description, reproducing any incident.

When a LT uses the integrated-skill approach he exposes ELLs to the real life language and provides them with opportunities to interact naturally in the language. This helps them achieve a true picture of the richness and intricacy of the English language when it is used for communication. This also develops interest for English language and they look it not just as a key to pass an examination but as a tool to interact with people. The integrated-skill approach

allows teachers to track students' progress in multiple skills at the same time (Rebecca L. Oxford, 2001). With careful reflection and planning, LTs can integrate the language skills. For this they must learn about the various ways to integrate language skills in the classroom that can accelerate learning process.

The LTs should research the extent to which these skills can be exploited. They should be encouraged to select instructional material, audio-visual aids that promote the integration of four language learning skills. The teachers may begin with one skill and later on or integrate the other language skills through proper activities. The LT should contrive and exploit such LT strategies that are helpful in enhancing the ELLs' performance in learning language skills. Moreover, the ELLs must actively participate in the activities so that the learning process may go on. The environment conducive for learning will also be helpful to LT in making language learning success.

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

Listen/ read\_\_\_\_\_Converse/ discuss\_\_\_\_\_Speak/write

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

In addition to this, listening and reading skills are practiced to make prediction, scanning or listen for detail information, skimming or listening for gist, extracting for detail detailed information, recognizing function and discourse patterns and for deducing/ inferring meaning from context.

As far as the productive skills is concerned, speaking practice tasks takes place through oral presentation and practice of new language items in dialogues activities, role plays, group and pair work activities. Writing activities can focus on controlled, guided and free activities.

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

According to Richards and Rodgers (2001), any language teaching practice reflects the roles of teachers and learners. Teachers' and students' roles refer to the part that teachers and learners role to the part that teachers and learners are expected to play in language teaching/ learning process (Nunan, 1989).

### **2.7.1. Roles of Teachers in Integrated language skills teaching**

The language teacher should play an important role in preparing learners for the process of integrated skills teaching. Some of the roles of English teachers during integrated skills teaching are:

**A. A helper and resource-** this is related to responding to learners' requests and for help with vocabulary and grammar. According to Atkins, Hailom and Nuru (1996) the basic role of English teacher is, therefore, to help students 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.

**B. A monitor-** teachers must constantly monitor and check the progress of students. The language teacher checks what the learners are doing before they pass to other skill.

**C. Organizer-** the teacher should organize listening and reading texts and design tasks for the practice of skill integration Kumaravadivelu (2006), the seating arrangements in the classroom before hand to save time and to make the classroom suitable for the practice of skills integrated teaching.

**D. Facilitator and active participant-**Breen and Candlin cited in Kumaravadivelu (2006) and Richards (2006) state that the teacher "facilitates the communicative process between all the participants in the classroom, and between those participants and the various activities and texts" and they further suggest the teacher should "act as interdependent participant within the learning-teaching group.

### **2.7.2. Roles of learners in Integrated-skill teaching**

In integrated skills practice the role of the learner has a great contribution for the effectiveness of the teaching learning process. Language learners should play the following roles in classroom (Atkins, Hailom and Nuru, 1996)

**A. Active participant-** in integrated language teaching learners should be involved eagerly in classroom activities. Richards (2006) suggests that they have so participate in classroom activities that were based on a cooperative rather than individualistic approach to learning because participation in group/ pair work enable them use language and express their ideas freely.

**B. Negotiator-** learners are expected to negotiate meaning in the process of learning. Concerning the roles of learners in the learning process, Breen and Candlin cited in Richards and Rodgers (1985) point out "the role of learners as negotiator between the self, the learning process, and the object of learning emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes."

**C. Ask and answer questions-** learners are engaged in a number of activities in the classroom. Learners are supposed to ask and answer questions when they are not clear with the lesson and when they are asked respectively.

### **2.8. Factors that hinder skills integrated language 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 logically 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).

Skills 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 logically 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, photo machine, overhead projector, computers, and audiocassettes and so on in school. Moreover, the presence of a large number of students in small /narrow classroom and unsuitable seating's (the type 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-testing; however, in practice, if only discrete point tests which measure only a single language skill ( for example, a test that assesses only grammar skill) at a time are used to measure learners' performance in 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.

## **2.9. The concept of communicative competence**

The idea of communicative competence is originally derived from Chomsky's distinction between competence and performance. By competence, Chomsky means the shared knowledge of the ideal speaker-listener set in a completely homogeneous speech community. Such underlying knowledge enables a user of a language to produce and understand an infinitive set of sentences out of a finite set of rules. Communicative competence deals with producing and

understanding sentences that are appropriate and acceptable to a particular situation. Thus Hymes coins a term "communicative competence " and defines it as knowledge of the rules for understanding and producing both the referential and social meaning of language."

Widdowson views language learning not merely as acquiring the knowledge of the rules of grammar, but also as acquiring the ability to use language to communicate. He says that knowing a language is more than how to understand, speak, read, and write sentences, but how sentences are used to communicate. "We do not only learn how to compose and comprehend correct sentences as isolated linguistic units of random occurrence; but also how to use sentences appropriately to achieve communicative purposes." (Widdowson, 1978)

The first model of communicative competence, regarded as the pioneering work on which the theoretical bases of communicative approaches to second language teaching presented an integrative theoretical framework consisting of four main competencies: Grammatical, Socio-linguistic, Strategic and discourse competence. Grammatical competence, the first component of the model, refers to the knowledge of the language code. It includes knowledge of vocabulary, rules of pronunciation and spelling, word formation and sentence structure. Socio-linguistic competence refers to the knowledge of socio-cultural rules of use in a particular context. Strategic competence involves the knowledge of how to use verbal and non-verbal communication strategies to handle breakdowns in communication. Discourse competence, the last component of the model, is concerned with the knowledge of achieving coherence and cohesion in a spoken or written text. According to the authors, learners' knowledge of these four components was essential to prepare them to face their communicative needs in the second language. However, they did not provide a description of the relationship among these components, a fact that was regarded in the model of communicative competence proposed by Savignon (1983). Her model, which included the same four competencies already mentioned above, adopted the shape of an inverted pyramid to show how an increase in only one component produces an increase in the overall level of communicative competence, since all components are interrelated to each other. This assumption is supported by the fact that a measure of both socio-linguistic and strategic competencies without any knowledge of grammatical competence, can contribute to increase someone's communicative competence (i.e. without the use of language, a person can communicate through gestures or facial expressions).

