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EFL TEACHERS' AWARENESS, PRACTICE AND CHALLENGES OF ENGLISH LANGUAGE INTEGRATED SKILLS TEACHING: FOUR SELECTED ALETA WONDO CLUSTER SECONDARY SCHOOLS IN FOCUS

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EFL Teachers' Awareness, Practice and Challenges of English Language Integrated Skills Teaching: Four Selected Aleta Wondo Cluster Secondary Schools in Focus

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

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ABSTRACT

The main objective of this research was to investigate EFL teachers' awareness, practice and challenges of English language integrated skills teaching in Aleta Wondo Cluster four selected secondary schools, Sidama Regional State. The researcher employed descriptive survey design involving both qualitative and quantitative approaches. The participants of the study were secondary schools EFL teachers. Multi-stage sampling technique that moves from a broad to a narrow sample using a step by step process was employed to select the four secondary schools and their all teachers who have been teaching English. Cluster sampling technique used to cluster the secondary schools in to three geographical districts. Simple random sampling technique used to choose Hula District of these districts. Comprehensive sampling technique used to select 42 EFL teachers. The researcher gathered the data through questionnaire, interviews and classroom observations. The researcher utilized descriptive statics SPSS V20, frequency, percentage, mean, grand mean and standard deviation for the quantitative data. The qualitative data analyzed qualitatively. The result of analysis revealed that the sample schools English teachers had moderate awareness about English language integrated skills teaching. In addition, the result showed that teachers rarely taught two language skills: reading and writing, listening and speaking, and listening and writing in integration lessons; but they hardly taught any three or four language skills in integration. Moreover, the result of the study showed that there were challenges related to students, to teachers, to schools, and to the national exam. The researcher recommended that awareness creation training should be given to teachers. In addition, teachers should teach English language skills in integration. They should also overcome the challenges they face. In sum, this study adds to existing research on EFL teachers' awareness, practices and challenges of English language integrated skills teaching with implications for policymakers, practitioners, and future researchers.

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CHAPTER ONE: INTRODUCTION

1.0.   Introduction

This chapter introduces about main issue which is English language integrated skills teaching. The concepts, historical and theoretical backgrounds, practical benefits, and the researcher motivation to conduct on the issue are presented under background of the study. Under the statement of the problem, the main issue and the variables (awareness, practice and challenges), actual difficulties of the subject of the study, and the gaps are identified and stated clearly. Basic research questions and objectives of the study are also designed. In addition, significance of the study, delimitation of the study, limitation of the study and definition of key terms are also discussed clearly.

1.1.   Background of the study

Many scholars conduct researches for better ways of teaching English language skills since it has got priority by policy makers of different world countries' education system including Ethiopia (Wubalem, 2019). The objective of English language teaching is to enable learners to master the skills that help them to be language proficient (Sanzana & Akhter 2017). This objective is reached by teachers who are the key to make hard things easy (Gemechis, 2020). Their level of awareness of teaching language skills has its own effect on the practice of teaching learning process in the classroom (Amarech & Wondimu, 2019). Therefore, it is important to consider issues that can affect the language teaching learning processes in the classroom. For instance, the choice of isolated or integrated skills teaching is one of the factor that can affect students' success in language learning practices.

English language Integrated skills teaching, which combines listening, speaking, reading, writing, grammar and vocabulary, has become a new trend in TEFL contexts. This is because it is assumed as an effective ways to improve students' communicative competence and the ability to use English to gain access to daily activities (Amarech &

Wondimu, 2019; Pardede, 2019). It is believed as a valuable way to teach students in to attain real communication skills in TEFL. According to Ostovar-Namaghi and Tajzad (2014), Widdowson was one of the first linguists to call for integrating the four language skills in 1978 during teaching to raise learners' proficiency levels and enable advanced language learning.

The theory of integrated skills instruction is based on the concept that in natural, oral and written languages are not separated/isolated from each other. Instead, they often occur together, integrated in specific communication events (Akmal et al., 2020). Gautam (2019, p. 100) suggests: "… the communicative movement supported by cognitive psychology and functional linguistics has a strong adherence to integrated language skills teaching with a sole aim of attaining communicative competence." Since integrated English language skills teaching is one of the way of teaching skills in integration to use authentic language in academic context, it is supported by cognitive psychology and functional linguistics theories as it is suggested above.

