RESEARCH ARTICLE

ASSESSING THE PRACTICE OF TEACHING ENGLISH LANGUAGE THROUGH INTEGRATED SKILLS: SOME SELECTED PRIMARY SCHOOLS IN YIRGACHEFFE WOREDA

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ABSTRACT

This thesis was concerned to assess the practice of English language teaching through skills integration in Yirgacheffe town at four primary schools that could be selected using comprehensive sampling technique. The study incorporated the objectives that assessed how English language teachers integrated the language skills, the frequency how often the teachers integrated the skills and the perception of the teachers towards language skills integration. For this study, all 26 English language teachers from sample schools were the subject of the study. To collect the necessary data, questionnaire and interview were provided for teachers. In addition, three consecutive classroom observations were done in 8 sections to know how often the classroom teachers implemented skills integration in their English language pedagogy. Then, the data were analyzed using both qualitative and quantitative methods. The study indicated that majority of teachers did not implement the skills integration using communicative language teaching methods. The finding further revealed that most of the teachers did not use tasks, topics and contents to teach the language through skill integration. In addition to this, they hardly play the role of teachers in terms of motivating the students, organizing students in groups and giving enough time for students developing independent learning. Likewise, the teachers were interested in teaching the grammar part alone and a single skill without integration. On the other hand, large number of teachers thought that teaching language through integration perceived to be waste of time. Even though few teachers had a positive perception towards skills integration, majority of the teachers had a negative perceptions towards skill integration. Finally, the researcher recommended possible avenues for further works.

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INTRODUCTION

Teaching English using integrated skills leads the learners to develop their communicative skills in English language classroom. The main aim of teaching English as foreign language is to help students achieve some kinds of communicative skills in the language. Therefore, the teacher should organize class room activities by creating a free atmosphere within the classroom and give students hints about the activities to integrate the skills (Byrne, 1986:131). Scholars suggests that in an age of globalization, pragmatic objectives of language learning place an increased value on integrated and dynamic multi skill instructional models with a focus on meaningful communication and development of learners' communicative competence. The long-term goal of successful language learning is communicative competence. Realistically, how often do we talk without listening? Or write without

reading? When we use language, we tend to use English language skills integrative. All skills are needed in order to communicate effectively. Richard also stated that as long as integrated instruction engages learners in meaningful communication and enables them to attain curricular objectives (Hinkel, 2006; Harmer, 1991; Rodgers, 2001). In addition, as Alemayehu (2008:17) quoted in Hailom and Nuru, (1996) states, "The learners are not only sharpening their communicative skills, but also deepening their understanding of the course they learn. In other words, by learning to integrate the skills, the students not only develop their ability to express themselves but also they develop their thinking power- they get mental training". Generally, the integrating skill approach in content based or task based language instruction has a capacity to create motivation among students in teaching learning process. To sum up this review, the researcher argued that Integrated-skills teaching engage learners in meaningful communication process through tasks, topics and contents which are selected based on the students' experience, background, culture and so forth. In doing so, it

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could provoke motivation in students. The motivation that is provoked through integrated-skills teaching in students, in turn, creates a willingness to ask questions, to think how to learn, to accept correction, to take responsibility and so on. It also indirectly facilitates students' confidence, success and independent learning and involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning rather than form.

The research design and methodology

Research design

This study was intended to find out the teaching practice of primary schools' English language teachers and their perception towards integrated skills in language teaching and learning process. So, the researcher used a descriptive survey in order to identify the present condition and to show immediate status of phenomena (Selinger & Shohamy, 1989). For this reason, both qualitative and quantitative methods were employed to understand the research problem, because mixed method provides a more complete and comprehensive understanding of the research problem than either quantitative or qualitative approaches alone (Fischler, 2012). In addition, Creswell, (2003:4) also stated, "integrating both qualitative and quantitative data, and using distinct design that may involve philosophical assumptions and theoretical frame works".

The Study Area

This study was conducted at primary schools of Yirgacheffe town, GedioZone, which is found in Southern Nations and Nationalities Peoples' Regional State (SNNPR). As it was mentioned in the previous sections, the goal of this study was to investigate the practices of teaching English as a foreign language and their perception of teachers towards integrated skills in primary, 2nd cycle at Yirgacheffe town. The researcher selected this area as a sample due to their proximity as long as he lived in the town for long period of time.