## **CHAPTER THREE**

### **METHODOLOGY**

The aim of this study was to assess the practice of skills integrated language teaching approach at Jorgo Nole Preparatory School. The research design, Participants of the study, Sampling size and techniques, Data gathering instruments, Data gathering procedure and Method of data analysis are stated under here.

#### **3.1. Research Design**

The aim of this study was to assess the practice of skills integrated language teaching approach at Preparatory school. In this study, descriptive design involving both qualitative and quantitative techniques was employed. Sharma (2000) describes that a descriptive survey is helpful to identify present conditions and point to present needs. Besides it is useful in showing immediate status of a phenomenon.

#### **3.2. Participants of the study**

The participants of the study were 120 grade 11 students who learn in Jorgo Nole Preparatory School and 4 English language teachers who teach English at grade 11 level in Jorgo Nole Preparatory School.

#### **3.3. Sampling Size and Techniques**

According to the information obtained from the administration office of the selected Preparatory School, there are 243 Grade 11 students in four sections. So, for the purpose of this study 30 students were selected from each section by applying simple random sampling technique. The researcher gave an equal chance for the population in this sampling method. Regarding the teachers, since grade 11 English teachers were few (4) in number, they were all included in the study by using availability sampling. Therefore, the total samples of the study were 4 EFL teachers and 120 students.

#### **3.4. Data Gathering Instruments**

As it is indicated in the objective of the study, the researcher was more interested to assess the practical application of skills integrated language teaching approach of Jorgo Nole Preparatory School at grade 11 level. So, in order to obtain useful data from the respondents, three types of data collection tools questionnaire, interview and observation were used.

### **3.4.1. Questionnaire**

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 group 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 closed and open ended questions for both students and teachers were prepared based on objective of the study and review of related literature. The teachers' questionnaire contained both open-ended and closed-ended questions; and it was divided in to three parts. Part one aimed at gathering the teachers' current practice of skills integrated language teaching approach in EFL classes. Part two aimed at gathering information on the extent to which teachers integrate the four skills in integration and Part three aimed at gathering information on the challenges EFL preparatory teachers may face to practice integrated skills teaching in the sample school.

The students' questionnaire contained closed-ended questions. The items were divided under three directions in the questionnaire. Part one asked whether or not their teachers integrate two or more language skills around the same topic or task at a time and their interest and motivation toward learning skills in integration. Part two intended to get information on to what extent their teacher integrated skills in classroom and Part three intended on problems that hamper integrated-skills teaching/ learning in the classroom. Since the researcher felt that the students might not adequately understand and respond to the questions, the students' questionnaire was translated in to Afan Oromo so as to enable them to fill the questionnaire appropriately.

### **3.4.2. Observation**

Observation is one of the most important methods of data collection instrument. According to Allright (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 situation. Therefore, the researcher prepared a classroom observation checklist to collect data. The checklist consists of teachers' role during skills integrated language teaching, students' role during skills integrated language teaching, instructional materials and equipment used during skills integrated language teaching and factors that hinder skills integrated teaching in EFL classroom. The researcher observed four grade 11 English language teachers while they were teaching English. The researcher observed each class for two times. Thus, the researcher carried



out eight observations; and the observations were made without disturbing the teaching/ learning process in any way. The observations were carried out before the teachers' and the students' questionnaires have been distributed in the school. It was believed that the information from these classroom observation provided important data concerning the practice of language skills integration in EFL classes.

### **3.4.3. Interview**

As Ranjit (1996: 115) shows," In situations where in-depth information is required, interviewing is the preferred method of data collection." Depending on the nature of the study and the degree of control, semi-structured interview which is highly favored for its flexibility was selected for this study. The major aim of interview was to collect qualitative data to cross check with others selected data collection tools. Six questions were constructed and the researcher carried out the interview using a tape recorder and transcribed the data. It was designed for Grade 11 English language teachers who are under the study aimed at gaining the teachers reflection on the practice of language skills integration in EFL classes, the extent to which they integrate language skills in EFL class and factors that hinder the practice of language skills integration in EFL classes if any.

### **3.5. Data Gathering Procedure**

The researcher collected both qualitative and quantitative data through questionnaire, observation and interview. To do this, first the researcher observed four classes. The classroom observation took 40 minutes each. During the observation the researcher filled a checklist. Secondly, questionnaires for both teachers and students were distributed after the completion of the observation. Thirdly, the teachers were interviewed.

### **3.6. Methods of data analysis**

The data gathered through questionnaire, interview and classroom observation were analyzed by using both qualitative and quantitative methods used since the research type is mixed. Accordingly, frequency and percentage were used to analyze the quantitative data whereas, information generated from interview and classroom observations were described qualitatively and the researcher used tables to quantify the data which were closed-ended.

## CHAPTER FOUR

### RESULTS AND DISCUSSION

This chapter deals with data analysis and interpretation. To collect data for the study, questionnaire for both teachers and students, an interview for teachers and classroom observation analysis were employed. Quantitative and qualitative data were obtained through these data collecting instruments.

**Table 4.1.** Results of Teacher questionnaire and Interpretation on the actual practice of skills integrated approach in EFL classrooms.

No	Item	Responses					
		Yes		No		Total	
		F	%	F	%	F	%
1	Do you teach two or more language skills to your students at a time?	4	100	-	-	4	100%
2	Do you integrate language skills by organizing them around the same topic or task at a time?	4	100	-	-	4	100%

According to Sesnan (1997), when teachers teach English they usually recognize that there are four skills to be taught .What is then done occasionally, to treat the four skills as two (or even four) separate subjects with separate times on the time table, and in extreme cases, different teachers in the higher classes .Based on this teacher respondents were asked if they taught two or more language skills in integration and the response of respondents for table 4.1 item 1 is yes. The researcher observed English language teachers while they were teaching and did not observe teachers teaching two or more language skills to their students in integration in a planned way.

