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EFL Teachers' Awareness and Practices of Integrated Approach to English Language Instruction: With Particular Reference to some Selected Secondary and Preparatory Schools in Hosanna Town

By

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February, 2021

Jimma, Ethiopia

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A Thesis Submitted to the Department of English Language and Literature in Partial Fulfillment of the Requirements for Master of Arts in TEFL

February, 2021

Jimma, Ethiopia

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Declaration

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The thesis entitled EFL Teachers' Awareness and Practices of Integrated Approach to English Language Instruction: With reference to some Selected Secondary and preparatory Schools in Hosanna Town is approved as the original work of Tira Sawo and all the resources were properly acknowledged.

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Acknowledgements

Abstract

The main concern of this study was to assess EFL teachers' awareness and practices of integrated approach to English language instruction some selected secondary and preparatory schools' in Hosanna town has been the center of the study. The descriptive survey research design was employed; as far as the subjects were concerned, sixty two English language teachers participated in the study. In order to gather data from the subjects, three data gathering tools were used: questionnaire, interview and classroom observation. Here both quantitative and qualitative data were collected. Then, the collected data was analyzed quantitatively and qualitatively. The findings of the study revealed that EFL teachers were not aware of integrated approach instruction to English language instruction. That is to say, they had no theoretical knowledge concerning integrated approach in English language instruction. The study also showed that teachers did not practice integrated approach instruction due to absence of awareness. This means they were simply practicing isolated approach instruction. Moreover, teachers were simply employing the techniques as they want but not in integrated manner. Furthermore, the study indicated that the EFL teachers could not link their awareness with practice at all. This means, that the teachers had no awareness of integrated approach and they could not practice. Finally, based on the finding, possible recommendations were drawn.

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List of Abbreviations

CALLA……………………………..Cognitive Academic Language Learning Approach

CBI…………………………………...Content-Based Language Instruction

ELL……………………………..English language learner

ELT…………………………........English language teacher

ESL/EFL……………………........English as a second/foreign language

LSRW……………………….........listening, speaking, reading and writing

PPP………………………………….present-practice-production

SL……………………………….Second language

SNNP……………………….........Southern Nation Nationality of People

TBLT…………………………Task based language teaching

TBI………………….....................Task-Based Instruction

TEFL………………………....Teaching English as Foreign Language

TL……………………………Target language

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<div align="center">**CHAPTER ONE**</div>

INTRODUCTION

This chapter discusses the historical background of the study, statement of the problem, objectives of the study, scope of the study, significance of the study, limitations of the study, and operational definition of the key terms used in the study.

1.1. Background of the study

Throughout the history of teaching English as a second/foreign language (ESL/EFL), instructors mainly required that learners learn the language through memorization and repetition of the second language (SL) structures without exposing them to real life situations. These practices were unsuccessful in promoting English language learners' (ELLs) capacity when communicating in different life situations using the target language (TL).

However, it is essential to incorporate new trends in ELT through integrating meaningful materials and authentic tasks that represent real-world situations and thus promote Ells' competencies to transfer the language they are learning to situations beyond the classroom. Research in the field of Applied Linguistics and Second Language Acquisition has an essential role in constructing and modifying different approaches and methods for ELT for the purpose of guiding language learners to communicate effectively in the new language (Celce-Murcia, 2001).

Larsen-Freeman and Anderson (2011) mention three terms related to language teaching: Approach, method, and strategy.

The history of ELT shows the development of different types of approaches and methods as a response to meet the demands of English language teaching and learning, (Richards & Rodgers, 2014). Throughout this history, the emergence and development of different theories in Applied Linguistics and Second Language Acquisition have influenced the types of methods used in ELT.

That is, ELT has moved its practices from general theories related to the nature of languages and languages learning to more specific theories that reinforce the importance of language those language learners receive. Consequently, modern ELT methods have replaced traditional and old-fashioned methods to resolve issues that hinder successful language

learning and application. That is, old instructional methods that emphasized the role of translation and memorization of the L2 language rules and patterns failed to achieve the ultimate purpose, which is language communication.

These aspects of ELT have shifted to modern methods that promote students' capacities to communicate the language in real-life situations (Richards & Rodgers, 2014; Wright, 2010). ELT has experienced three phases of instructional approaches and methods: the traditional methods phase, the modern approach phase, and the post-method phase.

The first phase was based on multiple instructional approaches and methods, which include the Grammar-Translation Method, the Direct Method (also called the Natural Method), the Audio-Lingual Method, the Community Language Teaching Approach, and the Total Physical Response Approach (also called the Comprehension Approach). Each of these has emerged subsequently as a reaction to a previously unsuccessful method as well as a way to meet and fulfill particular demands regarding language teaching and learning (Celce-Murcia, 2014).

The second phase brought a modern approach to meet current ELT demands and to help language learners communicate the classroom language they learn and effectively use it in real situations beyond the classroom settings. This approach is known as the Communicative Approach and has two versions in ELT: the weak version that teaches English through content subjects (known as Content-Based Language Teaching), and the strong version that teaches English through tasks (known as Task-Based Language Teaching) (Larsen-Freeman & Anderson, 2011).

The third phase is known as the post-method era, which was developed as a criticism to the notion of methods that some are superior to others. Building on such a consensus, Prabhu (1990) explains that the answer to the question, "Why is there is no best method" has three possible answers: different teaching and learning settings require different methods; some validity and truth do exist in all methods, and there is no good or bad method (as cited in Celce-Murcia, 2014, 10).

However, it has been argued that the best classroom instructions should be designed based on a "well-established" language teaching and learning principles (Celce-Murcia, 2014, p.10). Such principles were proposed by Kumaravadivelu (1994) and are summarized as following: " Maximize learning opportunity, facilitate negotiated interaction,   minimize   perceptual

mismatches, activate intuitive heuristics, foster language awareness, contextualize linguistic input, integrate language skills, promote learner autonomy, raise cultural consciousness, ensure social relevance" (Celce-Murcia, 2014, pp. 10, 11). Implementations of these principles are essential in today's classroom instruction and practices and should receive attention from English language teachers, especially in EFL contexts where TL interaction outside the classroom is very limit.

A review of the history of English language teaching/learning indicates paradigm shifts in theoretical orientations due to dissatisfaction over deployed methods and procedures; thus, there has been an attempt to find better ways of language teaching and learning (Sanchez, 2004). Among other things, task based language teaching (TBLT), which evolved within the communicative language teaching approach, is regarded as a new trend in language teaching and learning (Littlewood, 2004; Nunan, 2004).

Up until the mid-twentieth century, grammar translation was the most popular foreign-language instruction method in the Western world (Richard-Amato, 1988). Students in foreign language classes mainly focused on learning the rules of grammar and translating the text. In the 1960's, the behaviorist theory became the predominant learning theory. It focused on rote memorization, drill and practice, and accuracy in grammar and language production. This theory assumes that learners are blank slates; thus teacher changed to fill them with abundant information (Diaz-Rico, 1995).

In1970's the cognitive theory became popular. It focused on the constructing of meaning through meaningful activities and interaction. The strength of this theory is in providing meaningful learning experiences in an understandable fashion through discussing familiar topics or experiences that occur in real life situations.

 Its teaching philosophy is supported by the observation of how children learn to speak their first language. No one forces them to speak, write or even learn about the grammatical rules. It is usually after children have grasped the meaning of the language that they learn to read and write the language that is making sense to them.

Contrary to the cognitive theory, the second language teaching approaches are primarily based on the behaviorist theory.

According to Ellis (2012), "TBLT is an approach that emphasizes holistic learning, it is learner driven and it entails communication based instruction. It contrasts with traditional approaches (such as present-practice-production-PPP), which are based on discrete learning,

are teacher-centered and emphasize form and accuracy" (pp.197–198). This approach also provides English language teachers with an educational framework to change their role to facilitators (Willis, 1996). TBLT is based on the premise that "language learning will result from creating the right kinds of interactional processes in the classroom, and the best way to create these is to use specially designed instructional tasks" (Richards, 2006, p.30).

The integrative approach is proposed to give a true language environment to learners to develop listening, speaking, reading and writing (LSRW) skills in a meaningful context. One of the elements of language is to accomplish social purposes. In a language classroom, teachers build up an authentic environment for social interaction among learners (Lightbown & Spada, 1993; Long & Porter, 1985). The subjects and learning exercises must be applicable and fascinating to the learners. The learning of grammatical rules is embedded in communicative activities.

On the other hand the behaviorist assumption of the learner as a black slate {teach nature}, the integrative approach assembles new learning method for students' to gain information. It treats learners as individual thinkers, capable of performing challenging tasks. This approach concentrates on adapting as a procedure in which learners will be furnished with adequate chances to comprehend and practice ideas that are introduced to them.

Moreover, different scholars suggest that integrated–skills approach language instruction provides authentic language learning context in a classroom, helps students to learn language skills in good manner ,supports students to be resultant ,helps students to analyze , synthesize ,and evaluate information ,develop motivation on students by reducing the practice of forms of the language ,which make students become bored , leads to student –centered and humanistic approach to language instruction in a classroom (Long and Crooks ,1992 ; McDonough and Show,2003; Seedhouse ,1993). However, the teachers are not well understood this valuable use of integrated approach to language instruction.

The reason why the researcher study this studies, teachers' awareness and practice of integrated approach to English language instruction was whether the two qualities of teacher that means 'awareness and practice' on integrated approach instruction keep on linked together during instruction in the classroom. Therefore, investigating EFL teachers' awareness and practice of integrated approach to English language instruction at secondary and preparatory levels might contribute something to improve teaching and learning language in integration.

Therefore, these researchers tried to look the implementation aspect of the integrated approach to English language instruction ,but still it is not almost practicable as their studies indicates .This indicates that there may be some part was not recognized with regard to integrated approach skills language instruction.

Therefore, this study is aimed to assess the EFL teachers' awareness and practice of integrated approach to English language instruction at secondary and preparatory school of Hossana town.

1.2 Statement of the problem

The integrative approach is intended to provide an authentic language environment for learners to develop listening, speaking, reading and writing skills in a meaningful context. One of the functions of language is to fulfill social purposes. In a language classroom, teachers can create an authentic environment for social interaction among learners (Lightbown & Spada, 1993; Long & Porter, 1985).The topics and learning activities must be relevant and interesting to the learners.

The learning of grammatical rules is embedded in communicative activities. Contrary to the behaviorist assumption of the learner as a blank slate, the integrative approach builds new learning upon students' prior knowledge. This approach focuses on learning as a process in which learners will be provided with ample opportunities to understand and practice concepts that are presented to them. Errors are treated as part of the learner's learning process. Teachers provide alow-anxiety environment that allows learners to take risks. Corrections are made through modeling from teachers or peers (Krashen & Terrell, 1983; Pica, 1994).

Integrated approach instruction is a form of communicative language teaching in that it integrates the four macro skills. Linking the different skills such as speaking, reading, writing and listening together is one of the principles of communicative language teaching. This paves the way for students to be exposed to the real language to use English when they communicate to each other both in the classroom and focused Atkins, Hailom and Nuru (1996).

Also, Adams in Field (2000) concerning the use of language by learners describes most teachers pay attention of the skills so as to create a more truthful imitation in the classroom, helps students to learn language skills in good manner, supports students to be resultant academically, helps students to analyze, synthesize, and evaluate information, develop motivation on students by reducing the practice of forms of the language as well as for teachers while teaching and to teach.

Nunan (1989) argue that what teachers aware to employ and what they practice affect instructional cycle. This suggests that what employed affect what is going to be practiced. Similarly, teachers' having awareness determines what they practice as well as the linkage between awareness and practice of instruction either positively or negatively.

Therefore, As an EFL teachers' awareness, practice and linking them in integrated approach to English language instruction are similar with this idea. In other words, if English language teachers' have no awareness of integrated approach, there is no practice and linkage of it without any doubt. It is possible to say that the right instruction can flow when teachers' aware and practice integrated approach in teaching English language.

The researcher observed that most of the teachers lack awareness concerning integrated approach to English language instruction. And this situation may oppose the integrated approach instruction and it directly affects English language instruction. In light of this, some local studies were carried out on the issue of integrated approach instruction. For example, Endalkechew (1995) studied it by focusing on the practice of integrating listening and speaking skills at grade eleven level.

Nasise (1999) also carried out by focusing on integrated practice on English books part 1 and parts 2. Her findings shows that these skills were not presented in an integrated manner in textbooks. Alemayehu (2008) on the other hand, carried out study by focusing on the assessment of the practical implementation and challenges of integrated –skills teaching. Hayimanot (2015) also conducted a study based on practices and she find out that it is impractical.