Sampling techniques

Sampling refers to the rules and procedures which some elements of the population are included in the sample. As Fridah, (2002) stated that sampling is the act, process, or technique of selecting a suitable sample or representative part of the population for the purpose of determining parameters of the whole population. So, in this study, the comprehensive sampling techniques were employed to get the eight primary schools with all English language teachers due to the small number of the schools and teachers in the town. As a result, 32 English language teachers became the subject of the study. In addition to this, the researcher used a simple random sampling technique to select 12 sections out of 73 sections in order to get data through observation. This technique was done due to largeness of sections in the selected schools.

Participants of the Study

In Yirgacheffe town and around, there were eight primary schools. The study was conducted in these selected primary schools, because the schools were found around Yirgacheffe secondary and preparatory school, and the researcher had acquaintance with the schools' principals and English language teachers. So, all English language teachers in the 2nd cycle were selected to be the subject of the study. Totally, the study incorporated 32 English language teachers as the subject of the study.

Instruments of Data Collection

In this research, multiple instruments were used in order to get a data. Those tools were questionnaire, observation. And interview.

Classroom Observation

Classroom observation allowed the researcher to study the pedagogic process in natural setting and provided more detailed and precise evidence than other sources. As Cohen, Manion and Morrison, (2007) stated that observation helped to discover things that participant might not freely talk on interview situation, to move beyond perception and to access personal knowledge. So, the researcher prepared a checklist to observe how English language teachers teach in the classroom, and the students' participation in language classroom in the selected section for three consecutive sessions that demanded 120 minute. In addition to this, observation was done first, because if the questionnaire and or interview were done first, teachers might modify or used artificial teaching method based on some information on these tools. As a result, it might affect the natural observation of the classroom. The classroom observations were included looking at the lesson plan about what procedures were incorporated to teach the learners and the students' participation.

Questionnaire

Questionnaire is widely used in the second language acquisition researches to get information about certain conditions and practices. As Briefs, (2008:29) suggested, "Questionnaire helps to gather data about knowledge, beliefs, attitudes and behaviors. Beside, questionnaire is helpful in gathering information that is unique to individuals, such as attitudes or knowledge". In addition to this, the cost and time involved in questionnaires are less than with others and could contact a large number of presence of researcher and often being comparatively straight forward to analysis (Cohen, et al. (2007). Therefore, the researcher prepared 8 close ended and four open ended questions for 32 teachers in order to get both qualitative and quantitative data about how teachers teach English language and how often they integrate the skills in the classroom. Then, the questionnaire was validated by colleagues and by research supervisors in terms of setting, participants of the study and objectives of the study. As a result, the participants were administered by colleagues, because those teachers were found in different schools.

Interview

Interview was an instrument that permits a level of in-depth information and free response that could not be obtained by other procedures. Especially, it helps to get the perception of skill integration in language classroom. As Cohen, et al. (2007:349) stated, "the interview is a flexible tool for data collection, enabling multi-sensory channels to be used. So, the researcher prepared 6 unstructured interview questions for 2 teachers who were selected randomly from each school for

interview purposes; because unstructured question helped to give a greater insight and understanding of the topic being researched. For this reason, the researcher used tape recorder during interview, because it helped to recall the participants' response during analysis of the interview. Generally, the main content of each question focused on the perception of teaching English using integrating skill and how often did they integrate the skills in language classrooms.

Methods of Data Analysis

The data collected were analyzed using both qualitative and quantitative method. Then, based on the findings, conclusion and recommendations were made.

Analysis and Interpretation of questionnaire

The data which were gathered through questionnaires was tabulated and a simple statistical technique was used for numerical interpretation. So, the close ended questionnaires were examined in terms of percentage. In addition, the researcher analyzed the questionnaire, especially Q- 2, 4, 6 and 8 in terms of mean score to show the specific result about the frequency of skills integration in the classroom, but the open ended questionnaires were discussed carefully together with close ended questionnaires to support the numerical interpretation.

Analysis and Interpretation of interview

In this study, the interview questions were discussed alone in terms of the teachers' perception towards teaching English using integrated skills, and how teachers taught English language in the classroom. The researcher interpreted the interview questions by relating them with the real situation which was observed in language classroom. The response of the interviewees were computed in terms of their answers and the perceptions of teachers towards skills integration.