In reporting to this item, the response of teacher respondents was different from the lesson observed and students' responses. The results of the students' respondents and classroom observation realize that English teachers did not implement skills integrated language teaching in classroom. From this it is possible to conclude that English teachers used a separated skill teaching at the expense of skills integrated teaching learning process.

According to Richards (2006) "Content refers to the information or subject matter that we learn or communicated through language rather than the language used to convey it." It can be used as a vehicle which holds the lesson or the exercise together. Therefore, in content based language teaching, language skills are integrated around a common topic or theme. This allows for the complete integration of skills. Also according to Nunan (1989) tasks are activities that require language learners to comprehend, produce, manipulate or interact in authentic language while attention is paid to meaning rather than form. Tasks provide opportunities for language learners to engage with the language in different ways. In relation to this in the above table item 2 was asked in connection to item 1 and all of the teacher respondents 4(100%) confirmed that they integrated language skills by organizing them around the same topic and or task at a time.

In relation to this when students' participants were responded if their teachers integrate language skills by organizing them around the same topic and or task at a time in item 1 of table 4.2, most of them 110 (91.66%) replied that their teacher did not do so. In addition to this, the data collected from the classroom observation indicated that teachers did not integrate language skills by organizing them around the same topic and or task at a time. This perhaps implies that there is mismatch between what the teacher respondents say and what they practically do in the class. Therefore, it is possible to conclude that if the teachers could integrate language skills by organizing them around the same topic and or task at a time teaching learning process develop communicative competence of students.

**Table 4.2.** Results and interpretations of Students' questionnaire on the actual practice of skills integrated approach

No	Question	Responses					
		Yes		No		Total	
1	Do you learn two or more skills (e.g. reading, writing, listening and speaking) that are integrated around the same topic or task when you learn English?	F	%	F	%	F	%
		110	91.66	10	8.33	120	100%

Item 1 asked if the students learn two or more language skills that are integrated around the same topic or task when they learned English. In responding to this item as indicated in the above table 110 (91.66%) of students respondents confirmed that they learned language skills in integration. 10 (8.33%) of them responded that as they did not learn language skills in integration. This

implies that almost students' responses match with what the teacher reported in responding to item 2 of table 4.1.

**Table 4.2.1.** Results and interpretation on their interest and motivation to learn skills integrated language

No	Question	Responses								Total	
		Very high		High		Low		Very low			
		F	%	F	%	F	%	F	%	F	%
1	How much is your interest and motivation to learn language skills in integration?	38	31.66	74	61.66	8	6.66	-	-	120	100%

The above table shows that 38 (31.66%) and 74 (61.66%) of the students responded that they had very high and high interest and motivation to learn language skills in integration respectively; while the minority 8 (6.66%) of the respondents replied that they had low interest and motivation to learn language skills in integration.

The above table indicated that those students who have very high and high motivation and interest learn language skills in integration may take responsibility for their own learning. However, as it was observed during observation session many students were not actively participate in group or pair discussion; the classroom is mostly dominated by the teacher presentation.

**Table 4.3.** The results of teachers' questionnaire and interpretation on the extent to which the skills integrated approach could be implemented in EFL classrooms.

No	Integrating practice	Rating scale												Mean
		AL (5)		US (4)		ST (3)		R (2)		N (1)		Total		
		F	%	F	%	F	%	F	%	F	%	F	%	
1	Listening and writing	1	25	1	25	2	50	-	-	-	-	4	100%	3.75
2	Reading and writing	1	25	2	50	1	25	-	-	-	-	4	100%	4
3	Reading and speaking	1	25	1	25	2	50	-	-	-	-	4	100%	3.75
4	Listening and speaking	1	25	2	50	1	25	-	-	-	-	4	100%	4
5	Listening, speaking and writing	-	-	1	25	1	25	2	50	-	-	4	100%	2.75
6	Reading, speaking and writing	-	-	-	-	2	50	2	50	-	-	4	100%	2.5
7	Listening, speaking, reading and writing	-	-	-	-	-	-	3	75	1	25	4	100%	1.75
8	Reading, writing, listening and speaking	-	-	-	-	-	-	2	50	2	50	4	100%	1.5

**Key: AL = Always US = Usually ST = Sometimes R =Rarely N = Never**

Byrne cited in Johnson and Morrow (1981) and Atkins, Hailom and Nuru (1996) suggest the simplest and usually used technique and form of integration. They say the most common integration is from receptive skills (listening and reading) to productive skills (speaking and writing). This does not mean that checking learners' comprehension ability is enough. Learners should have opportunities to create and produce something based on the listening and / or reading texts.

In connection to the extent English language teachers integrate the four language skills, as table 4.3. above shows in reporting to this, item 1,2 of the respondents confirmed that they sometimes integrate listening and writing skills, 1 of them always integrate and 1 of them usually integrate listening and writing skills. The mean result of this item (3.75) inclines towards 'usually'. This indicated that the listening and writing were integrated.

Item 2 of the above table indicated that 2 of the respondents confirmed that they usually integrate reading and writing skills. On the other hand, 1 of them always integrate and 1 of them sometimes integrate reading and writing skills. The mean value of this item that is (4) indicated that teachers 'usually' implement integrated skills when they taught reading and writing skills.

In replying to item 3 of the above table, 2 of respondents confirmed that they sometimes integrate reading and speaking skills and 1 of them always integrate and 1 of the respondents usually integrate reading and speaking skills. The mean score of this item (3.75) fall under ' usually.'

In item 4, the teacher respondents were reported that 2 of respondents confirmed that they usually integrate listening and speaking. 1 of them replied that they always integrate listening and speaking skills. Similarly, 1 of the respondents reported that they sometimes implement listening and speaking skills. The mean value of this item (4) inclines towards ' usually.'