Therefore, these researchers tried to look the implementation aspect of the integrated approach to English language instruction, but still it is not almost practicable as their studies revealed. This indicates that there some aspects of these approach were no uncovered by the studies conducted locally so far. Therefore, the presupposed hypothesis is aimed at filling in the gap that exists between awareness and practice though the assumption that awareness preceding practice of integrated approach to English language instruction. Possibly, teacher who have the practices but failed to aware and adopt the prerequisite by linking the two may not be successful in teaching the language skills in an integrated manner.

There are some rational ideas which show as to how much the integrated approach plays important role to English language instruction. Researcher considers that to make the best instructional results for EFL teachers. Thus, a methodological study on teachers' awareness, practice and link of them in integrated approach to English language instruction in schools is important. Thus, the researcher considered this as a research gap in the area.

This study is different from previous studies in different ways. For example, those of who have tried to carry out studies on this area did not see the teachers' awareness, practice and link of them in integrated approach to English language instruction.

Finally, the current study was focused on assessing the teachers' awareness, practice and linkage of them in integrated approach to English language instruction particularly in Secondary and preparatory schools in Hossana town, Hadiya zone.

1.3. Objectives of the study

1.3.1. General Objectives Of the study

The main objective of this study was to assess EFL teachers' awareness and practice of integrated approach to English language instruction in Hosanna town in some selected secondary and preparatory schools.

1.3.2 Specific objective of the study

1. To assess the EFL teachers' awareness of integrated approach to English Language instruction.
1. To explore the EFL teachers' practice of integrated language skills instruction.
3. To see the link between the EFL teachers' awareness and practices of integrated approach to language instruction.

1.4. Research Questions

1. Do the EFL teachers' have awareness of integrated approach to English language instruction?
2. How do the EFL teachers' practice integrated approach to language instruction?
3. How do the EFL teachers' link awareness and practices of integrated approach to language instruction?

1.5 Significance of the study

The researcher hopes that the result of this study will be vital for secondary and preparatory school EFL teachers by pinpointing the EFL teachers' awareness and practices of integrated approach to language instruction. It will also create awareness to English language teachers, on how to practices integrated approach to language English instruction. And the researcher hopes that the attempt made in this study may help English language teachers to revise their method of teaching integrated skills approach to English language at secondary and preparatory levels, and thus make the necessary improvement in the implementation of the integrated-skills teaching. Furthermore, the insights which the researcher will get from the study are hoped to provide information for those concerned with the trainings of students and/or teachers, supervising teachers and writing materials. In doing so, the evidence which will be obtained through the study will help bring the desirable quality in English language teaching in secondary and preparatory schools. Moreover, the study will provide possible future researcher with some visions in to the area. Finally, this research may initiate other individuals to conduct detail research on similar issues.

1.6 Scope of the study

This study is cover English language teachers' awareness, practices and link of them in integrated approach to English language instruction in Hosanna town in southern region of Hadiya Zone. Therefore, this study was delimited to assess EFL teachers' awareness, practices and link of them in integrated approach instruction to English language instruction. However, the study was not go in to each and every aspect of instruction, but it was explore the extent to which how much the EFL teachers' are aware and practice by linking in integrated approach in English language instruction.

1.7 Limitation of the study

Time table of the schools affected identification of teachers' link of awareness and practice of integrated approach integration for classroom and shortage of time to get the necessary data. Because, a greater challenges faced our country, that means Covid-19 virus case to observe the practice adequately. But the researcher took a time table from each school so that observation succeeded as it was intended.

1.8 Operational definition of words

- ❖ **Awareness**: Knowing about the theoretical aspect of integrated approach instruction.

- ❖ **Practices**: Doing an activity while teaching English language by using integrated approach.
- ❖ **Link**: The connection of the English language teachers' awareness and practices of integrated approach while teaching English language.

1.9 Organization of the Study

This thesis is organized into five chapters. The first chapter discusses the historical background of the study, Statement of problem, Objectives of the study, Research questions, Significance of the study , Scope of the study, Limitations of the study, Operational definition of words and organization of the study are also incorporated. In the second chapter, important areas of related literature including foreign and local research works are reviewed. The third chapter deals with the methodology of the study. In this part the study; the Instruments, and the procedures employed are discussed. The fourth chapter is concerned with the results and discussions. The last chapter presents; Recommendations. Finally, lists of references and appendices are included.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2. Definition of Integrated approach

The definition of integrated approach instruction is defined in a number of different ways in the perspective of English as a second or a foreign language instruction. But, According to Richards(2001) it is the teaching of the language skills of reading, writing ,listening and speaking in conjunction with each other's as when a lesson involves activities that relate listening and speaking to reading and writing. Integrated approach instruction 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 since one cannot speak if he or she does not listen carefully in conversation.

The integrative approach is proposed to give a true language environment to learners to develop listening, speaking, reading and writing (LSRW) skills in a meaningful context. One of the elements of language is to accomplish social purposes. In a language classroom, teachers build up an authentic environment for social interaction among learners (Lightbown & Spada, 1993; Long & Porter, 1985). The subjects and learning exercises must be applicable and fascinating to the learners. The learning of grammatical rules is embedded in communicative activities. On the other hand the behaviorist assumption of the learner as a black slate, the integrative approach assembles new learning method for students' to gain information. It treats learners as individual thinkers, capable of performing challenging tasks. This approach concentrates on adapting as a procedure in which learners will be provided with adequate chances to comprehend and practice ideas that are introduced to them. Errors are dealt with as a feature of the learner's learning procedure. Teachers give a low-anxiety environment that permits learners to take risks. Corrections are made through modeling from teachers or associates (Krashen & Terrell, 1983; Pica, 1994).

2.1 The Core Elements of Integrated Approach

Firstly, integration suggests that reading; writing, speaking, listening and thinking are developed together concurrently; hence, should not be educated as separate topics (Cooper, 1993). For example, students can learn about reading and writing while listening; they learn about writing from reading and gain knowledge about reading from writing (Newman, 1985).Secondly, integration means that language and literacy are useful tools, rather than curricular subjects to be studied; hence, school subjects are seen as a basis for integration (Gavelek et al., 1999). In traditional classrooms, subjects or content knowledge is secluded into subjects that do not really promote broad understandings and interrelationships and learning usually takes place through one avenue the textbook. Integrative approaches necessitate that teachers encourage learners in becoming content literate by relating the content they teach and language processes that students need in order to make learning meaningful. The major rationale for the idea of subject integration is that in real life situations, people use the information and knowledge heuristically. Therefore, children's lessons should be approached such that they see the relationships between what they learn in school with what happens in real life situations.

Making content available for English language learners has several advantages. Language used in the content areas helps students to discover, organize, retrieve and elaborate upon what they are learning (Vacca, 2000).

A content-based approach enhances accomplishment of advanced levels of second language proficiency because the curriculum becomes the most effective mode for teaching language skills. Students learn in depth about the language rather than to know about that language. Content-based instruction allows the students to combine information from various sources of the curriculum (Hernandez, 2003).

In addition, learners have an opportunity to learn the structures of English language that apply to specific subjects. Students see and hear real language that serves a reason (Shrum & Glisan, 2000). The third stage is "Joint construction of the genre". This signifies the transition from oral to written language. Teachers and students co-create a text which provides the opportunities for learners to learn the structure of genres, and then the grammatical patterns. This stage allows the negotiation of meaning between teachers and students or between students. It also has the function of further reinforcing the concept and vocabulary. The fourth and the last stage is "Independent construction of the genre". Learners work on an authentic task to apply what they have learned. They incorporate their knowledge of content, genres,

and grammatical patterns into their language product. This is also the stage where the editing process takes places. Teachers can focus lessons on grammatical features such as spelling, punctuation, and tenses.

Teaching-Learning Cycle is an example of an instructional model that allows students to learn rules in a meaningful context. Its educational implication supports the theoretical framework of the integrative approach. Teachers do not have to follow this cycle in a linear fashion. A classroom activity can incorporate the language objectives of two or three different stages.

This model allows teaching in a variety of genres such as invitation, persuasion, complaint, narrative, argumentation, book reports, letter, movie review, skit, recipe, autobiography, inquiry, etc. It also allows the second language learners to develop skills in the area of listening, speaking, reading and writing. The integrative approach presents information from whole to part in a circular manner. Learners have the opportunities to be re-exposed to the same skills throughout the interactive teaching/learning process. The focus is on studying the materials in depth, rather than on wide coverage.

2.2 Teachers' Awareness of Integrated Approach Instruction

According Dourish and Bellotti (1992) Awareness is an understanding of the activities of others, which provides a context for own activity. Hence, teacher's classroom practice is directly or indirectly influenced by awareness or knowledge of approach of instruction. This implies that language teachers should be aware of how language is best learned and taught. Therefore, teachers need to understand and be able to articulate the principles that motivate their teaching. This is because these principles can make difference regarding how and how well they teach. But this does not mean that teachers must depend on one method as a rule of thumb (Kumaravadivelu 2003; Hall 2011; Uso-Juan and Martinez-Flor 2006; Crooks 2003; Brown 1994 and Winddowson 1978).

Language instruction was dominated by the awareness or knowledge of interaction. It is about interconnection between the awareness and practice of approach to English language instruction .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 two ways.

According to Dourish and Bellotti (1992) awareness is an understanding of the activities of others, which provides a context for own activity. Hence, teacher's classroom practice is directly or indirectly influenced by awareness or knowledge of approach of instruction. This implies that language teachers should be aware of how language is best learned and taught. Therefore, teachers need to understand and be able to articulate the principles that underlie their teaching. This is because these principles can make a difference regarding how and how well they teach. But this does not mean that teachers must depend on one method as a rule of thumb (Kumaravadivelu 2003; Hall 2011; Uso Juan and Martinez Flor 2006; Crooks 2003; B rown 1994 and Widdowson 1978).

Language instruction was dominated by the awareness or knowledge of instruction. It is about interconnection between the awareness and practice of approach of English language instruction.

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 two ways. First, language learning is dynamic, social and communicative in nature. Second, the ability use language in different contexts (Uso-Juan and Martinez-Flor, 2006).

As Widdowson (1978) suggests the necessity for the integration of the four macro language skills; the instruction of language as communication tends for an approach which brings linguistic skills and teaching is therefore, the basis for a pedagogical framework of integrated approach instruction practice. This is because CLT give place for the four language skills as one of the major principles of English language instruction.

McDonogh and Shaw (1993:173-174) suggest that if one of the jobs of the teacher is to enhance the students communicative competence in the second language , then this will involve more than being able to perform in each of the four macro language skills separately . By giving learners tasks that expose them to these skills in conjunction, it is possible that they will gain a deeper understanding of how communication works in the foreign language as well as becoming more motivated when they see the value of performing meaningful tasks and activities in the classroom.

Also, for the emergence of the integration of four language skills Uso-Juan and Martinez-Flor (2006) state that in the 1980s and 1990s there were a great deal of elaboration and refinement took place in communicative and integrated teaching of the four macro language skills. This implies that the integration of foreign language instruction. This is due to presenting these

skills in an integrated approach helps language learners develop their communicative abilities. With regard to this Cunningsworth (1995:65) states that the integration of English language skills is a crucial aspect of overall language ability and he often think in terms of a fifth skill: being able to integrate some or all of the other four skill in ways which are appropriate to the situation. This concept is central to the idea of communicative language instruction.

Widdowson (1978) is one of the advocator of communicative language teaching (CLT) and he suggests all linguistic skills should be in incorporation or integration with each other if the purpose of language instruction is to develop learners' communicative abilities. The effectiveness of a specific skill may rely on another skill. In this manner a listening lesson may require language learners to discuss what the text is about or write a similar or related text based on the same topic. Thus English language teachers should minimize treating the four macro skills in segregated manner in the classroom.

 Communication needs the integration of the four macro skills language skills since without integrating the four skills we cannot enhance communication. In integrated approach instruction, students are exposed to authentic language and are involved in activities that are meaningful and interesting. This reveals the adoption of a content –based and task-oriented instruction. The four macro skills (listening, speaking, reading and writing) are all an integral part of typical language proficiency and use Kumaravadivelu (2003).

According to Sesnan (1997) there are four language skills: listening, speaking, reading and writing. These skills are crucial for everyday communication. Thus all the language skills should be taught integrated manner in the classroom. But, language teachers usually divide language instruction into discrete skills sets. But current approaches to language instruction integrate the four skills at time. In this case such an approach is connection to CLT. However, in many schools teachers for each language skills, treat the four skills as separate subjects with separate time table. With respect to this, Sesnan (1997) argues that making sure that all part of the concept of integrated English language instruction. If we do so, the language class will become more purposeful and meaningful for the learner at all levels.