As it has been discussed by Gross (2020), implementation of integrated English language skills help and support students in all language development for communicative purposes. Since implementation of integrated English language skills is authentically lead students to achieve language use communicatively in their day to day classroom activities, it enables students to have a more realistic access to authentic language learning. According to Sanzana and Akhter (2017), integrating English language skills makes students competent to use the language. The integration of English language skills is aimed at creating a classroom environment where authentic communication is prioritized where skills are integrated naturally. Therefore, if the teacher is dedicated enough to study the models for integration of skills and use them effectively in class, integration of skills can verify to be effective in EFL classes. The implementation of integrated English language skills helps to bring a real means of interaction among students, allow equally supportive growth in all skills, promote the learning of real content, highly motivate students in providing authentic contents and activities, and give the power and opportunity to track students' progress in multiple skills at the same time (Permata, 2018).

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According to Amarech and Wondimu (2019), the students' linguistic competence and their communicative skills can be enhanced through implementing integrated skills teaching in EFL classroom. It can increase students' chances for learning language and purposeful communication, interaction, and diverse types of contextualized discourse and linguistic features, all of which have the goal of developing students' language proficiency and skills.

In spite of the great potential and effectiveness of the implementation of integrated English language skills, many teachers especially in Aleta Wondo Cluster secondary schools classes still implementing the segregated/isolated skills teaching by presenting one skill separately from the others, specifically focuses on grammar. It was observed by the researcher during his experience in teaching and has presented in model teachers experience sharing conferences and training sessions. Based on this, the researcher is motivated to investigate EFL teachers' awareness, practice and challenges of English language integrated skills teaching: Aleta Wondo Cluster four selected selected secondary schools in focus.

1.2.   Statement of the Problem

English language Integrated skills teaching is supposed as an appreciated way to teach students in order to have realistic communication. It emphasizes meaningful and authentic language use and link oral and written language development (Sanzana & Akhter, 2017). In integrated skills instruction, learners are exposed to authentic language and are involved in activities that were interesting and meaningful. The EFL teachers should create good environment to facilitate the students for natural communication by integrating the language skills. Therefore, EFL teachers should focus on building students' proficiency over language skills. To do so, teachers have to well aware/know how to integrate and how to put in to practice the integrated English language skills language skills based on context (Akmal et al., 2020).

> Starting from classic questions from my students, such as "why English is so difficult?" and "why we still cannot use English well, oral and written, though we have studied for more than 10 years?" are dealing with what kind of approaches that the teacher used in the class. There have been many opinions proposing the

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integration of four skills as the key to create authentic classroom environment in teaching English in a way close to real communicative situation. (Azizah & Rizki, 2021, p. 62)

In Ethiopia also, English language is taught as a subject starting from lower primary school (grade one). Specially, in Sidama Regional State, it is the medium of instruction since second cycle primary schools, grade five and secondary schools as similar as in higher education institutions (tertiary education in universities or colleges). From primary school to secondary school, students cover at least eight years of learning English language. When they come to secondary school, they had already learned English as a subject and as a medium of instruction for about eight years and they are expected to have a good command of the language. According to the language policy of the country, students are expected to have good command of English language and they should have good communicative competence. They are supposed to communicate through speaking, reading, writing and listening at the end of secondary school (MoE, 1994; MoE, 2008; MoE, 2018).

In the experience of the researcher during teaching and has presented in model teachers experience sharing conferences and training sessions, the students who come to secondary school have deficient of English language skills proficiency in general. They also face problems of understanding or receiving others ideas and expressing or producing their ideas through oral as well as written. Although students have learned English language for many years, their level of proficiency is low in using target language skills contextually.

In line with this, the researcher has also read some of the studies which were conducted in Ethiopian context in this area. For instance, Endalkachew's (1995) study targeted to realize the practicability of integrated-teaching of listening and speaking at grade eleven level. He verified the possibility of teaching listening and speaking skills at a time. However, this study focused on only two skills. In contrast the current study focused on the awareness, practice and challenges of integrating all language skills at the same time.