This perhaps, implies that English language teachers in the study employ to some extent integrated skills practice. However, this is inconsistent with what the researcher observed in the classroom. This is because he observed English language teachers while they were teaching the skills in isolation.

Items 5-8 in the table 5 above asked the teachers if they integrate more than two skills at a time while they teach English. In connection to this item 5 asked the teacher respondents if they integrate listening, speaking and writing at a time. 2 of the respondents rarely integrate listening, speaking and writing at a time. While 1 of the respondents usually integrate and 1 of the respondents sometimes integrate listening, speaking and writing at a time. The mean value (2.75) of this item inclines towards ' sometimes.' From this result one can realize that English language teachers were not good at integrating the skills mentioned above in this item.

In replying to item 6, 2 of the respondents responded that they sometimes integrate reading, speaking and writing skills at a time. Similarly, 2 of them responded that they rarely integrate these language skills. The mean value (2.5) of this item inclines towards ' sometimes ' and one can infer from this there was a problem regarding integrating language skills approach.

In items 7 and 8, the teachers were asked whether they integrate the four skills or not. In item 7, the teachers were asked if they integrate listening, speaking, reading and writing at a time. Accordingly, 3 of them responded they rarely integrate listening, speaking, reading and writing skills at a time. Whereas, 1 of the respondents never integrate these four skills at a time. The mean score of this item inclines towards ' rarely.' This indicated that English language teachers hardly employed integrated skills practice to teach the four language skills.

In connection to integrating the four skills (reading, writing, listening and speaking) in the last item of table 4.3.above, 2 of teacher respondents rarely integrate the four language skills (reading, writing, listening and speaking) at a time and 2 of them never integrate these four language skills at a time. The mean value of this item (1.5) rarely integrated the four skills mentioned. The mean values of the above table and classroom observations revealed that the absence of integrated teaching practice. This indicated that English language teachers teach skills in isolation.

As Jing (2006) indicated traditional English language teachers tend to teach the four language skills separately and materials and activities designed usually focus on one specific skill and others are ignored. These situations make integrated skill practice difficult to be implemented. In order to integrate two or more skills all skills should be taught equally. Similarly, according to Harmer (1991) and Jam Bell and Roger Gower cited in Tomlinson (1998), language is a combined skill where everything depends on everything else. It is true that one skill cannot be performed without another. In many cases the same experience or topic leads to use of many different skills. So teaching/ learning should try to reflect this. For example, where students practice reading similarly they should also need help as a spring bond for practicing other skills. At the very least we listen and speak together and read and write together.

**Table 4.4.** Results of Students' questionnaire and interpretation on the extent to which the skills integrated approach implemented by EFL teachers.

No	Questions	Responses												Mean	
		AL(5)		US(4)		ST(3)		RA(2)		NE(1)		Total			
		F	%	F	%	F	%	F	%	F	%	F	%		
1	When we learn English skills in integration, our teacher gives advice to us to have responsibility for our own work.	40	33.33	50	41.66	19	15.83	11	9.16	-	-	120	100%	479	3.99
2	In teaching learning classroom our teacher organizes us in groups and pairs and make us express our feeling in various skills after we discussed activities.	21	17.5	18	15	55	45.83	17	14.16	9	7.5	120	100%	385	3.2
3	Our teacher motivates us to ask question and express our ideas freely while we learn language skills integration.	51	42.5	42	35	18	15	9	7.5	-	-	120	100%	495	4.12
4	Our teacher asks the problem we face when we learn language skills in integration and he/she attempt to find solutions for the problem.	7	5.83	9	7.5	15	12.5	59	49.16	30	25	120	100%	264	2.2
5	Our teacher uses different instructional materials (e.g. newspaper, magazines, etc.) in teaching learning classroom.	-	-	-	-	9	7.5%	12	10%	99	82.5	120	100%	150	1.25
6	Our teacher gives us project work and let us presents our work in integrated form which relates to the topic we learned in the classroom.	7	5.83	5	4.16	11	9.16	28	23.33	69	57.5	120	100%	213	1.77

**Key: AL = Always US = Usually ST = Sometimes RA = Rarely NE = Never**

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



As can be observed from table 4.4. above on item 1, students were asked if their teacher give advice and let them have responsibilities for their own work; in responding to this item 50 (41.66%) of them responded that their teacher usually gives advice and let them have responsibilities for their own work. While 40 (33.33%) of them responded as their teacher did always and 19 (15.83%) and 11 (9.16%) responded that their teacher sometimes and rarely did so respectively. However, the data obtained during the classroom observation the teachers were not seen give advice to the students so that they take responsibility for their own work.

In item 2 of the above table, the students were asked if their teachers organize them in groups and pairs and make them express their feeling in various skills. In replying to this item, 55 (45.83%) of the respondents responded their teacher sometimes organize them in groups and pairs and make them express their feeling in various skills. Whereas, 21 (17.5%), 18 (15%), 17 (14.16%) and 9 (7.55) of the respondents replied that their teacher always, usually, rarely and never organize them in groups and pair and make them express their feeling in various skills after they discussed an activities. The mean score for item 2 incline towards ' Sometimes.' This would seem to suggest that the teachers did not organize the students in groups and pairs and make them express their feeling in various skills after they discussed an activity.

In item 3 of the above table, the mean score (4.12) for this item incline towards 'Usually.' This is inconsistent with what the present researcher observed in the classrooms; because almost all the teacher were not seen motivate and let their students express their ideas freely.

Item 4 was designed to elicit information from students if their teacher asks the problem they face and attempt to find solutions for the problem. In responding to this 59 (49.16%), 30 ( 25%) and 15 (25%) of the respondents made it clear that their teacher rarely, never and sometimes respectively asks about the problems they faced and made an attempt to find solution for the problem when they learned skills in integration. Whereas, 9 (7.5) and 7 (5.83) of the respondents replied that their teacher usually and always did so respectively. Concerning this Dornyei (2001) suggests that in integrated skills teaching classroom, language teachers need to identify problems students encounter when they learn language skills in integration so as to find solution for the students' problem.