Analysis and interpretation of classroom observation

The data which were gathered using observational checklist were discussed based on the actual practice of the teachers. Then the researcher simplified the analysis by averaging the rating of the same session in the observation and used the thematic description. As Ichram, (2015) stated that one of the fundamental purpose of classroom observation is describing the current status of instructional practices and identifying instructional problems.

Analysis and interpritation of the data

This part of the study deals with the analysis, presentation and interpretation of data obtained through questionnaire, interview and classroom observations. In order to make interpretations comprehensive, the similar responses of questionnaires and classroom observations were treated together. In general, it consists of presentation of the statistical results, illustration of tables, and description of interview and classroom observation results. So, the collected data were analyzed and interpreted in the following modes.

Analysis and interpretation of questionnaires

The study provided eight close ended and four open ended questionnaires for 32 English language teachers. Therefore, the open ended questionnaires were discussed with the close ended questionnaires. These questionnaires focused on how they teach English language and how often they integrated the language skills in their classroom. So, the questionnaires were analyzed as follows:

Table 1. The teachers' response on whether they have taught macro skills in integration

Item	Number of respondents	Percent (%)
Yes	18	56.25 %
No	14	43. 75 %
Total	32	100%

In fact, the above table showed that 18 (56.25%) respondents taught the macro skills (speaking, reading, listening and writing) in integration in English classroom, but 14 (43.75%) respondents did not taught the skills in integration. So, this showed that some respondents used the skills integration in their classroom. Therefore, gaining a new language necessarily involves developing four modalities in varying degrees and combinations: listening, reading, speaking and writing (Oxford, 1990:5). But, the data showed that near to the average respondents did not teach the language using integrated skills.

Table 2. The respondents' reply on how often they integrate the skills

Mean score = always =5 rarely = 2
Usually = 4 never = 1 Sometimes =3

Item	Number of respondent	Percent
Always	1	3.9 %
Usually	2	7.7 %
Sometimes	7	26.9 %
Rarely	4	15.4 %
Never	12	46.2 %
Total	26	100%
Mean	2.1	

The above table showed that 1 (3.9 %) and 2 (7.7 %) respondents taught English language skills in integration frequently as much as possible, but some of the respondents, means (26.9 %) of the total respondents, they sometimes taught the skills in integration while 4 (15.4 %) respondents rarely taught the skills in integration even if near to the average respondents did not teach the skills in integration at all. Therefore, majority respondents did not teach frequently the students using skills integration even if some of them tried to teach the skills through skills integration. For this reason, the respondents' response towards teaching macro skills in integration inclined to never in terms of frequency. In addition to this, the mean score of the Item-2 was (2.1). So, this showed large number of respondents was not familiarized with skills integration and how they applied this method during English language classroom. In addition to this, as majority of the interviewees answered on the open ended questionnaire, how they taught the macro skills in their classroom; large number of respondents were teaching skills separately. For instance, teacher 3 answered, "I teach a reading skill by allowing them to read it and to do the reading comprehension. Then I do that activity with them". For this reason, most of the respondents had an experience to teach the skills separately.

From the above table, I got that 11 (42.3 %) respondents used different type of topics and tasks to integrate language skills during English language classroom, but 15 (57.7 %)

respondents never used topic and tasks to integrate language skills. So, this showed that majority of the respondents were not interested integrating the language skills with topics and tasks. So far the data analysis suggested that the large number of respondents have not a strong tendency towards teaching macro skills in integration using topics and tasks, while the minimum respondents' reflection inclined to teaching macro skills through topics and tasks.

Table 3. The respondents' reflection on whether they integrate language skills around topics and tasks

Item	Number of respondent	Percent
Yes	11	42.3 %
No	1 5	57.7 %
Total	26	100%

Table 4. The respondents' responses on how often they integrate the language skills around topics and tasks

Item	Number of respondent	Percent
Always	__	_
Usually	3	11.5 %
Sometimes	6	23.1 %
Rarely	2	7.7 %
Never	15	57.7 %
Total	26	100 %
Mean	1.8	

In reporting this item, the survey which asked the respondents how often they integrate language skills around topics and tasks. Consequently, a minimum number of respondents integrated the language skills frequently with topics and tasks. Besides, 6 (23.1 %) and 2 (7.7 %) respondents integrated the language skills using the topics and tasks 'sometimes' and 'rarely' respectively, but the remaining 15 (57.7 %) respondents never integrated the skills at all around topics and tasks. So, the majority of the respondents did not use the integration of language teaching in their classroom even if some of them applied the integration of language skills in their classroom. In conclusion, it could be inferred that the respondents' reflection was inclined to 'never' towards integrating language skills with topics and tasks. In addition, the mean score of the analysis (1.8) showed that the respondents' reaction on how often they integrated language skills with topics and tasks inclined to they were not familiarized with integrating the skills around topics and tasks in the target language pedagogy.