2.3 Teachers' Practice of Integrated Approach Instruction

The idea of integrated approach instruction is defined in a number of different ways in the perspective of English as a second or a foreign language instruction. But, According to Richards(2001) it is the teaching of the language skills of reading, writing ,listening and speaking in conjunction with each other's as when a lesson involves activities that relate listening and speaking to reading and writing. This implies that it is good to create silent classroom environment where all language skills are practiced at a time within a common topic. Integrated approach instruction practice is common and current language instruction practice all over the world. It helps language learners make use of the target language by using the four macro skills at a time. It allows language learning meaningful and purposeful. In all, we can categorize the rationale for integrated approach instruction in two dimensions: real world and pedagogical Gower, Diane and Walters (1995).

Integrated approach instruction 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 since one cannot speak if he or she does not listen carefully in conversation. He further explains that the use of one skill lead to use of many different skills. A teacher may focus on one particular skill and at a certain stage he or she may want students to shift to one or more of the skills.

Integrated approach instruction is a form of communicative language teaching in that it integrates the four macro skills. Linking the different skills such as listening, speaking, reading, writing and listening together is one of the principles of communicative language teaching. This paves the way for students to be exposed to the real language to use English when they communicate to each other both in the classroom and purposeful Atkins, Hailom and Nuru (1996). Also, Adams in Field (2000) concerning the use of language by learners describes most teachers pay attention of the skills so as to create a more realistic simulation in the classroom.

2.4 Teachers' Link of awareness and practice of integrated approach

As discussed earlier the linkage of awareness and practice is main concern of this study. This means that the extent, the connection of what teachers think, know and believe with actual

teaching concerning this approach. According to Vickery and Thomson (2004) without awareness or knowledge of theory about some think may lead to unexpected practice. This means the connection between awareness and practice is very important and it holds the same concerning link between teachers' awareness and practice specifically. In relation to the importance of integrated approach instruction for real life, Candlin (1981) suggests communicative competence needs the integration and combination of language skills. This is because communication is a holistic process that often depends upon the use of several language skills. Since the skills occur together in real life should be linked in the teaching learning process.

2.5 Integrated Approaches in the EFL Classroom

Perhaps one of the most suitable images used to describe the task of teaching English as a foreign language (EFL) is that of Rebecca Oxford's (2001: 1), a renowned scholar in the field of language learning motivation, learning strategies, and instructional methods, who claims that teaching EFL conjures up the image of a tapestry.

As a tapestry is woven from many strands, which must be interwoven in positive ways to produce a strong and colorful piece, so are the strands of the tapestry in EFL teaching made up of the characteristics of the teacher, the learner, the setting, and the relevant languages, in this case, English and the students' mother tongue. The question that immediately comes to mind is how EFL instructors can interweave these strands to produce successful classes. Oxford (2001: 1) considers three key factors.

First, the instructor's teaching style should address the learning styles of the learners as much as possible. Second, the learner should be motivated to learn the target language.

Third, the setting should provide resources and values that strongly support the teaching of the language. If these strands are not woven together effectively, the EFL class is likely to become almost as boring as a teacher-oriented lecture class. The EFL professional can therefore resort to other strands when faced with the complex task of teaching the target language. One of them is to attend to the practice of the four primary skills of listening, reading, speaking and writing because acquiring a new language necessarily involves developing these four modalities in varying degrees and combinations (Oxford, 1990: 5-6). These four skills also include associated skills, such as knowledge of vocabulary.

2.6 Forms of Integrated Approach Instruction

Two types of integrated-skill instruction are content-based language instruction and task-based instruction.

The first of these emphasizes learning content through language, while the second stresses doing tasks that require communicative language use. Both of these benefit from a diverse range of materials, textbooks, and technologies for the ESL or EFL classroom.

2.6.1 Content-Based Instruction

In content-based instruction, students practice all the language skills in a highly integrated, communicative fashion while learning content such as science, mathematics, and social studies. Content-based language instruction is valuable at all levels of proficiency, but the nature of the content might differ by proficiency level. For beginners, the content often involves basic social and interpersonal communication skills, but past the beginning level, the content can become increasingly academic and complex. The Cognitive Academic Language Learning Approach (CALLA), created by Chamot and O'Malley (1994) shows how language learning strategies can be integrated into the simultaneous learning of content and language. At least three general models of content-based language instruction exist: theme-based, adjunct, and sheltered (Scarcella & Oxford, 1992).

The theme-based model integrates the language skills into the study of a theme (e.g., urban violence, cross-cultural differences in marriage practices, natural wonders of the world, or a broad topic such as change). The theme must be very interesting to students and must allow a wide variety of language skills to be practiced, always in the service of communicating about the theme. This is the most useful and widespread form of content-based instruction today and it is found in many innovative ESL and EFL textbooks. In the adjunct model, language and content courses are taught separately but are carefully coordinated. In the sheltered model, the subject matter is taught in simplified English tailored to students' English proficiency level.

2.6.2 Task-Based Instruction

In task-based instruction, students participate in communicative tasks in English.

Tasks are defined as activities that can stand alone as fundamental units and that require comprehending, producing, manipulating, or interacting in authentic language while attention

is principally paid to meaning rather than form (Nunan, 1989). The task-based model is beginning to influence the measurement of learning strategies, not just the teaching of ESL and EFL. In task-based instruction, basic pair work and group work are often used to increase student interaction and collaboration. For instance, students work together to write and edit a class newspaper, develop a television commercial, enact scenes from a play, or take part in other joint tasks. More structured cooperative learning formats can also be used in task-based instruction. Task-based instruction is relevant to all levels of language proficiency, but the nature of the task varies from one level to the other. Tasks become increasingly complex at higher proficiency levels. For instance, beginners might be asked to introduce each other and share one item of information about each other. More advanced students might do more intricate and demanding tasks, such as taking a public opinion survey at.

2.7 Integrated-Skill Instruction vs Segregated-skill Instruction

In past decades, EFL classes gave prominence to one or two of the four traditional skills discretely, sometimes precluding the other three; each skill did not support or interact with each other. Rather, these segregated-skill-oriented (SSI) courses had language itself as the focus of instruction to the extent that excessive emphasis on rules and paradigms taught students a lot about language at the expense of teaching language itself (Brown, 2000: 218).

As Oxford (1990) maintains, in SSI-courses, language learning was, and sometimes still is, separate from content learning, which did not ensure adequate preparation for later success in academic communication, career-related language use, or even everyday interaction in the language. In recent decades, however, a trend toward skill integration has ensued. Curriculum and course designers have taken a whole language approach whereby reading, for instance, is treated as one of two or more interrelated skills.

Harmer (1991) illustrates this point further very often; of course, language users use 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.

Moreover, Gower, Diane and Walters (1995) to encourage real world aspect for integrated approach instruction teaching say ; in real life the four macro language skills (listening, speaking, reading and writing) are generally integrated rather than occurring in segregation.

This indicates that the integration of the four macro skills in the classroom. Additionally, Byrne in Johnson and Morrow (1981) states that we should aware as a guide the way in which these skills are interconnected in real life.

As Richards (2006) states that classroom activities should parallel the 'real world' as closely as possible. Since language classroom is intended as a preparation for survival in the real world.

There should be an interconnection between classroom activities and real life. This indicates that classroom activities in integrated approach instruction should as far as possible mirror the real world use of language outside the classroom.

To do this, English language teachers are expected to use real world "authentic" sources as the basis for the teaching learning process Richards (2006). It enables language learners to achieve their communicative necessities (advising, requesting, suggesting, etc.) The experts have realized that by emphasizing what learners can do with the language, rather than using the forms of language, EFL teachers' can incorporate any or all of the language skills that are relevant into the classroom.

According to Brown (2000: 218), the richness of integrated-skill courses give EFL students greater motivation that converts to better retention of principles of effective speaking, listening, reading, and writing. But how can EFL professionals maintain an integrated-skill approach in their teaching? Five models of integrated-skill approaches are in common use: Content-Based Language Instruction (CBI), Task-Based Instruction (TBI), Theme-Based Teaching, Experiential Learning and the Episode Hypothesis (Brown, 1994: 219). Despite their differences, they all draw upon a diverse range of materials, textbooks and technologies for the EFL classroom. Because they are the most commonly used models of integrated-skill approaches, let us draw our attention to the first two, i.e. CBI and TBI, to understand the differences between these integrated-skill modes of instructions.

2.8 The language learning tasks in EFL classroom

2.8.1 Pedagogical 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 difference between two similar pictures is an example of a pedagogical task. The task itself

is not would normally encounter in the world. However the interactional processes is requires provides useful input to language development. Ellis (2003) defines a pedagogical task in the following way: A task is a work plan that requires teachers 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. Thus, it requires them to give primary attention to meaning and to make use of their own linguistic resources, although the design of the task may predispose them to choose particular forms.

A task is intended to result in language use that bears a resemblance, direct or indirect to the way language is used in the real world.

Like other language activities, a task can engage productive or receptive and oral or written skills and also various cognitive processes.

2.7.2 Real-world Tasks

Real world tasks are tasks that reflect real-world uses of language and which might be considered a rehearsal for real-word tasks. These types of 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. With this regard, Long cited in Nuan (2004) provides the definition of real world tasks as: a piece of work undertaken for oneself or others, freely or for some reward. Thus examples of tasks include painting a fence, dressing a child , filling out a form, buying a pair of shoes , making airline reservation ,borrowing a library book ,taking a driving test, typing a letter, weighing a patient etc.

 In other words, by 'task' is meant the hundred   and one things people do in everyday life at work, at, play and in between. Thus the two forms of integration (content based and task based) allow language learners use language in a variety of contexts. Furthermore, students use two or more skills at a time in trying to exploit contents and solve tasks they are presented in the classroom.

2.9 Advantages of Integrated Approach Instruction

The integrated-skill approach, as contrasted with the purely segregated approach, exposes English language learners to authentic language and challenges them to interact naturally in the language. Learners rapidly gain a true picture of the richness and complexity of the English language as employed for communication. Moreover, this approach stresses that English is not just an object of academic interest or only a key to passing an examination;

instead, English becomes a real means of interaction and sharing among people. This approach allows teachers to track students' progress in multiple skills at the same time. Integrating the language skills also promotes the learning of real content, not just the separation of language forms.

Skills integration helps learners to see how the four skills are interconnected and interrelated to each other. For example, learning of listening leads to the use of speaking or writing. And the effectiveness of a particular skill depends on another skill. So if language teachers make use of the approach in the classroom properly, learners will be initiated to practice and they will have the readiness to do what they are supposed to do. As results, learners will understand that language skills are rarely used in isolation outside the classroom McDonough and Shaw (1993). Also, the integration of the four macro skills in the classroom enhances learners' communicative competence.

This is because effective communication involves the integration of different language skills in association with one another as it happens in real life is an important aspect to develop learners' overall communicative abilities like (asking for information, responding to information etc.) Cunnings worth (1995). The other advantage of integrated skills teaching is that it exposes language learners to authentic language. This means the purpose of reading should be the same in the classroom as they are in real life.

This provides the opportunity for the learners to use combined skills in their day to day communication situations. In this case, role play is the best technique that encourages learners to use 'real' life language. In order to integrate listening and speaking for example, a teacher may let learners play a role between a waiter and restaurant customer. This gives learners more practice in language use since integrating skills a matter of language use McDonough and Shaw (1993) and Richards (2006).

Integrating the four language skills motivates learners. As Oxford (2001) says "the integrated skill approach can be highly motivating to students of all ages and backgrounds.'' Learners' motivation to use language in the classroom can be maximized if a lesson which integrates a number of skills has more variety. In segregated skills teaching, for example, much time is spent treating the skills in isolation.

The purpose is of course to practice the different skills in reading or listening. But such practice may not have variety. Learners have differences in their ability learn through hearing, seeing and muscular movement Gower, Phillips and Walters (1995). In relation to

this Kumaravadivelu (2003) explains; various learners bring various learning styles and strategies to class. Integration of language skills has the potential to offer "different opportunities for different types of learners, for example, the extroverts who like to speak a lot, the introverts who prefer to listen to read, and the analytically or visually oriented learners who like to see how words are written and sentences constructed.

Moreover, 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 the text and to do something with it; and this make the language the language lesson relevant Campbell and Kryszewska (1992). Finally, the integrated- skill approach, whether found in content-based or task-based language instruction or some hybrid form, can be highly motivating to students of all ages and backgrounds.

2.10 Techniques of Employing Integrated Approach Instruction

EFL teachers use different types of methods and techniques in language classroom. 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. With respect to this, McDonough and Shaw (1993) point out, that teachers can use a variety of ways of integrating the language skills and unify them around a common topic or tasks in the classroom.

English language teachers use different types of methods and techniques in language classroom. For example, a teacher may give a reading text to the students and evaluate their comprehension later. Or one may give a lecture on a particular language item. But these may not allow the employment of two or more language skills at a time. In this case language teachers may relay their lesson on listening and let learners take notes and discuss the main issues (listening, writing and speaking).