The mean scores which are 1.25 and 1.77 for item 5 and 6 respectively incline towards ' never'; and this is consistent with what the researcher observed in the classrooms. This would suggest that the teacher in the sample classroom hardly use different instructional materials and use project work as a means of helping students practice language skills in integration.

**Table 4.5.** Results of students’ questionnaire and interpretations on factors that impede the implementations of language skills integration in EFL classes.

No	Questions	Rating scale									
		ASP(3)		AMP(2)		NP(1)		Total		Mean	
		F	%	F	%	F	%	F	%		
1	Since we do not know the advantage of learning language skills in integration we do not have motivation from our teacher.	72	60	37	30.83	11	9.16	120	100%	301	2.5
2	Our teacher faces problems to organize us in groups and pairs, for there are inconvenient conditions (seating, tables) in integrated language learning classroom.	77	64.16	39	32.5	4	3.33	120	100%	313	2.60
3	Our teacher does not come to classroom ready to teach language skills in integration and did	45	37.5	56	46.66	19	15.83	120	100%	266	2.21

	not encourage us to ask questions.										
4	When we learn language skills in integration we encounter problems to work in pairs and groups.	81	67.5	39	32.5	-	-	120	100%	321	2.67
5	When our teacher teaches us skills in integration, he/ she do not use teaching aids.	87	72.5	33	27.5	-	-	120	100%	327	2.72
6	Because there are not reference books in our school library, we face problems to do homework, project work that will be given when we learn language skills in integration.	21	17.5	27	22.5	72	60	120	100%	189	1.57

**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**

As indicated in table 4.5. Above, the mean value of item 1(2.5) inclines towards 'A serious problem'. From this we can conclude that student's lack of awareness about advantages of integrated skills learning is one of the barriers to the teaching learning integrated skills in the school.

The mean score for item 2 (2.60) falls in 'A serious problem' region. The classroom observation result also confirmed this; the seating arrangements of the table in the classroom are not convenient for organizing students in group.

Responding to item 3, the mean score for this item (2.21) inclines towards ' A minor problem.' This suggests that teachers had sufficient preparation to teach language skills in integration. The classroom observation result also confirmed with students responses that most of the teachers seen teaching skills in isolation.

The mean score for item 4(2.67) incline towards ' A serious Problem.' From this it could be concluded that the teachers in the selected school do not give attention to solve a problem when students faced problem to work in pairs and groups in integrated skill language classes.

As indicated in the table 4.5 above, the mean score for item 5 (2.72) incline towards ' A serious problem.' This implies that the teachers in the selected school do not use various instructional materials and equipments when they teach language skills in integration. The classroom observation result also confirmed this.

The mean score for item 6 (1.57) incline towards ' A minor problem.' This means shortage of reference books in the school is one of the barriers to the teaching learning of integrated skills in EFL classes.

### **Analysis of Data Obtained Through Teachers' Interview**

Interview was conducted with teachers on the topic under the study. It was used to substantiate the results of questionnaires. It interview questions deals with teachers' practice of skills integrated language teaching and factors they may face in skills integrated language classroom.

Item 1 and 2 asked the teachers 'Do you think language skills integration practice help students learn English in a better way and develop their communicative competence?'

Findings from interview teachers revealed that as skills integration help students learn English in a better way and can develop their communicative competence. Furthermore, teachers elaborated that the integration of the skills is an important aspect of overall language ability. This shows that language skills integration is crucial in helping students to

learn English in a better way and developing their communicative competence. (see appendix D)

In addition, interviewed teacher (T1) reported that, “ without integrating the four skills we cannot achieve communication. Thus, all the skills should be taught in the classroom in integrated way. “

Item 3, asked the teachers “ Do you tell your students the importance of language skills integration? “

Based on this, interviewed teacher ( T2) stated: “ Sometimes I tell my students the importance of skills integration in the classroom.”

In contrary to this interviewed teacher ( T1) stated:

“Due to lack of time I did not tell the importance of skills in integration language to my students because they know by themselves.” He considered as the students were understanding the importance from their previous knowledge. The classroom observation also confirmed as their teachers did not tell the importance of skills integrated language teaching. In this regarded, ELT scholars, for example, Dornyei (2001) and Richards (2001) argued that in any language teaching / learning process, learners need know what they will get from performing a particular activity in the classroom. In turn, when students clearly know the merits of the activities they are performing, they could be highly motivated to engage in the learning process.

Item 4 asked teachers “ To what extent you give project work to students so that they take responsibility for their own work and practice two or more language skills at a time?”

Interviewed teacher (T4) reported that, “ I usually give a project work to my students to practice two or more language skills at a time and motivate them to take responsibility for their own work.” Nevertheless, in all classroom observations made, none of the teachers were seen giving project work for students so that they practice two or more language skills at a time.

Item 5 asked if the teachers organize students in to different grouping when they taught language skills in integration.

For effective integration of language skills in language classroom, students need to be organized in different groupings. Accordingly, teachers reported that they always organized students in to different groupings when they taught language skills in integration; however, in most of the lessons observed, the teachers were not seen effectively organizing the students in to different groupings; whole class organization was the norm, and there were some pair and small group organization.

Generally, as indicated in the above table, the data collected from the students mirror that there are barriers that hinder the practice of integrated language skills in EFL classes in the school.

It is possible to deduce some factors that hinder the practice of integrated language teaching approach at grade 11 levels. Therefore, the respondents were asked to mention these factors. The data collected from the teachers using a questionnaire and interview are categorized and presented below (see appendix A and D)

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

The respondents reported that the following students related problems were found to have hindered the implementation of integrated language skills in EFL classroom.

- The students were weak at English language.
- In adequacy of basic knowledge and skills of language.
- Some of the students do not participate in group and pair discussion.
- Many of the students do not know skills integration.
- Many of the students used their mother tongue during pair or group discussion.
- Some of the students had limited vocabulary and grammar knowledge.
- Some of the students had little interest and motivation to learn.

In addition to these problems that hinder the practice of integrated language skills in EFL classes were observed during classroom observation. Most of the students seemed not good at English and did not seem to speak the correct sentence.