Table 5. The teachers' response on whether they use a communicative teaching method

Item	Number of respondent	Percent
Yes	14	53.9 %
No	12	46.1 %
Total	26	100%

As it was mentioned in the table, 14 (53.9 %) respondents applied communicative language teaching method in the classroom, but 12 (46.1 %) respondents did not teach the learners English language communicatively. Counting all the differences together, the figure suggested that majority of the respondents to some extent created opportunity for learners to learn communicatively using integrated skills, but near to the average respondents had not awareness towards communicative language teaching. Communicative competence is, of course, competence or ability to communicate. It concerns both spoken or written language and all four language skills (Oxford1990:7). Therefore, some of respondents confirmed that they used a communicative method of language teaching in the classroom using skills integration even if the frequency was not satisfied.

Table 6. The teachers' response on how often they use communicative teaching method.

Item	Number of respondents	Percent
Always	1	3.9 %
Usually	2	7.7 %
Sometimes	5	19.2 %
Rarely	6	23.1 %
Never	12	46.1 %
Total	26	100%
Mean	2.00	

According to the above description, 1 (3.9 %) and 2(7.7 %) respondents forwarded that 'always' and 'usually' respectively about a communicative teaching method in the classroom even if their number was unsatisfactory among the total respondents. In addition to this discussion, as some interviewees answered on how they exposed their learners to use English language in the open ended questionnaire Q-12, they exposed the learners by allowing them to practice the skills with their partners using the given situation. For example, teacher 3 answered, "I allow the students to write and to speak to their partners how coffee is prepared, to narrate what they did last week, etc when I teach a tense.", but majority of the respondents did not encourage their learners to use English in their real life situation. In addition to this, to some extent, 5(19.3 %) respondents were familiarized with communicative language teaching methods, but 6 (23.1 %) respondents rarely used such methods during English language classroom rather than 12 (46.1 %) respondents who did not use this method completely. This table assured that majority of the teachers did not use communicative methods of language teaching frequently even if some the respondents taught their learners communicatively in their classroom as much as possible. According to the above table, the mean score (2.00) of the respondents' responses were inclined to 'rarely' and it could be deduced that large number of respondents did not use communicative language teaching method frequently.

Table 7. The teacher responses on whether they teach grammar elements with English language skills

Item	Number of respondents	Percent
Yes	11	42.3 %
No	15	57.7 %
Total	26	100%

In reference to the above table, 11 (42.3 %) respondents taught grammar elements through English language skills, but 15 (57.7 %) respondents did not use skill integration to teach the grammar. This table showed that most of the respondents did not use the skills to teach the grammar. Instead of this, most of them taught a grammar alone separately. Furthermore, as they answered in the open ended questionnaire Q-10, majority of the teachers were showing the rules of a language rather than the use of grammar. For instance, as teacher-10 answered, "when I teach the students a tense, I show them the structure of the tense in detail and I give them a sentence to practice what they have learnt and to answer what type of tense it is". In addition to this, these respondents taught vocabulary skills through translation and a pronunciation using rehearsing

appropriate sounds. So, large number of respondents used a teacher centered method of language teaching means they did not give a chance for the students. In general, this data showed that the respondents' response was inclined to large number of respondents did not apply skills integration to teach grammar even if a few respondents used skills integration to teach the grammar and its elements.