In doing so we not only help language learners develop multiple skills but also improve their lesson overall academic endeavors. With regard to the integration of language skills in pedagogy Richards and Rodgers (1985) suggest that integrating skills shows natural use of language and is therefore pedagogically helpful.

Thus as Atkins, Hailom and Nunan (1996) and Byrne cited in Johnson and Morrow (1981) indicate the easiest form of integration is from receptive to productive skills. In doing so, according to Krashen (1982) input hypothesis ,by integrating skills in such a way we are providing a certain input that becomes a basis for further output.

Similarly, we can integrate the four skills in terms of oral medium (listening and speaking) and written medium (reading to writing).we calls such types of integration simple integration. 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 from reading may function as the basis for speaking and/or writing practice.

The other technique of integrating the skills is a complex one. This demands the integration of all the four skills at a time. Although many textbooks have some integration of the four skills, we may still need to make some changes to the contents. This means language teachers are supposed to make modifications such as adjusting timetable and changing the activities in the textbooks in order to create conductive atmosphere for skills integration. This could be done using various resources and channels of communication such as Newspapers, TV, and Radio and Internet. This implies that integrated skills practices require the use of instructional materials and equipment Kumaradivelu (2003).

In addition to the above techniques, McDonough and Shaw (1993) recommend different techniques of integrating the four language skills in the classroom.

1. Preparing learners to give short oral presentations in class to the rest of the group is another useful way of achieving skills integration.
2. Projects with integrated 'themes' that entail integrated skills can provide a pertinent way of giving learners an effective forum in which to develop these skills.

3. Role play and simulation activities are often thought to be one of the most effective ways of integrating language skills in the language classroom.

Moreover, Lubelska and Matthews in McDonough and Shaw (1993) suggest several ideas relating to integrated skills for language teachers.

1. Integrating skills involves using some or all of Listing, Speaking, Reading and Writing to practice new material (vocabulary, pronunciation, grammar, text / discourse).

2. All four skills must be practiced in ever lesson.

3. As listening and speaking naturally go together, it is always desirable to integrate these two skills.

4. The sequence hear-speak-read-write is the most appropriate for integrated skills work.

5. A common topic, such as holidays or pets, is a device linking the separate activities in integrated skills lessons.

6. If we want to develop specific sub skills (reading for the gist, guessing unknown words etc.).

7. Integrated skills may be fine with a small group of adults. It is difficult to do with large classes and in lessons lasting only 35 minutes. Most teaching of a particular skill holds the use of other skills whole lesson plans can incorporate skills with in the same theme or topic. Group works also provide the use of all the skills lessons and groups can be very interesting, enjoyable and satisfying for the learners. Selinker and Tomlin (1986) also state that the pedagogical aspect for integrated approach instruction in the following manner.

We find that pedagogical decisions about skill integration or separation in ELT are currently placed in three types of aspect; first, they are placed in the practical extensions of language and language learning. Second, they are placed in historical tradition, where the decisions of the past are promulgated in the present. And third, they are placed in practical constraints where in the immediate pressure of time and resources force decisions based on experience.

2.11 Limitations of Integrated Approach Instruction

Although the integration of the four skills is essential for the development of students' communicative competence, it should be noted, however, that the instruction of integrated language skills can also have a number of limitations McDonough and Shaw (2003) and Widdowson (1978). Integrated approach instruction lack depth and substance. In trying to integrate the four language skills at a time language teachers must not overlook the useful

role that a separate lesson provides skills that are unique to each skill such as reading for gist, inferring, etc.

It is therefore, necessary for teachers to maintain an appropriate balance between integration and separation. Integrating the four language skills demands teachers a lot of things. For example, teachers need to have a good understanding of discourse, keep the needs and capabilities of learners. Besides they should use textbooks flexibly. In this case teachers are expected to be versatile and well trained in order to implement the approach effectively Jing (2006).

Integrated skills teaching can also be time-consuming. This is because the integrating process requires a lot of preparation. Sometimes teachers are so busy that they cannot spare much time for extra preparatory work. Another limitation is the problem of designing suitable materials that take account of students' different skill levels. The four skills tend to develop at a different pace: receptive skills are stronger than productive skills, For example, this means that teachers have to be skillful in designing integrated activities for their students.

2.12 Role of the teacher on integrated approach instruction

Teachers play a crucial role in creating an authentic learning environment that is relevant and interesting to the learners. Contrary to the traditional idea of treating learners as blank slates, the integrative approach suggests that teachers allow students to explore and generate new knowledge during the learning process. This can be accomplished through an interactive learning environment. It is characterized by divergent questioning techniques, authentic problem solving tasks, and learners' verbal and written sharing of thoughts. When learners have successful experiences in expressing themselves, they have not only accomplished the communicative function, but have also gained confidence in using the second language. Another role for teachers is to create a positive learning environment in which learners' errors are accepted as part of the learning process. Teachers can encourage learners to use the second language to communicate with their peers in class through the use of group work. Instead of overt concern about students' language error, teachers can model the correct language use. Teachers can make an effort to acknowledge students' product by displaying students' work publicly or producing class books.

Teachers can provide comprehensible input to assist students in comprehending the learning materials. Techniques that would make input comprehensible include visuals (photos, pictures, charts, graphs, and demonstration), hands-on activities, frequent comprehension check, activating prior knowledge, body language, cooperative groups, paraphrase, etc. As noted above, Krashen (1985) states that second language learners often tune out the second language when they know the teacher will repeat the same information in the primary language. In this case, it will be more effective to utilize primary language for previewing or reviewing information (Lessow-Hurley, 1990). Teachers can also provide a rich language repertoire by modeling a variety of language uses.

Integration of various aspects of language use requires some another roles of the teacher. Alemayehu (2008); Campbell and Kryszewska (1992); Atkins, Hailom and Nuru (1996); Kumaravadivelu (2006) and Wright (1987) discuss roles of language teachers in the classroom.

The English teacher should play an important role in preparing learners for the process of integrated skills teaching. Also teachers should teach learning strategies and encourage learners to use them in the process of integrating the skills (O'Malley and Chamot, 1990). Some of the roles the English teachers during integrated skills teaching are:

1. A helper and resource-This is related to responding to learners' requests and for help with vocabulary and grammar. Atkins, Hailom and Nuru (1996) describe the role of the teacher in integrated skills teaching: The basic role of the 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.

2. 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 the other skill. That is the teacher must monitor how learners cope with the different stages and tasks Richards (2006).

3. Organizer-First the teacher should organize listening and reading texts and design tasks for the practice of skill integration Kumaravadivelu, (2006). Second, the teacher must organize the seating arrangement in the classroom before hand to save and time and to make the classroom suitable for the practice of skills integrated teaching. Besides organizing groups and/or pairs is part to teachers' role in language classrooms.

4. Facilitator and active participant- Breen and Candlin cited Kumaraveadivelu (2006) and Richards (2006) state that the 'communicative' teacher "facilitates the communicative process between all the participants in the classroom, and between those participants and the various activities and texts." They further suggest that the teacher should "act as an interdependent participant within the learning-teaching group". In other words, the teacher must take part with the students by contributing ideas and opinions. In general, the integration of the four language skills requires the teacher to establish a positive atmosphere, plan appropriate activity, encourage learners and deal with problems sensitively (Davies and Pearse, 2000). In sum, the teacher is responsible to let learners practice all the skills at a time.

2.13 Principles of Integrated Language Teaching

The principles of integrated language teaching can be incorporated into EFL classes, where integrated lessons will prepare students for the content area classes as well as improving their English skills. They can also be used by the content area teacher to help all students build literacy skills while learning the subject matter of the class.

These principles are:

1. Language should not be taught in the discrete chunks of reading, writing, speaking and listening, but as a whole.

2. Language skills are developed when language is being used as a tool to accomplish a task or reach a goal, not when the language itself is the subject of study.

3. For language skills to develop, students need to be exposed to large amounts of language that is interesting and useful to them.

4. If students use the skills of listening, speaking, reading and writing naturally in the process of solving problems and completing tasks, they will develop these skills better than if the skills are isolated.

5. Students already have knowledge and experiences that they can bring their exploration of a topic through the use of the target language.

6. Students need practice in all the varieties of ways that native speakers use the language to develop their proficiency.

7. A supportive environment is important for the full development of language proficiency.

Sample Integrated Language Projects:

a. Together, the students and teacher identify a topic to explore. In a content area class, this topic will be related to that area.

b. Brainstorming produces ideas related to the topic. Web diagrams, Venn diagrams, and other methods of semantic mapping can be used to stimulate thinking and develop subtopics.

c. The teacher helps the students draw on their background knowledge, experience, and cultural heritage in developing the topic.

d. Students use all the skills of language -- reading, writing, speaking and listening in exploring the topic and communicating about it. They may read literature related to the topic, use reference books, draw pictures and write about them, etc. From Enright,

 D.S. & McCloskey, M.L. (1988) Integrating English: Developing English Language and Literacy in the multilingual classroom. Reading, MA: Addison-Wesley

2.14 Instructional Sequence

Activating prior knowledge; contrary to the behaviorist theory and teacher-centered classrooms, which view teachers and textbooks as the main sources of knowledge, and learners as passive consumers of what is presented to them, the contemporary theory believes that the learner's mind possesses meaning-making and pattern-seeking functions (Diaz-Rico &Weed, 1995). This supports instructional approaches that actively engage learners in the learning/thinking process.

 Focusing on prior knowledge can increase learners' familiarity with the new materials, and eventually enhances their level of understanding. During the learning process, learners should have ample opportunities to talk about the topic, seek meaning through various means such as pictures, manipulative and props, and produce output. The combination of interactive techniques enables learners to internalize the concept, and practice using the vocabulary before putting their thoughts in writing.

Hammond, Burns, Joyce, Brosnan, and Gerot (1992) propose an instruction model called the Teaching-Learning Cycle. This model consists of four stages.

The first stage: Building knowledge of the field, its objective is to prepare learners for the new learning. It includes sharing prior experiences, developing vocabulary, and practicing grammatical patterns that are relevant to the topic. Learners experience a variety of meaning-making strategies to understand the content of the study. Examples include the use of visuals (i.e. photographs, video, charts, and diagrams), hands-on activities (i.e. skit, role play), communicative activities (i.e. sharing, discussing, or arguing about the topic), a wide range of verbal and written genres, and reading strategies (i.e. predicting, skimming, and scanning).

This is an important stage in building the learners' foundation in learning the materials.   The second stage: Modeling the genre under focus," which is characterized by the teacher's modeling of language structures such as set phrases, vocabulary and dialogues. Schematic structures are out lined. Learners can observe the genres that are being used, identify the purp oses of the genres, and analyze their schematic structure. The third stage is "Joint constructio n of the genre: This signifies the transition from oral to written language. Teachers and students co-create a text which provides the opportunities for learners to learn the structure of genres, and then the grammatical patterns. This stage allows the negotiation of meaning between teachers and students or between students. It also has the function of further reinforcing the concept and vocabulary.

The fourth and the last stage is "Independent construction of the genre. Learners work on an authentic task to apply what they have learned. They incorporate their knowledge of content, genres, and grammatical patterns into their language product. This is also the stage where the editing process takes places. Teachers can focus lessons on grammatical features such as spelling, punctuation, and tenses.

The Teaching-Learning Cycle is an example of an instructional model that allows students to learn rules in a meaningful context. Its educational implication supports the theoretical framework of the integrative approach. Teachers' do not have to follow this cycle in a linear fashion. A classroom activity can incorporate the language objectives of two or three different stages.

This model allows teaching in a variety of genres such as invitation, persuasion, complaint, narrative, argumentation, book reports, letter, movie review, skit, recipe, autobiography, inquiry, etc. It also allows the second language learners to develop skills in the area of listening, speaking, reading and writing. The integrative approach presents information from whole to part in a circular manner. Learners have the opportunities to be re-exposed to the same skills throughout the interactive teaching/learning process. The focus is on studying the materials in depth, rather than on wide coverage.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY
Introduction

This chapter deals with the research design and methods that were used in this study. These are: Research design, Data Sources and Study site, Population, Sample and Sampling technique, Data Collection Instruments, Data development of instruments, Data Collection Procedures, Ethical Consideration and Methods data analysis used in carrying out the study.

3.1 Research Design

The main purpose of this study was to explore EFL the teachers' awareness and practices of integrated approach to English language instruction. Thus, this study was employed a descriptive survey design in order to describe present conditions.

According to Ary, Jacobs, Sorensen (2010) using mixed methods approach design, help to gain multiple forms of data within a single study at a time. In relation to this, a mixed research design was used.

The qualitative method could enable the researcher to find out the existing awareness and practice of teachers' regarding integrated approach to English language instruction. Since qualitative study was concerned with the development of generalizations extending its conclusions beyond the samples was observed. Additionally, the researcher was situated the study appropriately to the selected setting or context by using qualitative design and quantitative method especially for data gotten by questionnaires.