## **II. Problems related to teachers**

The teachers confirmed that the following factors are problems related to the teachers (them):

- Some of teachers thought that it was challenging to find authentic materials for integrated language skills in EFL classes.
- Teachers' limited knowledge towards addressing the macro skills.
- Poor classroom management.
- Lack of interest in teaching and some of the teachers were careless in their work as seen during classroom observations.

## **III. Problems related to the school**

The respondents claimed that the following problems related to the school were found to have hindered the practical application of an integrated skill teaching:

- Shortage of instructional materials and equipments such as newspapers, magazines, language laboratory and audiovisual materials.
- Less attention was given for skills integration.
- Lack of training on integrated skills teaching from the department as well as from the school.

In classroom observation session, the researcher attempted to observe whether class size and seating arrangement impede integrated skills teaching practice. Both class size and seating arrangements identified as seemed to have an impact on an implementation of skills in integration.

Overall, the problems that hindered the practical application of skills integrated teaching in the school seemed to work linked together. For example, the problems related to the school such as shortage of teaching aids and equipments and large class size were directly or indirectly affecting the teachers' effort of teaching skills in integration. Lack of training of teachers on how they practically teach language skills in integration and students inadequacy of basic knowledge and skills of language can affect integrated skills teaching.

Generally, it seems that many of the hindrances to skills integrated language teaching and learning in the school practice may be reduced if the teachers get adequate training on how they teach language skills in integration manage large class size and so forth in the school.



## CHAPTER FIVE

### CONCLUSIONS AND RECOMMENDATIONS

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

#### 5.1. Conclusions

The major concern of the study was to assess the practice of skill integrated teaching at grade 11 level of Jorgo Nole Preparatory school. The data obtained from teachers' and students' questionnaire, classroom observation and teachers' interview the following conclusions are drawn:

1. The teachers sometimes taught two language skills in integration in speaking, writing, listening and reading lessons. However, they did not teach the four language skills in speaking, writing, listening and reading lessons.
2. The four language skills could be integrated around topic and tasks. However, the teachers hardly integrate speaking, writing, listening and reading around the same topic or task in the classroom.
3. The teachers sometimes organize students in pairs and groups when they taught language skills to create interaction among students.
4. The teachers rarely gave project work such as conversation, storytelling, picture description so on to the students when they taught language skills in integration.
5. The teachers did not use instructional materials and equipments (news paper, magazine, overhead projector, and audiocassette) in skills integrated language learning classroom and this made the practice difficult.
6. Most of the teachers could not successfully play their roles as a ( advisor, organizer, monitor and facilitator) when they taught language skills in integration in EFL classes and these made the implementation of language skills in integration in EFL classes less effective.

7. Teachers did not get adequate training on the practical aspects of integrated skills teaching. As a result it seemed that this affects the practical skills of practicing skills integrated teaching in classrooms.

Furthermore, problems related to the students such as inadequacy of basic knowledge and skills, lack of participation in group and pair discussions, lack of interest and motivation were obstacles directly or indirectly that hinder the practice of skills integrated in EFL classes. Moreover, problems related to the teachers namely their limited knowledge of addressing the macro skills, poor classroom management, lack of motivation and interest on the part of some teachers were hindrances directly or indirectly hampering the practice of skills integrated teaching learning in EFL classes. Similarly, factors related to the school such as shortage of instructional materials and equipments, attention given to skills integration and lack of training on integrated skills teaching from the department as well as from the school were factors which directly or indirectly affect integrated teaching learning in the classrooms. These may lead us to the conclusion that a number of reasons were negatively affecting the practice of skills integrated language teaching and learning in EFL classes.

## 5.2. Recommendations

The findings of this study on the practice of skills integrated language teaching in Jorgo Nole Preparatory School call for attention in several areas. These include:

1. It would be advisable for the teachers to use activities and project work such as conversation, storytelling, picture description and so on as much as possible when they teach integrated language skills in EFL classes. Because, this create conducive conditions for the practice of skills integrated language teaching and learning in EFL classes.
2. Instructional materials are critical ingredients in integration of language skills teaching. Thus, the school administration should provide adequate teaching aids and equipment such as newspaper, magazine, audiocassette and so on for the teaching learning classroom.
3. The teachers are expected to adapt the textbook and design communicative activities (role plays, debates, information gaps etc.) to teach language skills in integration by integrating them around the same topic or tasks. Moreover, they should organize the students in pairs and groups in order to create communication and interaction among the students. In doing so, the students may get the opportunity to practice two or more language skills at a time.
4. The students need to be aware of the advantages of skills integrated language learning to their daily life so that they become motivated and actively play their roles in the practice of skills integrated language teaching and learning process. Hence, it is better if the teachers inform the students the advantages of integrated language skills learning.
5. Unless teachers and students play their roles in the classroom, skills integrated practice will not be implemented effectively. Thus, the teachers should play roles such as monitor, organizer, facilitator, etc. and the students need to actively participate by asking and answering questions, negotiate meaning and do their class work and homework. This helps to minimize the factors that affect the practice.

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**APPENDICES**  
**Appendix A**

**Jimma University**

**College of Social Sciences and Humanities**

**Department of English Language and Literature**

**Questionnaire to be filled in by Teachers**

**Dear Teacher,**

This questionnaire is intended to gather relevant data for the study entitled "The practical application of skills integrated language teaching approach at grade 11 level." Therefore, I kindly request you to give your genuine response for the success of the study. Your response will be used only for the purpose of the study and will be kept confidential.

Notice: You don't need to write your name on questionnaire

Thank you for your cooperation!

**Part one: Background Information**

Please put a tick (✓) mark in the given box and give short answer on the space provided.

Name of the school\_\_\_\_\_

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

Qualification: B.A \_\_\_\_\_    B. Ed \_\_\_\_\_    M.A \_\_\_\_\_    M. Ed \_\_\_\_\_

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

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



**Part two: A. Questions related to teachers' current practice of skills integrated teaching**

2.1. Do you teach two or more language skills to your students at a time?

A. Yes

B. No

2.2. If your answer for question 2.1 is yes, do you integrate language skills by organizing them around the same topic/ or task at a time?