In addition, Alemayehu's (2008) study aimed to investigate whether the teaching of integrating language skills was practiced in three governmental primary and secondary

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schools in Addis Ababa. The researcher found that the teachers had awareness of theoretical directions and understood integrated-skills teaching principles. In addition the finding revealed that the teachers hardly taught four language skills in integration in these lessons. The researcher generalize the findings on 25 English teacher and three mixed level of primary and secondary schools which were selected in non-probability sampling technique. In case, the current researcher think, the findings were weak since it is mixed method study with descriptive survey design. As a result the current research covered 4 secondary schools and 42 EFL teachers through probability sampling technique.

Desta and Getachew (2015) conducted to assess the extent of language instructors' use of the integrate language skills in teaching and learning of English language at Jimma College of Teacher Education. Their study findings are the instructors were not capable enough on the knowledge and lacked of implementation of language skills integration in EFL classes. This study is different from the current study in two ways. First his study focuses on college students and instructors where as this one focused on secondary school teachers only.

Consequently, as it has been clearly seen in the above Alemayehu (2008), and Desta and Getachew (2015) studies, there are gaps in their findings since both researches' conclusions are different. Alemayehu (2008) had concluded his study findings that the teachers had high aware of integrated-skills teaching principles although it was found that the teachers did not implement integrated-skills teaching in classrooms. In contrast to Alemayehu's finding, Desta and Getachew (2015) had concluded their study findings that the instructors were not capable enough on the knowledge and could not implement the integration of the language skills in EFL classes

Moreover, Sillassie et al. (2017) assessed the practice of English language teaching through skills integration in four primary schools and the result indicated that majority of teachers did not implement the integrated skills approach. This study is also different from the current study in the level of schools and trained teachers. The researcher conducted the current study in four secondary schools. In addition to that, the qualification of EFL teachers of the previous and the present study are different. As it is known, most of the

primary schools teachers are Diploma holders whereas most of secondary schools teachers are BA and MA degree holders.

However, as it has clearly been observed from these analyses, as far as the current researcher knows there were findings gap and methodology gap. In line with methodology gap, the previous and the current studies are different in the level of the schools, in the qualification of the study population, and in the sampling techniques. None of the above studies tried to look at the EFL teachers' awareness, practice and challenges of English language integrated skills teaching in Sidama Regional State, Aleta Wondo Cluster four secondary schools. Conducting on this three variables helps to differentiate whether EFL teachers aware of integrated skills teaching, is implemented or not, the actual problem happens whether the knowledge gap of the teacher or other related hinders.

Therefore, the researcher believes that this area needs attention and should be researched. As a result, the current study is hoped to fill these existing gaps in this particular area of the research in the country. Hence, these gaps initiates the researcher to investigate and fill the gap by carrying out the study on assessment of EFL teachers' awareness, practice and challenges of English language integrated skills teaching in Sidama Regional State, Aleta Wondo Cluster four secondary schools. The research tried to address the following questions:

1. To what extent do EFL teachers aware of English language integrated skills teaching in Aleta Wondo Cluster four secondary schools?
2. How often do EFL teachers practice English language integrated skills in TEFL classroom in Aleta Wondo Cluster four secondary schools?
3. What are the challenges EFL teachers face in English language integrated skills teaching classroom in Aleta Wondo Cluster four secondary schools?

1.3.   Objectives of the Study

1.3.1. General Objective

The main objective of this research is to investigate EFL teachers' awareness, practice and challenges of English language integrated skills teaching in Aleta Wondo Cluster four secondary schools, Sidama Regional State.

1.3.2. Specific Objectives

Specifically, this research will be intended to:

- ➢ identify the level of EFL teachers' awareness of English language integrated skills teaching in Aleta Wondo Cluster four secondary schools,
- ➢ find out the extent of EFL teachers Practice of English language integrated skills teaching in Aleta Wondo Cluster four secondary schools,
- ➢ identify challenges EFL teachers face in English language integrated skills teaching classroom in Aleta Wondo Cluster four secondary schools,

1.4.   Significance of the study

The result of this study is helpful in making the stake holders aware of EFL teachers' awareness, practice and challenges of English language integrated skills teaching in Aleta Wondo Cluster four secondary schools, Sidama Regional state. EFL teachers may be benefit from the findings which may hopefully contribute to fill the existed gap of implementation of integrated English language skills in teaching classroom. It can also help (or serve as guide for) the future researchers who may work on the similar area of study in the department of English language and literature and beyond.