3.2 Data Sources and study site

The data sources of this study were 62 EFL teachers who teach in Hossana town secondary and preparatory schools. The researcher collected primary data from EFL teachers to get their views on the study as they are the key participant of the study.   Namely, Wachemo, Yekatit 25/67, Heto and Bobicho secondary and preparatory schools in Hosanna town and the schools were near around and available to collect the data for this study.

This study was found in Southern nation nationalities region of Ethiopia, Hadiya Zone Hossana town and 230 Kilo meters far from the Addis Ababa Town. Hosanna town is selected purposively among the fourteen Woredas of Hadiya Zone because it is closer to the researcher's living place, data accessibly and cost effectiveness. The sampled schools were

selected purposively for some reasons as he was well acquainted with some teachers in these schools and that acceptable for a relaxed, honest, and successful atmosphere to develop this study quickly.

3.3 Population, Sample and sampling technique

The Population of this study was the selected 62 EFL teachers who teach English language in Hosanna town secondary and preparatory schools. In Hosanna town, there is governmental Secondary and preparatory schools from these all EFL teachers were selected comprehensive sampling techniques. Because the researcher believes that the title focuses them particularly and provide the best information to achieve the objectives of the study.

 Therefore, the participants of the study consisted 62 secondary and preparatory school English language teachers are working in four secondary and preparatory school. As the result, the researcher could get enough data to generalize as the sampled respondents are only EFL teachers and all of them were included in the study. Since, they are limited in number. Accordingly, 17 EFL teachers from Wechamo, 30 fromYekatit, 8 from Heto, 7 Bobicho, secondary and preparatory schools EFL teachers were selected.

According to John (2004), without using different sampling techniques, addressing the whole population, where the total population size very large, is impractical. The scholar further states that sampling techniques require considering heterogeneity of population, number of variables to be treated, and sample size to be taken. Thus, in this study, comprehensive sampling techniques was employed to select samples from EFL teachers' schools. Similarly, Gray (2009) suggested that it is better to use 10% for large population and 20% for small population as minimum to determine the sample size.

Accordingly, Out of the total number of 62 EFL teachers were direct participants of the study. So, from the total number of EFL teachers in the four secondary and preparatory schools, only 62 EFL teachers were direct participants of the study. It was to these samples that questionnaire was distributed and quantitative data was generated. The researcher was intending to use comprehensive sampling technique for the selection of EFL teachers (62). Because, Gray (2009) suggested that if the population ranges between zero and hundred, the comprehensive sampling technique is employed to select the sample.

3.4 Data Collection Instruments

It is suggested that information about language teaching programs can be gathered from multiple perspectives via questionnaire, observation, interview, document analysis, journal assessment and etc. (Alderson and Scott 1991).

Data collection is a precise and systematic gathering of information relevant to research purpose. The primary data was collected from participants using questionnaire and interview.

There are three instruments namely questionnaire, interview and classroom observation were used. The reason for using these different tools are to check the consistency of the data and to get real information about the study EFL teachers' awareness and practice of integrated approach to English language instruction. Generally, since this research is mostly descriptive in its nature, questionnaire, interview and classroom observation were used to collect data.

3.4.1 Questionnaire

According to Best and Kahan (1989) and Sharama (2000) questionnaire enables a researcher to collect data from large groups of individuals within a short period of time; and it is also easy to administer to a number of subjects in one place at a time. Questionnaires was prepared and used to obtain information from subjects'. And it was administered in order to substantiate the data gathered from classroom observation and interview. The questions were both open and close ended. It was designed based on the research questions and the review of related literature. Questionnaires were developed.

In this study, a set of questionnaire was utilized for data gathering process. To check its validity, the researcher had given the questionnaire for advisors and some experienced EFL teachers, and revised its clarity. The questionnaire was prepared in English language and distributed for secondary and preparatory school EFL teachers with the belief that they can understand the language. The questionnaire consisted of two parts. The first questionnaire was aimed at gathering data about how much the EFL teachers' are aware about the integrated approach to English language instruction. The second questionnaire was aimed at gathering data about how the EFL teachers' practice the integrated approach instruction.

The questionnaire had different forms. In the first part, items (1-10, 1-3 and 1-5) were designed based on the five point Likert Scale ranging from "strongly agree" to "strongly disagree". In the second part, items (1-2) the subjects were asked to answer by saying "Yes" "No" by putting a tick mark and provided short answer, items (1-5) were designed based on

the five point Likert Scale ranging from "strongly agree" to "strongly disagree" and items (1-4 and 1-6) were designed based on the five point verbal frequency rating scale ranging from "Always" to "Never". After the completion of the interview, the researcher administered the questionnaire and after they were filled in by the respondents, all of questionnaires were collected successfully.

3.4.2 Interview

It is most common type of instrument used in qualitative social research for which researcher produces an interview schedule which may be a list of specific questions or a list of topics to be discussed (Dawson, 2007). As stated here an interview is a verbal communication to gather needed information from interviewee. In this study, interview questions were prepared in English language for EFL teachers.

Structured interview was used to recognize whether teachers' have awareness of integrated approach to English language instruction as well as the practice. This was also employed to gather qualitative data on EFL teachers' awareness and practice. In the procedure of collecting data from interview, the interviewer held notes while the interviewees were responding based on teachers' awareness of integrated approach to English language instruction. Finally, the ten EFL teachers, who are teach in Hossana secondary and preparatory schools. The EFL teachers' were selected randomly from each school for interview.

3.4.3 Classroom observation

Observation is the best useful method of data collecting tools and it helps to gather data from the actual context. According to Allwright (1988) classroom observation is important to collect data concerning we need studies of what actually happens, not just of what observable teaching methods, strategies or techniques are employed by the teacher, but of what really happen between the teacher and the class.

So as to observe what was actually occurring in the classroom in connection to awareness and practice of integrated approach to English language instruction this study used classroom observation. Likewise, Best and Kahan (1989) states that observation gives the firsthand account of situations under study; and when combined with other data collecting tools, it allows for a holistic interpretation of the situations which are being studied. Robson (2002)

also states data from direct observation contrast with and can often useful information found by visually any other tools.

The classroom observation was used to assess how English language teachers' link awareness and practice of integrated approach to English language instruction in classroom totally. This was used to collect further information and substantiate it with the data gathered from questionnaires and interview.

It was adapted from Nolasco and Arthur (1988). The researcher thinks classroom observation is suitable technique to collect the data about teachers' link of awareness and practices of integrated approach to English language instruction rather than asking them how they employ in classroom. Therefore, the original data was collect by using this tool and twenty five sections were randomly selected from each school for classroom observation.

To identify the actual linkage of EFL teachers' awareness and practice of integrated approach instruction, classroom observation was held four times each school during teaching English. The EFL teachers'who were selected randomly from each school for interview, were observed four times. After having classroom observation in four (4) schools about four weeks' the teachers' link of awareness and practice that the teachers' used was identified.

The researcher conducted twenty five classroom observations which were completed in four weeks interval, for the reason of obtaining valid and unbiased data. And among observed classrooms, five of them were grade twelve while eight from grade eleven, five from grade nine and seven of them from grade ten. The researcher arranged the schedule for observation with the school principals and teachers. The teachers were made aware of the purpose and schedule of the observation in each school. The researcher, in each session, had entered the classroom for observation prior to the teacher and sat at the back of the class in order to observe the whole environment appropriately, and observed for 25 minutes were observed four times.

Generally, the observation checklist focuses on English teachers" use of practice to EFL teachers' awareness and practice of integrated to English language instruction. For the purpose of observation, checklist was employed. Hence, direct observation of how individual teachers practice in their classrooms has provided the data required to support and confirms the information that was gained through the other two tools.

3.5 Data Collection Procedures

As mentioned earlier, the data for the study would be gathered through three different tools. These are observation, interview and questionnaire. To do this the researcher asked permission from the director. Then, interviews were carried out with EFL teachers who are currently teaching English. Following this, the researcher checked the results of the data by observation, questionnaire and interview.

3.6 Ethical Consideration

There are different reasons why it is necessary to observe ethical codes in research. The main reasons include of advancing goals of the research, facilitating collaborative work, winning 38 public acceptances and setting conditions for accountability (Resnik, 2011). For these reasons, the researcher adapted ethical codes of the American Association of Educational Research (2002). Ethical codes from the American Association of Educational Research that are most useful for the current research shaped as follows: The researcher;

- ✓ Is responsible to behave in accordance with the ethical codes to which the research maintains.
- ✓ Provides necessary information to participants about all phases of the research.
- ✓ Have to build confidence by being clear and honest to participants.
- ✓ Needs to take necessary measures to keep participants from physical and mental worry, destruction, and danger due to their participation in the research.
- ✓ Should obtain informed permission from participants before they take part in the research.
- ✓ Makes sure that confidential information obtained about participants not disclosed.
- ✓ Has a responsibility to consider potential misinterpretations and misuses of the research.

Accordingly, I explained the purpose of my research and the advantage it has to EFL teachers, the Hossana town education office, and the programme as a whole. Next, understanding the value of my research, the Hossana education office gave permission letter to conduct the research in the target schools.

Meanwhile, I did similar discussions with principals of the target schools and they gave me their support, and facilitated the process for me in their schools. Then, I had a meeting with potential cases and participants among target schools. The purposes of the meeting was explained about my study to them and asked for their willingness to participate in the study.

The purpose of the study, the time it takes, the roles expected from them as participants and the researcher were openly explained. I informed them that they are free to take part or stay out of this study at any stage. Fortunately, they agreed to take part. Finally, I gave the draft report to the participants to make sure the data will be presented in the context they state. These are essential steps were taken to avoid possible distortions and misinterpretations of the participants" words.

3.7 Methods Data Analysis

The data was qualitative but the data from questionnaire was quantitative. As the result, different procedures for analysis were used to arrive at required results. Therefore, the data which was collected from the questionnaire was percentages to show the proportion of the participants' response. On the other hand, non- numerical qualitative data gathered from structured interview and classroom observation was analyzed narrating in words on how the teachers' link awareness and practice the integrated approach to English language instruction process is in ongoing since the data cannot be quantified numerically.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter deals with results and discussion. Teachers' questionnaire, classroom observation and interview were part of the study. The data collected through the three instruments were presented.

The results were related to the research questions

- ❖ Do English language teachers' aware about integrated approach instruction?
- ❖ How do English language teachers' practice integrated approach instruction?
- ❖ How do English language teachers' link their awareness with practice of integrated approach instruction?

Finally, discussion was made based on the results found:

4. Results of the Study

4.1 Personal Profile of respondents and frequency table for sex profile of

the respondents

4.1.1 Personal Profile of Respondents

The respondents of the study were teachers who have been teaching at Wachemo, Yekatit 25/67, Heto and Bobicho Secondary & Preparatory Schools. The following table shows the data about personal profile of the subjects.

Table 1 Personal Profile of Respondents

No	Woreda	Schools	K.M(Hossana town administration)	Teachers	Total	%
1	Hossana	Wachemo	3	17	17	100
2	Hossana	Yekatit25/67	2	30	30	100
3	Hossana	Heto	5	8	8	100
4	Hossana	Bobicho	6	7	7	100
	Total (km)		16KM	62	62	100

Source: survey data, 2020/2021

Table 2 Personal Profile of sex of the respondents

Variable	Categories	Frequency	Percent	Valid percent
Sex	Male	**43**	**69**	**69**
	Female	**19**	**31**	**31**
	Total	**62**	**100**	**100**

Source: survey data, 2020/2021

Total sample of this study was 62. From the sampled population, 43 (69 %) was male and 19(31%) female respectively. This implies that most of the respondents were male teachers who have been teaching English in the four secondary and preparatory schools in Hossana town.

The age distribution of the respondents was also the other demographic profile of the sample teachers. Respondents" age was crucial for the present research because if teachers were in their active ages that are from 21 to 45, they would easily show eagerness to participate in trainings and implement it into practice. Thus, the following table also personal profile of respondents based on their age.

Table 3 Frequency table for age of teachers

Variable	Categories	Frequency	Percent	Valid percent
Age	21- 25	3	5	5
	26- 30	24	39	39
	31-35	15	24	24
	36- 40	7	11	11
	41- 45	7	11	11
	46 and above	6	10	10
	Total	62	100	100

Source: survey data, 2020/2021

As can be seen in table above, 3 (5%) and 24 (39%) respondents are in 21- 25 and 26- 30 age levels respectively. On the other hand, 15(24%) and 7 (11%) are in 31- 35 and 36 levels

respectively, and above age levels correspondingly. The majority of respondents for example 26-35 age 39 (63%), in 36- 40 age 7 (11%) and 41 above 13(21%) levels. In shortly, the data shows that most of the respondents were in the active ages between 26 to 40. Due to this, since many of the respondents were between the ages of 31 – 40, the researcher considered that most teachers of the selected schools are in appropriate age level for even active teaching and learning.