A. Yes

B. No

**B. Questions concerning to what extent the teachers integrate the four language skills**

No	Integrating practice	Rating scale				
		Always	Usually	Sometimes	Rarely	Never
1	Listening and writing					
2	Reading and writing					
3	Reading and speaking					
4	Listening and speaking					
5	Listening, speaking and writing					
6	Reading, speaking and writing					
7	Listening, speaking, reading and writing					

**C. Factors which hinder integrated skills teaching**

What are the factors, if any, which hinder the teaching of the four macro skills in integration?

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 teacher

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

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

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

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

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

III. Problems related to the school

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

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

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

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

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

Other problems, if any

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

As an English language teacher, what do you suggest for promoting integrated language skills teaching at Grade 11 level?

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

## Appendix B

Jimma University

College of Social Sciences and Humanities

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 school. In particular, it has been designed to collect data on if your English language teacher integrates language skills when you learn English. The findings of this study are hoped to contribute to the improvement of your learning. You are, therefore, kindly requested to respond to all the items in the questionnaire.

Notice: You don't need to write your name on questionnaire.

Thank you in advance!

#### **Please, fill the following personal information**

Name of the school \_\_\_\_\_

Sex: Male \_\_\_\_\_ Female \_\_\_\_\_

Age: A. 15-20  B. 21-25  C. 26-30  D. above 30

#### **I. For the following questions, please circle the letter of your choice.**

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

A. Yes  B. No

2. How much is your interest and motivation to learn language skills in integration?

A. very high  B. high  C. low  D. very low

**II. How often are the ideas mentioned below implemented when you learn language skills in integration during English session? Please, give your response by putting a tick (√) under the appropriate column.**

No	Practices	Rating scale				
		Always	Usually	Sometimes	Rarely	Never
1	When we learn language skills in integration, our teacher gives advice to us to have responsibility for our work.					
2	In teaching /learning classroom our teacher organizes us in groups and pairs and makes us express our feeling in various skills after we discussed an activity.					
3	Our teachers motivate us to ask question and express our ideas freely while we learn language skills integration.					
4	Our teacher asks the problem we face when we learn language skills in integration and he/ she attempt to find solutions for the problem.					
5	Our teacher uses different instructional materials (e.g. newspaper, magazines, etc) in teaching learning classroom.					
6	Our teacher gives us project work and lets us present our work in integrated form which relates to the topic we learned in the classroom.					

**III. During English sessions to what extent have you observed the following problems?  
Please, indicate the extent of a problem by putting a tick (✓) mark under the appropriate column.**

No	Questions	Rating scale		
		A Serious Problem	A minor problem	Not a problem
1	Since we do not know the advantage of learning language skills in integration we do not have motivation from our teacher.			
2	Our teacher faces problems to organize us in groups and in pairs, for there are inconvenient conditions (seating and tables) in integrated language learning classroom.			
3	Our teacher does not come to classroom ready to teach language skills in integration and did not encourage us to ask questions.			
4	When we learn language skills in integration we encounter problems to work in pairs and groups because our teacher does not attempt to find solutions for the problem.			
5	When our teacher teaches us language skills in integration, he/she does not use various teaching aids.			
6	Because there are not enough reference books in our school library, we face problems to do home work, project work that will be given when we learn language skills in integration.			

## **Duubee C**

### **Yuuniversiitii Jimmaa**

#### **Kolleejjii Saayinsii Hawaasaa fi Huumaaniitiitti**

#### **Kutaa Barnoota Afaan Inglizii fi Og-barruu**

#### **Bargaaffii Barattootaaf Qophaa'e**

#### **Kabajamtoota barattoota,**

Hunda dura yeroo keessan sagantaa kanaaf oolchuuf eyyamamoo ta'uu keessaniif guddaan isin galateeffadha. Waraqaan gaafannoo kun kan qophaa'e odeeffannoo qo'annoo fi qorannoo mata duree ' Dandeettiwwan afaanii walsimatoo ta'an daree barnootaa afaan Ingliffaa keessatti ' jedhu irratti ragaa fi odeeffannoo walitti qabachuun fala barbaachisu kennuun yaadameeti. Bu'aan qorannoo kanaas rakkoo hojiirra ooluu dhabuun dandeettiwwan afaanii walsimatoo daree barnoota afaan Ingliffaa keessatti fiduu danda'uuf fala kennuuf jedhameeti.

Hub. Maqaa kee waraqa kana irratti barreessuun hin barbaachisu.

Galatoomaa!

#### **Odeeffannoo dhuunfaa armaan gadii guuti!**

I. Maqaa mana barumsaa : \_\_\_\_\_

II. Saala: Dhiira \_\_\_\_\_ Dhalaa \_\_\_\_\_

III. Umurii: \_\_\_\_\_ ( lakkoofsaan barreessi)

#### **I. Gaaffilee armaan gadii qubee deebii sirrii qabatee jiru jettee yaaddutti marii deebisi.**

1. Yeroo barnoota afaan Ingliffaa barattu dandeettiwwan afaanii lamaa fi isaa ol ta'an (fkn.Dandeettii dubbisuu, barreessuu, dhaggeeffachuu fi dubbachuu) mataduree yookaan gochaalee tokko jalatti walsimatani jiran ni baratta?