1.5.   Delimitation of the Study

This study was delimited to investigate EFL teachers' awareness, practice and challenges of English language integrated skills teaching in its content and with a particular reference of setting in four secondary schools: such as Xeticha Secondary School, Ciroone Secondary

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School, Hula Secondary School and Gataamma Secondary School of Hula District, in Aleta Wondo Cluster, Sidama Regional State. The researcher employed descriptive survey design involving both qualitative and quantitative approaches. The participants of the study were secondary schools EFL teachers. Multi-stage sampling techniques including cluster sampling technique, simple random sampling technique and comprehensive sampling technique were employed to select the four (30.8%) secondary schools and their all 42(100%) teachers who have been teaching English. The researcher gathered the data through questionnaire, document analysis, interviews and classroom observations. The researcher utilized descriptive statics SPSS V20, frequency, percentage, mean, grand mean and standard deviation for the quantitative data. The qualitative data analyzed thematically.

1.6. Limitation of the study

The researcher faced some problems which were beyond his capacity. It might limit the quality of the study in some extent. Thus, the study was conducted on only four schools and 42 EFL teachers are found in the schools. Conclusions deduced from such a narrow context and recommendations provided may not serve the case of all schools found in sidama regional State as well as Ethiopia.

1.7. Definitions of Key Terms

Awareness: EFL teachers' knowledge of integrating two or more English language skills around the same topic or task (Amarech & Wondimu, 2019).

Practice: EFL teachers' actual implementation of two or more English language integrated skills teaching around the same topic or task (Alemayehu, 2008).

Challenges: refers to the factors that hinder the implementation of English language integrated skills teaching (Desta & Getachew, 2015).

English language Integrated skills teaching: is linking of the main (listening, speaking, reading and writing) language skills for the purpose of using target language in real communication in the classroom (Aljahdali & Alshakhi, 2021).

Aleta wondo Cluster: is one of the four clusters in Sidama Regional State that means cluster is like zone as in others regional states because the region is new and cannot be divided in zones.

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CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.0. Introduction

This chapter is dealt with a comprehensive review of the literature related to the assessment of EFL teachers' awareness, practice and challenges of English language integrated skills teaching. The chapter is divided in to the three parts. These are awareness of English language integrated skills teaching, practice of English language integrated skills teaching, and challenges of English language integrated skills teaching. The first part, awareness of English language integrated skills teaching, divided in to concept of English language integrated skills teaching, theories for English language integrated skills teaching, importance of English language integrated skills teaching, and models of English language integrated skills teaching. The second part of literature deals with practice of English language integrated skills teaching. Lastly, the third part presents the challenges of English language integrated skills teaching. Each of title has its subtitles. The researcher discusses strengths and weaknesses, compare and contrast information from different sources and provide insightful comments on each of titles and subtitles.

2.1. Concept of English Language Integrated Skills Teaching

Language skills in language teaching are the manner in which language is used i.e. listening, speaking, reading, or writing. Sometimes the four skills are grouped into two major categories. These are the active/productive skills and the active/productive skills. Active/productive skills group entails speaking and writing; whereas, the passive/receptive skills category includes reading and listening (Hossain, 2015). The teaching of these four language skills and language components can be implemented in two broad ways namely segregated and integrated language skills teaching (Gautam, 2019; Sanzana & Akhter, 2017).

English language integrated skills teaching is the teaching of the language skills of reading, writing, listening, and speaking, in conjunction with each other when a lesson involves activities that relate them and reinforcement the students (Aljahdali & Alshakhi, 2021).

Since the learning of one skill leads to the learning of another skills, the concept reinforcement can also express integrated-skills teaching synonymously. For instance, speaking may be followed by related reading or writing in language teaching/learning process.

The awareness of English language integrated skills teaching is important to successfully practice it in real classroom situation. Having knowledge of integrated English language skills determines the extent to which a teacher can implements the theory (Amarech & Wondimu, 2019). Accordingly, EFL teachers' awareness of integrating English language skills should be seen as one of the criteria in implementing integrated skills teaching. Thus, EFL teachers expected to aware of the steps to integrate English language skills in EFL instruction. They need to have knowledge more about the various ways to integrate language skills in the classroom (e.g., content-based, task-based, or a combination). They have to have knowledge to choose, adapt and adopt instructional materials, textbooks, and technologies that promote the integration of two or more language skills such as listening, reading, speaking and writing.