Education level is the other important factor that contributes a lot in the performance of the teachers in their teaching process. It is a well-known fact that most beginner teachers can usually get too difficult to implement new approaches in practice; as well many old teachers can become change resistance. Thus, the following table shows educational qualifications of respondents who were taken from the target population.

Table 4 Frequency table for education level

Variable	Categories	Frequency	Percent	Valid percent
Education level	Diploma	-	-	-
	Degree	47	76	76
	Master degree	15	24	24
	Total	62	100	100

Source: survey data, 2020/2021

According to the data gathered on the educational qualification of respondents, as has been indicated in the above table, 15(24 %) of the respondents educational back ground were Master's degree respectively. On the other hand, most of the respondents" educational background was first degree 47(76%) of the respondents who hold Degree of Master of Arts in TEFL have been teaching in preparatory schools at grade 11 and 12 levels. Besides, 76 % of the respondents who hold BA and BED it was found out that all first degree holders have been teaching in the four selected secondary and preparatory schools.

Therefore, the presented and analyzed data shown in the above table can be interpreted as that these selected schools contained the appropriate qualification of secondary and preparatory schools. Based on the information above about educational qualification of EFL teachers, one can concluded that the schools have teachers with the required level education. This is to say that EFL teachers who hold first degree and above are expected to have favorable awareness,

positive motivation and high level of practice in order to familiarize themselves with the practical situation at schools.

Furthermore, teachers" work experience can contribute a lot to their involvement in professional development trainings and tasks. Though the training is intended to be given to all teachers from beginner to experienced ones, their contribution might show variance when work experience is taken into consideration. The following table shows the data collected from the respondents.

Table 5 Frequency table for teaching experiences (in years)

Variable	Categories (in years)	Frequency	Percent	Valid percent
Teaching Experiences	1-5	3	5	5
	6-10	14	23	23
	11-15	21	34	34
	16-20	15	24	24
	Above 20	9	14	14
	Total	62	100	100

Source: survey data, 2020/2021

Teaching experience has its own great role in teaching and learning process. Accordingly, one can view the respondents" teaching experience of Hossana town in the above table. Therefore, from 62 sampled respondents, 3 (5%) are in 1-5 experience level; and respondents about 14(23%) are in 6-10 experience level. However, 11-15, 21(34%) a great number of the teaching experiences, 16-20, 15 (24%) and above 20, 9 (14%) of the respondents are in 11-15, 16-20 and above 20 teaching experiences respectively. Therefore, these teachers who have been teaching in sampled schools are well experienced in which they can get good performance of teaching and learning.

4.2 Teachers' Link of Awareness with practice of integrated approach to English language instruction

This part deals with the different types classroom practices that EFL teachers' are likely use to link awareness with practice while they are actually teaching in the classroom.

4.2.1 Results from Classroom observation

Concerning to the teachers' link between the awareness and practice of integrated approach to English language instruction, majority teachers do not give place to teach by integrating language skills and as it was observed. Since they had no awareness of integrated approach. But only four teachers tried to give time to teach by integrating the awareness with practice unconsciously.

As the result shows on teachers' telling the importance of integrated approach instruction except three teachers,' the other thirteen teachers were not telling the importance of integrated approach instruction.

In terms of dividing the class time for different procedures of integrated approach instruction, five teachers attempted to divide the class time for different procedures of integrated approach instruction. And thirty two of them were teaching without dividing a class time for different procedures.

Teaching the four skills via integration, fourteen of the teachers were not teaching deliberately. And six teachers tried to teach the four language skills to some extent.

In terms of organizing the students in groups and/or pairs, only three teachers were tried to accommodate. But thirteen nine teachers were not show any moment to organize students in groups and/or pairs.

To facilitating integrated approach instruction, only one teacher tried to do. The other fifteen teachers were not to employ. This means teachers were not giving place for integrated approach instruction. In other word; they have no awareness of this approach on English language instruction.

In terms of giving homework and assignment, six teachers were give homework and assignment. But twenty seven teachers were not given any homework or assignment. This indicates that majority of the teachers were not aware that students can teach different skills.

4.3 Teachers' Awareness and practice of integrated approach to English language instruction

This section was intended to obtain information about teachers' awareness as well as practice of integrated approach to English language instruction.

4.3. Result from Interview

In regard to obtaining information about the extent of understanding language teaching skills in integrated manner at a time, teacher T1 said, "Teaching English language skills in an integrated manner is new for me and I have no information about it". Similarly, teacher T9 replied that, "I have no idea concerning it and even the question itself is not clear for me". Except teacher T1 and T9, the rest eight respondents reflected teaching English language skills in integrated manner as simply teaching language as one skill and the other step by step, which is similar with that of isolated manner. Therefore, from this it is possible to conclude that the teachers have no awareness of integrated approach to English language instruction.

In concern to the teachers' practice of two or more skills with in the same topic, teacher T4 said, "I practice sometimes in a month or in semester." Teacher T7 responded opposing to teacher T4 saying, "I never practice two or more skills with in the same topic at all". Teacher T4 said, "I teach two skills sometimes but I cannot teach more than two skills at a time". On the other hand, teacher T3 and T5 responded in the same way claiming that time wasting and difficult to employ at a time with in the same topic. But the rest six teachers, i.e. teachers said that they always practice only one skill even has heard now about this thing.

In regard to teachers' role to teach language skills in integrated approach by organizing students in groups and/or pairs, teacher T1, T2 and T8 responded similar idea that is; actually they organize students in pairs or groups but not intentionally to teach language skills in integrated approach. Also teacher T3 and T7 said that they organize students in groups or pairs if the topic is available but not for the purpose of teaching language skills in integrated approach. The rest five respondents replied similar idea; they never organize students in groups or pairs due to large number of students and the period.

While getting information on how teachers teach language skills in classroom, all the teachers replied similar idea; they teach only grammar in the classroom and sometimes they teach reading passages and giving some activities on it.

Regarding the frequency of teaching language skills in the classroom; from ten teachers seven of them replied similar idea; they teach grammar usually and writing and reading sometimes but they never teach speaking and listening at all. The rest three teachers also replied similar idea; they rarely teach writing and reading and always teach grammar. So, this suggests that they are not language skills integrated manner.

All the results from interview showed that teachers have no awareness of integrated approach to English language instruction.

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In concern to the teachers' practice of two or more skills with in the same topic, teacher T4 said, "I practice some times in a month or in semester." Teacher T7 responded opposing to teacher T4 saying, "I never practice two or more skills with in the same topic at all". Teacher T1 said, "I teach two skills sometimes but I cannot teach more than two skills at a time". On the other hand, teacher T8 and T1 responded in the same way claiming that time wasting and difficult to employ at a time with in the same topic. But the rest six teachers, i.e. teacher T2,T3 , T5, T6, T7 and T9 said that they always practice only one skill even have heard now about this thing.

In regard to teachers' role to teach language skills in integrated approach by organizing students in groups and/or pairs, teacher T3, T7and T10 responded similar idea that is; actually they organize students in pairs or groups but not intentionally to teach language skills in integrated approach. Also teacher T1 and T2 said that they organize students in groups or pairs if the topic is available but not for the purpose of teaching language skills in integrated approach. The rest of five respondents replied similar idea; they never organize students in groups or pairs due to large number of students and the period. While getting information on how teachers teach language skills in classroom, all the teachers replied similar idea; they teach only grammar in the classroom and sometimes they teach reading passages and giving some activities on it.

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rarely teach writing and reading and always teach grammar. So, this suggests that they are not language skills integrated manner.

All in all, the results from interview showed that teachers have no awareness of integrated approach to English language instruction.

4.4 Result from questionnaire

4.4.1 Teachers' response on their awareness of integrated approach to English language instruction

This section incorporates teachers' awareness to regard language a combination of macro skills and elements useful to other content related subjects, to enable to teach as intended to teach, to develop language use, to make language instruction colorful, to help to teach other skills, to help to develop communicative competence, skills can be integrated around topic, successfulness and creating conductive instruction environment.

Table 6 Teachers' response on their awareness of integrated approach to English language instruction

No	Item	Reponses											
		SA		AG		HIN		DA		SDA		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1	Language is a combination of macro skills and language elements: should be thought in integrated approach	-	-	13	21	32	52	17	27	-	-	62	100
2	Integrated skills instruction help teachers to teach other content related subjects	-	-	7	11	20	32	35	57	-	-	62	100
3	Integrating the four language skills enable teachers to teach as they intend teach	-	-	10	16	36	58	16	26	-	-	62	100
4	The integration of the skills develops language use properly	-	-	9	15	35	56	18	29	-	-	62	100
5	Integrating the skills makes Language instruction meaning ful and purposeful.	-	-	11	18	39	63	12	19	-	-	62	100
6	The use of one skill leads the use of another skill	-	-	30	48	15	24	17	28	-	-	62	100
7	The four language skills in integrated practice help students to develop their communicative abilities	-	-	28	45	14	23	20	32	-	-	62	100
8	Language skills can be integrated around a topic or Theme	-	-	22	35	11	18	29	47	-	-	62	100
9	Integrated skills teaching help students be successful in their other academic subjects	-	-	10	16	14	23	38	61	-	-	62	100
10	Integrated skills instruction Creates positive student-to student and teachers-to students' instruction in the classroom	-	-	13	21	18	29	31	50	-	-	62	100

(Note: SA- Strongly agree, AG- Agree, HNI- Have no idea, DA- Disagree, SDA- Strongly disagree)

For item 1, responses relate to the teachers' awareness of integrated approach instruction. It is quite revealing to see from table 6 the great majority of the respondents 32 (52%) have no idea; where the minority of the subjects 17 (27%) said they disagree to the statement but,

13(21%) agree with the statement. Thus, as awareness data revels majority of teachers where not informed about integrated approach instruction to English language.

In item 2, the subjects were also asked whether teaching language skills through integration help teacher to teach other content related subjects. Accordingly, 7 (11%), of responded that agree, 20 (32%) have no idea and 35(57%) disagree respectively. As we can see from table 1, greater proportion of respondents confirmed that they disagree with claim and have no idea consecutively when we compare with that of who responded agree.

From this one can infer that English language teachers are not that much informed about the value of integrated approach instruction for teacher in the aspect of teaching content related subjects for students.

In the table 1 item 3 indicates that10 (16 %) of the respondents reported that agree, 36 (58 %) have no idea and 16 (26%) of the respondents reported that disagree, had no idea and disagreed respectively about the claim; integrating the four language skills motives teachers. As we can observe from the proportion, greater proportions of the respondents have no idea and disagree when we cross check with that of who replied agree. This simply shows that most of the respondents had no awareness of integrating the skills help them to teach language interestingly.

In item 4 asked the subjects' if the integration of skills develops language use by language teachers properly. Thus, 9(15 %) of the respondents are agreed, 35(56 %) had no idea and 18(29 %) disagreed respectively. As we can see from the proportion of the respondents, greater proportions of respondents have no idea and when we compare with relation to that of who responded agree. This indicates that most of teachers' have no idea disagree when we compare with relations to that of who responded agree. This indicates that most of the teachers' had no idea, and disagree with the idea raised above in table 1.

In table 1 item 5, asked the respondents about integrating the skills makes language instruction meaningful and purposeful. Thus 11(18 %), 39(63 %) and 12(19%) of them reported that they agree, had no idea and disagree with the claim; integrating the skills makes language instruction meaningful and purposeful. As it can be seen in here, greater proportion of the respondents has no idea and almost equal proportion of respondents are agreed and disagree with this claim.

This indicates that the respondents had no good awareness on integrating skills has meaning and purpose on English language instruction.

In item 6 the subjects were asked whether, the use of one skill leads to other skill. On this, 30(48 %), 15(24%) and 17(28 %) of them reported that agree, have no idea and disagree respectively. So, as it can be observed here, most proportion of the respondents placed under agree whereas almost equal proportions placed under have no idea and disagree.

This indicates that they have some idea concerning the claim.

In item 7 also the subjects were asked the four language skills in integrated practice help the students to develop their communicative abilities. For this claim, 28(45 %), 14(23%) and 20(32 %) of them replied that they agree, have no idea and disagree consecutively. In here most proportion placed under agrees and disagree respectively.

Item 8 indicates that 22(35 %), 11(18 %) and 29(47 %) of the respondents confirmed that agree, have no idea and disagree respectively. This indicates most of the respondents disagree with the claim in this item.

In item 9 the subjects were asked, integrated skills teaching students to be successful in their other academic subjects. Thus, 10(16 %), 14(23 %) and 36(61 %) of them reported that agree, have no idea and disagree respectively. As we it can be seen here, most proportion of the respondents disagree this claim.