Table 8. The teacher responses on how often they teach a grammar using skill Integration

Item	Number of Respondents	Percent
Always	1	3.9 %
Usually	2	7.7 %
Sometimes	3	11.5 %
Rarely	5	19.2%
Never	15	57.7 %
Total	26	100%
Mean	1.8	

As I understood from the above analysis, 1 (3.9 %) and 2 (7.7 %) respondents used English language skills 'always' and 'usually' respectively to teach a grammar elements. So, this showed that a few respondents taught a grammar through language skills. In addition to this, 3 (11.5 %) respondents answered that they sometimes teach a grammar using language skills, but 5 (19.2 %) respondents rarely taught a grammar through language skills than 15 (57.7 5) respondents who did not use any language skills to teach a grammar. Therefore, this also showed that large number of respondents used the traditional method of language teaching. For this reason, they taught their students a grammar separately. From this data, the mean score (1.8) of the respondents' response towards the teaching of grammar through English language skills assured that the response was inclined to 'never'. So, for these respondents teaching English means teaching a grammar. In addition to this, as majority of the respondents answered on how they encouraged the learners in the open ended questionnaires that teaching grammar itself could motivate learners in the classroom beyond giving a piece of advice. For instance, teacher 5 answered, "most of the time I am interested to teach the grammar because most of the students were motivated when I brought a grammar lesson in the classroom. For this reason, I focus on a grammar in order to encourage the learners". In summary, large number of the respondents' response showed that teachers seemed teaching a grammar alone has a capacity to encourage learners.

Analysis and interpretation of interview

This study provided six unstructured interview questions for eight participants which were selected randomly from four schools. An interview question had an advantage to see different direction from verbal or non-verbal expressions of the participants and it helped to assure the response in the questionnaires. As a result, From Dilbetigil primary school, two teachers who taught grade 6 and grade 7 were selected using lottery method and at the same time a grade5 teachers was also selected from Abiyotfire primary school. In addition to this, based on the above method, two teachers who taught grade 5 and grade 8 in Bushead two teachers who taught grade 6 and grade 8 in Koke primary schools were selected. Then the result of the participants' response of interview question, Item 1, 2, and 6 were analyzed separately, but interview Item 3, 4 and 5 were analyzed and interpreted together, because they were related each other in terms of how

participant teachers taught English language in their classroom. So, the collected data were analyzed as follows.

Interview – 1 whether the interviewees have taken a course towards integrated skills

According to the three interviewees, they had taken a course on how they integrated the skills in English lessons when they attain a course in University and college, but the course could not offer them a deep knowledge about method of integrating English language skills, because it was not given as a course, but it was given as a lesson for aperiod. For example, interviewee 'C' said, 'I have not a good understanding towards teaching English language skills integration. But, I think integration means integrating receptive skills with productive skills" On the other hand, four interviewees took some courses about methods of language teaching in work shop and seminar which was prepared by USIAD and Dilla teacher training college in a maximum for a week, but two of them did not apply such methods teaching due to their negative attitude towards integrated skills. For this reason, the interviewee 'F' said, "first we should give a focus on grammar rather than other skills". Insofar, teacher 'A' said, "I focus on the grammar and the reading skill due to the national exam focus on such areas". But, the remaining interviewee said that he sometimes applied skills integration in his classroom.

Interview – 2 the perception of integrated skills method

According to four of the interviewees' explanation, the integrated skills method has an advantage for teaching English langue, but they did not give priority for such method due to the students' interest towards learning the grammar alone and their largeness numbers in the classroom. For instance, interviewee 'G' said, "even if I have some understanding about skills integration, students' interest and their numbers affect me to apply this method in my classroom. Instead I teach skills and grammar elements separately". On the other hand, two of the interviewees said that they completely against integrated skills' method due to lack of awareness and interest towards this method and they decided as it has not an advantage. For example, interviewee 'E' said, "applying integrated skills in to the classroom could confuse learners". For this reason, they did not practice the learners two or more skills at a time in the classroom. However, two interviewees sometimes implemented the skills in their classroom. Therefore, majority of the interviewees did not implement integrated skills method in the schools even if there were teachers who had a positive perception towards this method. But, a systematic functional linguistic argues that language exists, and that the context and purposes for which language is used will determine the ways in which language is realized at the level of text and grammar (Nunan, 1991:151).