A. Eeyyee

B. Lakki

2. yeroo dandeettiwwan afaanii walsimatoo ta'an barattu fedhii fi kaka'umsa akkamii qabda?  
 A. Baay'ee olaanaa  B. Olaanaa  C. Baay'ee gadi bu'aa  D. Gadi bu'aa

**II. Yaadonni armaan gadii yeroo afaan Ingiliffaa barattu dandeettiwwan afaanii wal simatoo hagam hojiirra oolu? Deebii kee fuuldura yaadota kanatti mallattoo (✓) kaa'uun deebisi.**

	Yaaliiwwan	Safartuu				
		YH	YB	YTT	DD	TH
1	Barsiisaan keenya gorsa ga'aa waan nuu kennuuf, kaka'umsaa fi miira itti gaafatamummaan hojjechuutu nutti dhaga'ama.					
2	Barsiisaan keenya cimdii fi gareen nu qindeessuun gocha irratti mari'annu nuuf kennee yaada keenya barreessuun yookaan dubbachuun akka ibsannu nu taasisa.					
3	Barsiisaan keenya waan nu jajjabeessuuf waan nuuf hin galle gaafachuun yaada keenya bilisa taanee ibsanna.					
4	Yeroo dandeettiwwan afaanii walsimatoo barannu barsiisaan keenya rakkoolee nu mudatan nu gaafata;rakkocha furuufis yaalii ni godha.					
5	Barsiisaan keenya meeshaalee deggarsa barnootaa garaagaraa kanneen akka: galaalchotaa, magaazinootaa fi kkf ni fayyadama.					
6	Barsiisaan keenya matadureewwan daree keessatti barannuun kan walfakkaatan projektiwwan adda aaddaa akka hojjennuuf nuu kenna,hojii keenyas qindeessuun daree keessatti walii keenyaaf akka dhiyeessinu nu taasisa.					

**Furtuu: YH= Yeroo Hunda YB= Yeroo YTT= Yeroo Tokko Tokko DD= Darbee darbee TH= Tasuma hin fayyadamu**

**III. Yaadolee armaan gaditti dhihaatanii jiran wayitii barnoota afaan Ingliffaa barattu sadarkaan rakkoolee dandeettiwwan afaanii walsimsiisanii barachuu dhiisuurratti mul'atan hagam akka ta'an mallattoo (✓) yaadota tarreeffamanii jiran fuulduratti kaa'ii agarsiisi.**

Lakk	Gaaffiwwan	Safartuu		
		RC	RL	RM
1	Faayidaalee dandeettiwwan afaanii walsimatoo irraa argannu addaan baasnee waan hin beekneef, dandeettiwwan afaanii walsimatoo barachuurratti kaka'umsa gaarii ta'e hin qabnu.			
2	Teessumnii fi miinjalli daree keessa jiran mijatoo waan hin taaneef, yeroo dandeettiwwan afaanii walsimatoo ta'an barannu barsiisaa keenya rakkoo cimdii fi gareen barattoota gurmeessuutu mudata.			
3	Barsiisaan keenya dandeettii afaanii walsimatoo ta'an barsiisuuf qophaa'ee gara daree barnootaa hin dhufu; akkasumas gaaffii akka gaafannuuf nun jajjabeessu.			
4	Yeroo dandeettiwwan afaanii walsimatoo barannu rakkoolee cimdii fi gareen barachuu keenya keessatti mudatan barsiisaan keenya furuuf hin yaalu.			
5	Barsiisaan keenya dandeettiwwan afaanii walsimatoo ta'an yommuu nu barsiisu, meeshaalee deggarsa barnootaa hin fayyadamu.			
6	Sababa hanqina kitaabilee wabii mana dubbisa kitaabaan kan ka'e dandeettiwwan afaanii walsimatoo irratti hojii manaa fi pirojectiwwan adda addaa yeroo nuuf kennamu rakkooleen nu mudatu.			

**Furtuu: RC = Rakkoo Cimaaw    RL = Rakkoo Laafaa    RM= RakkooMiti**



**Appendix D**

**Jimma University**

**College of Social Sciences and Humanities**

**Department of English Language and Literature**

**Interview questions for Grade Eleven English Language Teachers.**

**Dear teacher,**

The aim of this interview is to gather data for the study designed to get your reaction on assessing ' The practical application of skills integrated language teaching approach at grade11 level.' You are, therefore, kindly requested to provide your response to the questions. Please read each questions and elaborate your feeling relating to your own learning experiences. Since the success of the study highly depends on your honest in explaining the idea you're kindly requested to respond accordingly.

Thank you for your cooperation!

**Background Information**

Name of the school-----

Age-----

Qualification-----

Area of qualification-----

Total years in teaching English-----

1. Do you think language skills integration help student learn English in a better way?
2. Do you think language skills integration practice help students develop their communicative competence?
3. As a language teacher do you tell students the importance of language skills integration?
4. To what extent you give project work to students so that they take responsibility for their own work and practice two or more language skills at a time?
5. Do you organize students in pair, groups and whole class when you teach integrated language skills teaching?
6. What is the challenges English language teachers face in language skills integration?

# Appendix E

Jimma University

College of Social Sciences and Humanities

Department of English Language and Literature

## Classroom Observation Checklist

Name of the school\_\_\_\_\_

Unit\_\_\_\_\_

Date of observation\_\_\_\_\_

Lesson topic\_\_\_\_\_

Grade and section\_\_\_\_\_

Lesson content\_\_\_\_\_

Total time of the lesson\_\_\_\_\_

Beginning time\_\_\_\_\_

Ending time\_\_\_\_\_

No	The behavior to be observed during integrated language instructions	Observed	Not observed
<b>I</b>	<b>Teacher's role during integrated language teaching</b>		
1	The teacher tells the objective of the daily lesson		
2	The teacher tells the importance of integrated skills learning		
3	He teacher divides the class time for different procedures of integrated skills teaching		
4	The teacher organizes the students in pairs and groups		
5	The teacher plays his " managerial roles" ( acts as an organizer, advisor etc.) while the students are learning language skills in integration		
6	Before ending the daily lesson the teacher gives homework or assignments which are related to the language skills they learned in their classes		

<b>II</b>	<b>Students' roles</b>		
1	Actively participate in pair/ group discussion		
2	Ask questions in target language		
3	Answer questions in target language		
4	Take responsibility their own learning		
5	Show interest and effort to do the tasks		
<b>III</b>	<b>Instructional materials used during integrated skills teaching</b>		
1	Student's textbook		
2	Teacher's guide		
3	Magazine		
4	Newspaper		
5	Audio cassette player		
	<b>Factors that hinder integrated language skills teaching</b>		
1	Not sufficient light in classroom		
2	Appropriate seating arrangements		
3	Large class size		