In the last item (item 10) also the subjects were asked integrated skills instruction creates positive student-to- student and teacher-to- student interaction in the classroom. Thus, 13(21 %), 18(29 %) and 31(50%) of the respondents replied that agree, have no idea and disagree consecutively. This indicates that most proportion of the respondents disagree this claim in this item. All in all, in relation to English language teachers' awareness of integrating language skills most of them responded "had no idea", "Disagree" and several respondents "Agree" for ten items in table 1. Most teachers had no idea for these items in the above table. From this we can infer that respondents had no idea concerning awareness of integrated approach instruction.

4.4.2 Teacher' response on their awareness of methods to employ integrated approach instruction

This section is concerned with teachers' awareness of methods to integrate like integrating around activity, topic, and can be integrated around on both.

Table 7 Teachers' response on their awareness of methods to employ integrated approach

No.	Item	Response										Total	
		SA		AG		HIN		DA		SDA			
		F	%	F	%	F	%	F	%	F	%	F	%
1	Language skills can be integrated around an activity in a lesson	-	-	16	26	33	53	13	21	-	-	62	100
2	Language skills can be integrated around topic in a lesson	-	-	21	34	18	29	23	37	-	-	62	100
3	Language skills can be integrated around both activity and topic in a lesson	-	-	17	28	25	40	20	32	-	-	62	100

SA- Strongly agree, AG- Agree, HNI- Have no idea, DA- Disagree, SDA- Strongly disagree.

Table 7 above reveals that 16(26%), 33(53 %), and 13(21 %) of the respondents respectively confirmed that they agree, have no idea and disagree with the claim: Language skills can be integrated around an activity in lesson (item 1). As it can be observed in there, from the respondents, most proportion have no idea and agree with the idea stated in item 1 when we compare with the proportion which replied disagrees. This indicates that most of them have no idea regarding integrating language skills around an activity in lesson.

In replaying to item 2, 21(34 %) , 18(29 %) and 23(37 %) of the respondents respectively reported that they agree, have no idea and disagree with the claim, language skills can be integrated around a topic in lesson. As it can be seen in here, most proportion of the respondents disagree and agree when it is compared with the proportion have no idea.

To item 3, that is, language skills can be integrated around both activity and topic in lesson, as can be observed from Table 2 above, 17(28%), 25(40%) and 20(32 %) of the respondents respectively answered that they agree, have no idea and disagree when compared with proportion who replied agree. This indicates that most teachers have no idea concerning, integrating language skills around activity and topic in lesson.

4.4. 3 Teachers' Response Concerning Awareness of Advantage of Integrated Approach to English Language Instruction

This part is intended to obtained teachers' awareness of advantage of this approach in enhancing thinking ability, motivating, enabling to use different skills, creating conducive classroom, and helping to teach and learn in a good manner.

Table 8 Teachers' response concerning awareness of advantage of integrated Approach to English language instruction

No	Item	Response										Total	
		SA		AG		HIN		DA		SDA			
		F	%	F	%	F	%	F	%	F	%	F	%
1	Integrated approach teaching helps student to develop their thinking ability	-	-	30	48	32	52	-	-	-	-	62	100
2	Integrated approach instruction creates a good classroom discipline	-	-	18	29	10	16	34	55	-	-	62	100
3	Integrated approach instruction motivates student to learn the English language	-	-	24	39	38	61	-	-	-	-	62	100
4	Integrated approach instruction enables student to be multi language skills users in their day to day communication	-	-	38	61	21	34	3	5	-	-	62	100
5	Integrated approach instruction helps student to learn the English language in a better way	-	-	32	52	12	19	18	29	-	-	62	100

SA- Strongly agree, AG- Agree, HNI- Have no idea, DA- Disagree, SDA- Strongly disagree.

In items 1 to 5 were used to find out the respondents' awareness of the different advantages of integrated approach to English language instruction.

Table 8 above shows that the proportion 30(48 %) and 32(52%) for item first reveal that the teachers' agree and have no idea with the idea they asked. Further, the proportion for item two 18(29 %) agree, 10(16 %) have no idea respectively. For the third item the subjects

responded as, 24(29 %), 38(61 %) of them confirmed agree and have no idea consecutively. Similarly, the subjects answered like 38(61 %), 21(34 %) and 3 (5%) agree, have no idea and disagree with the statement stated in item 4. Finally, for the last item, the respondents, 32(52%), 12(19%) and 18(29%) of them replied that they agree, have no idea and disagree respectively.

4.4.4 Teachers' response concerning the practice of integrated approach to English language instruction

In this section teachers' practice of integrated approach instruction was assessed in concern to practicing integrated approach with in the same by depending on its appropriateness and arranging them at a time.

Table 9 Teachers' response concerning the practice of integrating the language skills with in the same topic at a time

No	Statement	Response				Total	
		Yes		No			
		F	%	F	%	F	%
1	Do you use integrated approach instruction with in the same topic by depending on its nature at a time?	11	18	51	82	62	100
2	Do you integrate language skills by arranging them with in the same topic at a time?	5	8	57	92	62	100

Regarding item 1 in table 9, 11(18%) responded, yes and 51(82%) confirmed, no, for the idea raised concerning use integrated approach with in the same topic. Most proportion of the subjects was replied no and this also shows that the teachers' were not used integrated approach with in the same topic.

In item 2, 5(8 %) of the respondents reported, yes whereas 57(92 %) replied, no, for the claim about integrating language skills by arranging them with in the same topic at a time. This reveals that most teachers were not integrated language skills at a time with in the topic, when we observe from the proportion of the respondents.

4.4.5 Teachers' response concerning the practice of integrated the four language skills

This section tried to obtain information about teachers' practice of the four language skills

like they should be taught as they occur, should integrate around task, topic/ theme, communicatively and by integrating each other.

Table 10 Teachers' response concerning the practice of integrating the four language skills

N o	Item	Rating Scale											
		SA		AG		HNI		DA		SD		Total	
1	The four language skills should be taught in integration as they occur in real life	F	%	F	%	F	%	F	%	F	%	F	%
		-	-	13	21	32	52	17	27	-	-	62	100
2	Language skills can be integrated around a task in the classroom	-	-	14	23	27	43	21	34	-	-	62	100
3	Language skills can be integrated around topic or theme	-	-	-	-	20	32	24	39	18	29	62	100
4	The four language skills in integrated practice help teachers develop their communicative abilities	-	-	12	19	29	47	21	34	-	-	62	100
5	The use of one skill leads to the use of another skill	-	-	7	11	33	53	22	36	-	-	62	100

SA- Strongly agree, AG- Agree, HNI- Have no idea, DA- Disagree, SDA- Strongly disagree.

Teachers' were asked if employ two or more language skills at a time. As the above table 10 shows, the answer of the respondents for item 1 is 13(21%), 32(52%) and 17(27.4%) agree, have no idea and disagree consecutively.

The data displayed in the above table 5, in item 2, 14 (23 %), 27(43 %) and 21(34 %) of respondents agree, have no idea and disagree respectively. As it can be seen in table 5 above, in item 3, 20(32 %), 24(39 %) and 18(29 %) of the respondents confirmed agree, have no idea and disagree respectively. As it can be observed from the responses to item 4, 12(19 %), 29(47 %) and 21(34 %) of the subjects were reported that agree, have no idea and disagree. In

item 5, 7(11%), 33(53%) and 22(36%) of the respondents confirmed agree, have no idea and disagree respectively using one skill leads to another skill. From the above data it can be concluded that teachers' have no idea concerning the practice of integrated approach to English language instruction.

4.4. 6 Teachers' Response Concerning the Practice to the extent they employ Macro language skills in integration

This part is intended to look the extent they employ macro language skills in integration like receptive and productive way.

Table 11 Teachers' response concerning the practice to the extent they employ macro language skills in integration

No.	Integrating practice	Rating scale											
		AL		US		SO		RA		NE		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1	Speaking and listening	-	-	2	3	38	61	22	36	-	-	62	100
2	Listening and writing	-	-	7	11	40	65	15	24	-	-	62	100
3	Writing and reading	18	29	26	42	18	29	-	-	-	-	62	100
4	Reading and speaking	-	-	7	11	39	63	16	26	-	-	62	100

(Note: AL= Always, US=Usually, SO= Sometimes, RA= Rarely, NE=Never)

Table 11 above indicates that teacher respondents' were asked to what extent they integrated two language skills at a time. In reporting to item 1, 2(3 %) of them confirmed that they usually integrate speaking and listening skills, 38(61 %) responded that they integrate sometimes and 22(36 %) of them reported that they integrate rarely. This probably implies that speaking and listening were not integrated as expected. As in (table 6) statement 2 implies, 7(11%), 40(65 %) and 15(25%) of teachers pointed out that they always, usually and sometimes respectively integrated listening and writing at a time.

In general, this shows that most proportion of the subjects usually used integrated approach when they taught listening and writing skills. In relaying item four the teacher asked to what extent they integrated Reading and Speaking skills at a time. Accordingly, 7(11 %) of the subjects confirmed that they usually integrate these skills in this statement. 39(63 %) of them replied that they sometimes integrate these skills at a time. Similarly, 16(26 %) of them reported that they rarely employ integrated skills teaching when they taught reading and

speaking skills. This implies that most of the teachers sometimes employ integrated skills approach.

4.4.7 Teachers' Response Concerning their Experience of Teaching the Four Language Skills in Integrated Approach

In this section teachers' experience of teaching the four language skills in integration was assessed in concern to encouraging for asking answering, using teaching materials, monitoring progress, evaluating and using guide lines.

Table 12Teachers' response concerning their experience of teaching the four language skills in integrating approach

No	Integrating practice	Response										Total	
		AL		US		SO		RA		NE			
		F	%	F	%	F	%	F	%	F	%	F	%
1	I encourage students to ask and answer questions when I teach the skills in integration	4	7	16	26	32	52	6	10	3	5	62	100
2	I use different teaching materials when I teach the skills in integrated manner	-	-	-	-	27	43	21	34	14	23	62	100
3	I make sure that all the students have the necessary school materials and do their tasks	3	5	10	16	44	71	3	5	2	3	62	100
4	I evaluate students though tasks which are integrated skills	3	5	7	11	38	61	11	18	3	5	62	100
5	I use teachers guide when I teach skills in integrated manner	-	-	1	2	33	54	20	31	8	13	62	100

AL (Always), US (usually), SO (Sometimes), RA (Rarely), NE (Never).

In table 12, item 1 the subjects were asked whether they encourage the students while they were teaching skills in integration. In replying to it, 4(7 %), 16(26 %), 32(52 %), 6(10 %) and 3(5 %) of the respondents reported that they always, usually, sometimes, rarely and never respectively encourage students to ask and answer questions when they taught. Most proportion of the respondents placed under sometimes as it can be seen above.

In item 2 the subjects were asked whether they different instructional materials when they teach language skills in integrated manner. 27(43 %), 21(34 %) and 14(23 %) of the respondents replied that they sometimes, rarely and never respectively used different instructional materials while they taught in integration. Most proportion of the respondents placed under sometimes as it can be observed above.

In item 3 also the subjects were asked if they monitor or not the students have got the necessary materials and do their tasks, 3(5 %), 10(16 %), 44(71 %) of the respondents confirmed that they always, usually and sometimes respectively monitor whereas 3(5%), of the respondents replied that they rarely and 2(3%) never monitor. This shows that most the teachers sometimes monitor whether or not the students have the necessary materials and do their tasks.

In item 4, 3(5%), 7(11%), 38(61 %), 11(18 %) and 3(5%) of the subjects reported that they always, usually, sometimes, rarely and never respectively evaluated students through tests which were integrated skills. This indicates that most of the teachers were employed sometimes.

In the last item 5 the subjects asked whether they used teacher's guide when they taught the skills in integrated manner. Thus, 1(2%), 33(54 %), 20(31 %) and 8(13%) of the subjects confirmed that most of the proportion placed under sometimes.

4.2 Discussion

English language teachers need to know the basic concept of integrated approach instruction. So that they actively play their roles in the process of integrated approach instruction (Oxford, 2001). On top of this, part one of the questionnaires were designed to find out the EFL teachers' awareness, methods of employing and advantage of integrated approach to English language instruction.

As awareness data indicates majority of EFL teachers were not informed of integrated approach instruction theoretically.

Teachers' were not employing integrated approach instruction purposely. For instance, in regard to language is a combination of macro skills and should be taught in integration, teachers' were not aware of it. Oxford (2001) states that integrated approach instruction is supported in the assumption that there are four macro language skills (reading, writing listening and speaking) and language elements (grammar and vocabulary); and these language skills should be integrated in language instruction. In connection with this idea, integrated approach instruction helps teachers to teach other content related subjects, teachers also have no awareness.