Interview -3, 4 and 5 the perception of interviewees on how they teach English language

Conferring to the interviewees, a few interviewees used different tasks, specific topics and contents to teach English language skills. Sometimes, two of the interviewees allowed the learners to speak a lot based on the given topic and then they ordered them to write a paragraph or more than a paragraph. Exposure to natural communication in the target language is necessary for the subconscious process to work well. The richer the learners' exposure to the target language to

the more rapid and comprehensive learning is likely to be (Nunan, 1991:145). Regarding to this, pair work and group work activities could not be used to give a chance for each learners to speak and to write a lot using the target language during the lessons. In addition to this, sometime two interviewees tried to associate the topics and tasks with some of the skills. For instance, interviewee 'H' said, "I usually use tasks, topics or contents when I want to teach English language.", but this was not enough to say the respondents integrated the skills with tasks and topic in the classroom due to the frequency of implementation. In addition to this, even if some of the interviewees sometimes used tasks, topics and contents to integrate the skills, four interviewees did not use tasks, topics and contents in order to integrate the skills. In the classroom observation also majority of the respondents were not observed when they used tasks, topics or contents frequently. As a result, I concluded that large number teachers did not use these models in order to teach English language macro skills.

Additionally, two interviewees said that they sometimes used the topics, tasks and contents to teach language skills and in order to make the lesson more communicative. They gave topics and tasks and then allowed them to describe a situation through speaking and writing. For example interviewee 'K' said, "most of the time, I used the topic in order to teach the four macro skills". As I observed from the classroom observation, to some extent a few teachers were familiarized in communicative language teaching method. During this time, two interviewees also encouraged the students to use English language during practicing the communicative lesson in their classroom even if majority of the students were interested to learn only the grammar elements. For instance, interviewee 'B' said, "I bring an interesting topic which is familiar with the students and I give them a mark in order to motivate them when they participated actively in the classroom". Likewise, Students would make strong connections between concepts when they learn facts and skills by actively working with information rather than passively receiving information (Hal, 2001:5). But, the remaining four interviewees were not interested to practice the students a communicative lesson through tasks and topics and did not encourage them to use English language in their classroom. So, Teachers would do better to employ a broad instructional approach, notably the best version of communicative approach that contains a combined focus on form and fluency (Oxford, 2003:16). Therefore, it was impossible to say that the respondent teacher used a communicative method definitely and used a kind of encouragement in the classroom.

Interview-6 The perception interviewees about materials and equipment.

To this interview questions two of the interviewees sometimes used different materials Such as: magazine, newspaper, tape recorder, etc in order to teach English language in the classroom. They used a material when they wanted to make the lesson realistic. For example, teacher 'B' said, ''I used a newspaper when I want to teach reading. So, I select the simple and familiar topics for reading from the newspaper.'' The two interviewees also rarely used different materials according to the situation. But, four of the interviewees did not use any material for their classroom. To sum up, some interviewees sometimes used some materials in their classroom in order to create attractive lessons even if the frequency of the

use of material was not satisfied. But, four interviewees were not interested to use equipment to associate the daily lesson with their real life situation. Instead, they taught the lesson only depending on the students' text book. For example, interviewee 'A' said, "I always used a student's text book in order to teach English language in my classroom".

Analysis and interpretation of classroom observation

In reference to classroom observation, 2 sections were selected from each grade level using a lottery method. So, grade 5 section 'A' from Dillbetigl and section 'C' from Bushe primary schools were selected while grade 6 section 'C' and section 'D' from Dillbetigl and Abiyotfire primary schools were selected respectively. In addition to this, grade 7 section 'B' and section 'A' from Bushe and Dillbetigl were selected respectively. Finally, grade 8 section 'B' and section ''C'' from Koke and Abiyotfire primary schools were selected respectively. As a result, the classroom observation was done for three consecutive periods in all selected sections. In general, each section was observed for 120 minute or for three periods consecutively. Furthermore, the item found in the checklist helped in order to assess how teachers taught English language in the classroom and it was used to get a realistic data about the practice of teaching English language. There for, the datas were analyzed using thematic description in terms of their relationship towards the practice of teaching. So the classroom observation was analyzed and interpreted as follows.

The role of teachers towards teaching English language

In the classroom observation, the some teachers sometimes practiced the learners the macro skills in integration, but they were not observed when they allowed the students in practicing frequently. For example, teacher '003' brought a reading text to teach reading skill in the classroom. Then he ordered the students to read and to do the given activities. Finally, he allowed them to discuss with their partners about the activities. This showed that the teacher integrated the reading skill with speaking skill. But, in most classes the majority teachers were not observed when they integrated the four macro skills. So, the teachers were teaching the grammar separately without communicative. For instance, teacher '006' taught the rules of the language in detail and then he allowed them to practice the grammar. Insofar, the learners also were not interested during the lesson and the lesson itself also was not attractive. During the classroom observation, majority of the teachers did not give enough time for the students to manipulate their own learning. This showed that large number of the teachers used a teacher centered method. Furthermore, some teachers sometimes integrated the skill using a learn procedures. For instance teacher '008' was observed when she integrated the skills. First she told about past tense and presents the topic 'deforestation'. Then after, she allowed them to write what was happened in their environment. Then, the students were ordered to share what they wrote before presenting to the whole classmate. This showed that to some extent she applied a clear procedure to integrate grammar with topic and the macro skills especially with writing and speaking, but in terms of frequency, the implementation was not satisfied.

Besides, it was not observed when majority teachers used different language teaching models in order to integrate the

skills. But they focused on teaching a single skill and a grammar even though few teachers used appropriate language teaching models. For example, teacher '002' could associate his lesson continuously with contents and tasks to encourage the learners and to create a realistic lessons, but the classroom observation assured that large number of teachers were not interested to implement such kinds of teaching methods. Regarding to skills integration around topic, task, content or both task and topic, the teachers did not encourage the learners. Moreover, during the classroom observation, the teachers' assessment process at the end of the lessons could not encourage the learner to focus on skills integration. For instance, the class work, home work and test could not invite the learners to integrate the language skills. So, the classroom observation showed that the teachers did not encourage the learners to focus on skills integration through a classroom assessment.

Moreover, majority of the teachers did not organize the learners in pairs or groups. Instead, most of the time, they were familiarized with the whole class teaching rather than in groups or in pairs even if it was observed when two teachers implemented it, but, most of the classes were large classes and it was not impossible to touch each individual. So, large number of teachers was not observed when they motivated the learners using teaching in pairs or in groups rather than teaching the whole class. For this reason, it was difficult for those teachers to develop the students' self-reliance. During classroom observation, most of the teachers were not interested to create independent learning through skills integration. For this reason, there were not collaborative and cooperative learning in the classroom. As the classroom observation, this affected the learner to practice a communicative learning and to develop confidence among themselves in their learning. What's more, a few teachers adapted the tasks from other material during their classroom in order to integrate skills. For instance, teacher '001' and '002' were observed when they brought the task from other material which was different from the language lessons in order to teach the language skills, but large number of teachers taught their learners English language skills based on their text book. So, the classroom observation showed that most of the classrooms were not participatory for the learners to be effective in English language.

Most of the teachers' lesson plan also did not show the procedure of skills integration and how they integrated skills beyond classroom observation. Even if teacher '001' and teacher '006' lesson plans to some extent had skill integration, majority of teachers' lesson plans did not include any skills integration rather than teaching a single skill. Therefore, the classroom observation assured that large of the teachers were not familiarized with skills integration. To some up, the three consecutive classroom observation showed that majority of the teachers did not encourage the learners towards integrated skills and implement attractive strategies in the classroom in order to develop students' self-reliance. So, appropriate language learning strategies result in improved proficiency and greater self-confidence (Oxford, 1988:1).

Major findings of the study

The study focused on three objectives relating to skills integration in English language classroom. The specific objectives of the study were to:

- Assess how English language teachers integrate language skills in English language classroom.
- Identify the frequency of skill integration in English language classrooms.
- Find out teachers' perception on skill integration in English language classroom.

In this study, all research objectives were addressed. The following points clearly showed how each research objectives of the study was addressed.

The instrument used to addressed specific objective-1 were questionnaires, interview and classroom observation. So, from questionnaires Item-1 Item-3, Item-5, Item-7, Item-10, and Item-12 were used to assess how the teachers taught the language in the classroom. In addition to this, from interview, question-1, 3, 4, and 5, were used to assess the above objective. Furthermore, from the classroom observation all the item in the checklist was used to address the above objective. According to the result of the analysis of the above item showed that above the average number of teachers did not integrate a language skill in their classroom. In addition to this, the results assured that most teachers did not implement appropriate student encouragement and different strategies to teach English language in the classrooms. So, majority of the teachers were familiarized in grammar teaching rather than communicative method. By and large, the results showed that large number of teachers had a gap in methods of English language teaching. In the same way, the instrument used to address the second objective was questionnaire and classroom observation.