According to Atkins, Hailom and Nuru (1996) the fact any academic subject requires listening and reading, note taking and discussion or writing integrating the skills improves teachers' not only the communicative abilities but also the ability to teach and understand other content related subjects. Likewise, for the claim concerning awareness of integrated approach, the integration of language skills develops its use; the teachers have no awareness also here. But according to Jing (2006) says, it is difficult to teach one language skill alone in language instruction.

This means language skills must be integrated to teach language instruction. It is one of the principles of CLT to integrate to macro skills. This is because effective communication could be achieved through the integration and use of language skills. Creating opportunities with extensive exposure by integrating the four skills, it is possible to make learners use language. Therefore, integrated skills help teachers' to use language both inside and outside the classroom Candlin (1980).

In line with the methods of integration, EFL teachers' had no awareness i.e. they did no used the methods to employ when a specific lesson wants integration of language skills. As the

result indicates teachers were not aware of the methods of integrating language skills. According to Nunan (2001) language skills should be chained around a task, a topic/ theme or both around task and topic in lesson(s).

On the other hand, in regard to awareness of advantages of integrating language skills, teachers' were not aware of its use. According to Oxford (2001) English language teachers need to know the various advantages of integrated approach instruction.

So that, they help their students to be beneficiaries of the advantages of integrated approach to language instruction.

Regarding teachers' practice of integrated approach instruction, as we deduce from the result of their awareness as well as from its result; majority of the teachers' were not practice integrated approach instruction.

The instruction of the four macro skills in integrated approach has got real world and pedagogical rationale. This means the main language skills (listening, speaking, reading and writing) are interrelated to each other in real life situations outside the classroom as well as inside the classroom.

According to Richards (2006) teaching these skills should reflect real world use of language.

Likewise, Richards and Rodgers (1985) argue that teaching of one skill incorporates the use of other skills. One topic in one skill can be employed to practice other skills at a time. This in turn makes language instruction enjoyable and motivating for the teachers as well as for learners. Therefore, when teachers teach English language, they always remember that there are four skills to be thought.

As Sesnan (1997) states, what is then done, occasionally, is to treat the four skills as two or more separate subjects with different times on the time table, and in especial cases, separated teachers in the higher classes.

Concerning the practice of integrating language skills within the same topic at a time, teachers' were not employing as the result shown. This reveals that there is no practice of integrating language skills with in the same topic at a time. According to Cunnings (1995) language skills can be integrated around a common topic at a time. A topic is a vehicle for integrating the four macro skills. Similarly, content based instruction is the most widely used form of integration. This give way for language teachers to teach content related subjects. As well as, Nunan (2001) argues tasks help language teachers to employ language in many ways.

For instance, a specific activity may help teachers on organizing lesson. This means, they organize their lesson by interesting flow of idea from one skill to another skill.

In terms of the practice to the extent they employ the macro language skills in integration, majority of teachers' were not integrated the language skills in the manner of integrated approach instruction; they were simply employing isolated approach instruction.

This indicates the EFL teachers' extent of employing integrated approach not as expected to employ as the result showed.

Regarding EFL teachers' experience of teaching the four language skills in integrated manner, majority of the teachers' had no experience of teaching language skills in integrated approach, because as the result shows most of teachers employ sometimes.

Finally, due to the absence of EFL teachers' awareness on integrated approach, instruction was not practiced. That means, there was no link between awareness and practice since practice is the directly or indirectly depends on the awareness of theory as the data showed from the teachers' in this study, Nunan (1989) stated that what teachers' aware to do and what they affect the practice as well as the link between awareness and practice after all.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

Introduction

This chapter deals with two main parts of the study. The first part presents the conclusion of the major findings of the study. The second part also deals with possible recommendation of this study based on the conclusion.

5 .1 Conclusion

The major aim of this study was to assess the EFL teachers' awareness and practice of integrated approach to English language instruction in Hossana town secondary and preparatory schools. The study answered the following research questions.

Do EFL teachers' aware about integrated approach?

How do EFL teachers' practice integrated approach instruction?

How do EFL teachers' link their awareness with practice of integrated approach instruction?

Thus on the basis of the results obtained from the responses to questionnaires, interview and classroom observation the following conclusions have been drawn:

Results obtained from questionnaire, interview and classroom observation showed that EFL teachers' had no awareness, were not practice and link of them concerning integrated approach instruction.

In regard to awareness of integrated approach instruction, EFL teachers' had no awareness of theoretical base concerning integrated approach instruction. They could not understand the idea of integrated approach instruction.

In concern to awareness of methods of integrating language skills, EFL teachers' were rarely employing the methods in the manner of integration. In other word, they were not employing the methods as integrated approach instruction follows.

In terms of understanding the advantage of integrated approach instruction, almost all the EFL teachers' were not informed its use in instruction. They were simply employing without any awareness of its use even the other approach of instruction in the classroom.

Concerning the practice of integrated approach instruction, as the result from questionnaire and classroom observation showed; teachers' were not practiced the integrated approach deliberately. This means they were practicing like isolated approach while they were teaching in the classroom.

Regarding the practice of integrating language skills with in the same topic at a time, teachers' were not seen as the result showed from the three data collecting tools. Even several teachers' could not identify whether a topic can employ more than one skill at a time.

As result indicated from the three data collecting tools used in this study, the teachers' experience of employing the four language skills in integration; teachers' had no experience of employing the four language skills in integration. This means they were overlooking some skills most of the time.

At the end, as the result from the three tools indicated obviously i.e. EFL teachers' had no awareness, which means they could not practice and this directly implies that there is no linkage between their awareness and practice concerning integrated approach instruction.

Thus, the overall finding indicated that possibly nonexistence of EFL teachers' awareness on integrated approach instruction; they failed to practice as well as to link awareness with practice after all.

5.2 RECOMMENDATIONS

Based on the above conclusions the following recommendations are forwarded.

❖ Concerned responsible stakeholders such as Ministry of education in general and English language teachers' themselves in a particular must offer adequate training in order to create awareness of integrated approach instruction theoretically; regarding the awareness of methods and significance of integrated approach instruction to English language as well.

❖ It would be valid if the English language teachers practice the integrated approach instruction as much as possible; even they have no awareness of it.

❖ English language teachers' should teach the four language skills as much as possible since the concept of integrated approach instruction is mainly relays on giving place for teaching all the macro skills by depending on a topic.

❖ It is suitable for English language teachers should experience teaching the skills in integrated manner rather than teaching them for the sake of teaching only one skill intentionally.

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Appendix 1
Jimma University

College of Social Sciences and Humanities

Department of Foreign Language and Literature

I. Questionnaire to be filled by English language teachers

Dear Teacher, This questionnaire is intended to gather relevant data for the study entitled "EFL Teachers' awareness and practice of integrated approach to English language Instruction Secondary and Preparatory Schools in Hosanna Town."

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

Thank you very much for your cooperation in advance.

Background Information

Therefore, I kindly request you genuine response for successes of the study. You response will be used only for the purpose of the study and will be kept confidential.

1.1 Name of the school:_____

1.2 Sex: Male ☐   Female ☐

1.3 Ages: 20-25 ☐ 26-30 ☐ 31-35 ☐ 36-40 ☐ 41-45 ☐ and 46 above ☐

1.4, Qualification: Diploma ☐   B.A ☐   BED ☐   M.A ☐

1.5 Area of qualification:_____

1.6 Total years of experience in teaching English language: 1-5 ☐ 6-10 ☐ 11-15 ☐

16-20 and above ☐

Part one: Questions related to EFL teachers' awareness and practice of integrated approach to English language Instruction.

1.1. For the following statements given below, please decide whether or not you strongly agree(5), agree (4), have no idea (3) , disagree (2) or strongly disagree(1) based on your awareness of integrated approach to English language instruction. Indicate your response by Putting an 'X' in the box.

No.	Item	5	4	3	2	1
1.	Language is a combination of macro skills and language elements; should be taught in integrated approach					
2.	Integrated skills instruction help teachers to teach other content related subjects					
3.	Integrating the four language skills enable teachers to teach as they intend teach					
4.	The integration of the skills develops language use properly					
5.	Integrating the skills makes language instruction meaningful and purposeful					
6.	The use of one skill leads the use another skill					
7.	The four language skills in integrated practices help students to develop their communicative abilities					
8.	Language skills can be integrated around a topic or theme					
9.	Integrated skills teaching help students to be successful in their other academic subjects					
10.	Integrated skills instruction creates positive student-to-students' interaction in the classroom					

1.2. For the following statements given below please decide whether or not you strongly agree, agree, have no idea, disagree or strong disagree based on your awareness of methods of integrated approach of English language instruction by putting an 'X' in the box.

No		Response				
		Strongly agree	Agree	Have no idea	Disagree	Strongly agree
1	Language skills can be integrated around an activity in a lesson					
2	Language skills can be integrated around topic in a lesson					
3	Language skills can be integrated around both activity and topic in a lesson					

1.3.For the following statements given below please decide whether or not you strongly agree(5), agree(4),have no idea(3), disagree(2) or strongly disagree(1) based on your awareness of advantages of integrated approach to English language instruction. Indicate your response by putting (X) mark under the appropriate column on the right side.

No	Item	Response				
		5	4	3	2	1
1.	Integrated approach teaching helps students' to develop their thinking ability					
2.	Integrated approach instruction creates a good classroom discipline					
3.	Integrated approach instruction motivates student to learn the English language					
4.	Integrated approach instruction enables students to be multi-language skills uses in their day today communication					
5.	Integrated approach instruction helps students to learn English language in a better way					

Part two: Questions related to EFL teachers' practice of integrated approach to English language instruction.

2.1. For the following statements given below please decide based on your practice of integrating the language skills with in the same topic at a time. Indicate your response by putting a tick (√) mark under the appropriate column on the right side.

No	Statement	Response	
		Yes	No
1.	Do you use integrated approach instruction with in the same topic by depending on its nature at a time?		
2.	Do you integrate language skills by arranging them with in the same topic at a time?		

2.2 For the following statements given below please decide whether or not you strongly agree(5), agree(4), have no idea(3), disagree(2) or strongly disagree(1) based on your practice of integrating the four language skills. Indicate your response by putting a tick (X) mark under the appropriate column on the right side.

No	Item	Response				
		5	4	3	2	1
1.	The four language skills should be taught in integration as they occur in real life					
2	Language skills can be integrated around a task in the classroom					
3	Language skills can be integrated around a topic or theme					
4	The four language skills in integrated practice help teachers develop their communicative abilities					
5.	The use of one skill leads to the use of another skill					

2.3.For the following statements given below please decide whether or not you always , usually , sometimes , rarely or never based on practice to the extent you employ macro language skills in integration by putting an 'X' in the box.

No	Integrating practice	Rating scale				
		Always	Usually	Sometimes	Rarely	Never
1.	Speaking and listening					
2	Listening and writing					
3	Writing and reading					
4	Reading and speaking					

2.4.For the following statements given below please decide whether or not you always (5), usually (4), sometimes (3), rarely (2) or never (1) based on your experience of teaching the four language skills in integrated approach by putting an 'X' in the box.

No	Integrated practice	Rating scale				
		5	4	3	2	1
1	I encourage students to ask and answer questions when I teach the skills in integration					
2	I use different teaching materials when I teach the skills in integrated manner					
3.	I make sure that all the students have the necessary school materials and do their tasks					
4.	I evaluate students through tests which are integrated skills					
5	I use Teacher's guide when I teach the skills in integrated manner					

Appendix 2

Jimma University

College of Social Sciences and Humanities

Department of Foreign Language and Literature

II. Classroom Observation Check list

Name of the school _____Date of observation_____

Code of the teachers_____ Grade and Section_____

Lesson Topic_____

Beginning Time_____Ending Time_____

No	Behavior to be observed during integrated approach to English language instruction. Teacher's role	Observed	Not observed
1	The teacher tells the objectives of the daily lesson		
2.	Teacher deliberately teaches the four skills through integration		
3.	The teacher facilitate integrated skills teaching		
4.	The teacher tells the importance of integrated skills learning		
5.	The teacher divides the class time for the different procedures of integrated skills teaching		
6.	The teacher monitors and checks the progress of the students		
7.	The teacher gives homework and /assignments		

Appendix 3
Jimma University
College of Social Sciences and Humanities
Department of Foreign Language and Literatures

Teacher's Interview items

1. To what extent do you understand teaching language skills (listening, speaking, reading and Writing) in an integrated manner at a time?_____

_____

_____

_____

2. Please tell me if you practice two more language skills in the same topic and task?

_____

_____

_____

3. What can you say about your role to teach language skills in integrated approach by organizing students in pairs and / or in groups?_____

_____

_____

_____

4. Please tell me how you teach language skills in the classroom?_____

_____

_____

_____

5. What language skills do you teach sometimes and / or rarely in the classroom? If any why do you think so?_____

_____

_____

_____