From questionnaire, Item-2, Item-4, and Item- 6 were used to assess how often they integrated English language skills. Furthermore, the classroom observation was used to get the frequency of skills integration. Therefore, the analysis of questionnaires showed that the mean score was below the average respondents. So, this showed that the teachers' response towards skills integration inclined to 'rarely'. In addition, the classroom observation results also assured that most teachers rarely used skills integration in their classroom. Regarding to this analysis, majority teachers were not familiarized with skills integration and appropriate methods of English language teaching and effective materials. In summary, the analyzed data showed that almost all in all teachers did not integrate language skills and implement a communicative method even if few teachers tried to implement this method. Furthermore, large number of teachers did not use materials and equipment frequently in order to create a realistic lesson in the classroom. So, there were a gap between the teachers and methods of language teaching. "To find out the perception of teachers on skills integration" was the third objective and the instruments used to address this objective were open ended questionnaire and teachers' interview. From the interview question, item 1, 2, and 5 were used to get teachers' perception on skill integration. Accordingly, the result of the analysis showed that majority the teachers mentioned that teaching English language through integrated skills had no advantages.

Instead, they believed that, it could confuse the learners when they integrated grammar elements with other skills. For instance, teacher '005' said "Teaching English using integrated skills greatly confused the learner". Moreover, they said focusing only on grammar and a single skill; especially on reading was enough to save time and to prepare the students

for national examination due to the focus of national exam on grammar and reading. So, large number of teachers thought that teaching through integrating skills with content, task or topic was time wastage even though few teachers had a positive perception towards skills integration. Therefore, they believed that teaching core points or the target lessons indirectly was not necessary. In summary, the data showed that majority teachers had a negative perception towards skill integration and related methods of English language teaching.

Chapter five: Conclusion and Recommendation

Conclusions

The major objective of this study was to assess the practice of teaching English language through integrated skills. Result from the three instruments namely questionnaire, interview and classroom observation sheet the following conclusions are drawn.

Firstly, to some extent, a few teachers had awareness towards teaching English language through integrated macro skills even if these teachers used integrating skills to teach the language, the frequency of implementation was not satisfied to confirm the teaching of English language, but The majority of the teachers did not integrate the language skills around topics, tasks or contents during their classroom even if there were few teachers who integrated language skills with different models. Instead majority of the teachers frequently used segregated skills.

Secondly, a large number of teachers did not use the communicative teaching method during English language classroom even if a few teachers also tried to implement it using different skills. During this time, to some extent, they used pair work, group work, to follow the students' practices; but most teachers hardly used communicative method in the classroom. Insofar, the study revealed that most of the teachers were interested in teaching grammar without skills integration and they did not encourage the learners in cooperative learning due to their interest and their perceptions on national examination.

Thirdly, most of the time, majority teachers did not use any material or equipment to teach English language and to make the lessons interesting. So, this showed that they had not awareness and adequate training on how they teach English language in the classroom. To sum up this finding, large number of teachers did not use the appropriate language teaching method. For this reason, large number of teachers was familiarized in teaching a single language skill and grammar element. Therefore, the teachers' lack of encouragement, theoretical and practical understanding towards skills integration, lack of incorporating materials or equipment in the language classroom and lack of using teaching models made the integrated skill teaching or learning process not to be realistic and greatly influenced the learners to focus only on grammar elements during the lessons.

Recommendations

Based on the conclusion which was mentioned on the above, the following recommendations are drawn.

- As the finding indicates, the implementation of macro skills in integration may become more successful if teachers get adequate training through workshops, seminar, and short term or long term in-service trainings about how to teach English language. So, concerned bodies should provide adequate training for English language teachers.
- It would be advisable for English language teachers to associate the language matters with the learners learning style (Oxford, 2003:6). So, English language departments should follow up the practice of teachers and create conducive situation for teachers to share their experience among themselves about how to conduct English language instruction.
- English language teachers should be alert to get a new knowledge and awareness towards methods of language teaching during experience sharing and training.
- The school administration should minimize the constraints that teachers face while they implement skills integration in the classroom, especially, by providing an equipment or materials which are expensive for teachers to get them easily and also the administration should offer a short time training about methods of English language instruction.
- The ministry of Education and exam developers also should incorporate all aspects of macro and micro skills in the national examination rather than focusing on grammar and reading skills.

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