EFL teachers' practice of English language integrated skills teaching is related with the various strategies to integrate two or more language skills such as speaking, listening, reading and writing skills. The strategies mentioned by the author are role plays, jigsaw reading, pair and group work activities and use of information technology (Sevy-Biloon, 2018).

Challenges of implementing English language integrated skills teaching is related with the factors that can hinder the implementation of integrating two or more language skills. Amarech and Wondimu (2019) has stated that nature of teaching integrated skills is based on teacher's awareness of how to change those knowledge in action during a lesson continuously, need to take account of changing circumstances. She has also forwarded that teachers' effectiveness in the classroom is very dependent on how well they can modify and adapt their actions in the light of how well the lesson is going.

2.2. Theoretical Bases for English Language Integrated Skills Teaching

No simple answer to explain integrated skills teaching bases on only one theory. This is because language teaching is a complex and language development is a unique human quality that no theory is as yet able to completely explain. Newer theories will probably develop from what has already been explored. Therefore, integrated skills teaching is based on Functional Approach and Interactive Approach of language theories, and Social Interactionist/Constructivist Theory and Cognitive Theory of language learning theories.

Integrated skills teaching is underpinning the Functional Approach of language theory which sees language as a vehicle for the expression of certain functions such as requesting, persuading, asking permission, complaining, asking for help, greeting and so on. It considers language as a vehicle for the expression of functional meaning. Takes account of semantic and communicative dimensions of language. In Functional View of language theory, target language learning means to learn to express communicative functions and categories of meaning. Similarly, integrating the four macro skills in the classroom is enhancing learners' communicative competence since effective communication comprises the combination of diverse language skills (Pardede, 2019). Pardede (2019) has also confirmed that, adapting the macro skills in the way it happens in real life is very important to develop learners' general communicative competence like: asking for information, responding to information, suggesting, giving opinion, listening for gist or specific information.

The Interactive Approach sees language as being for the purpose of interacting with people. This means that people learn language through attempting authentic conversation with the people around them. Rules and grammar of a language are not of major significance. This approach sees language as a vehicle for the creation and maintenance of social relationships. Patterns of moves, acts, negotiation and interaction found in conversational exchanges considered important. Establishing and maintaining interpersonal relationships for social interactions and transactions considered vital. As a result, implementing English

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language integrated skills helps to bring a real means of interaction between students and students, students and teachers (Permata, 2018).

Social Interactionist/Constructivist Theory is most recent theory that draws on humanistic view of education (learner background, feeling, attitude, motivation, interest, etc.) considered important. Interaction between the students and students, students and teachers should be the focus of theoretical explanation and language instruction (Brown, 2007). In line with this, English language integrated skills teaching classroom is not a venue where learners receive the teacher's wisdom, but a space where meaningful social interactions are practiced. Teachers, material writers and curriculum developers should create suitable contexts for learners to be actively involved in meaningful interaction with high motivation exercising self-regulation and control over the task. Students considered as active participants in the construction of meaning. Teachers are viewed as facilitators of learning, not dominant figures in the classroom. Focuses on pragmatics of language rather than grammar, which comes later. Language is considered as not an innate ability but rather develops in a negotiating environment.

Cognitive Theory stresses that language is made up of symbols and structures but it exhibits itself as a student's mental abilities mature and posits that language learning involves thinking and thus is a conscious process. It associates language learning with intelligence, thought process and information processing model of the computer. This theory focuses on understanding how these activities take place in the human mind. The theorists argue that language learning doesn't need any inborn quality or mental facility or device. Language is only one of the many human mental or cognitive activities. Students need to mature first in order to achieve certain tasks. Thinking develops in stages. As this base, English language integrated skills is believed that learners analyze, synthesize, evaluate and judge the input information presented to them before they reach conclusion(s) in integrated skills teaching/learning process that, integrated-skills teaching is supported in the cognitive theory of learning (Ebabu, 2020).

Gautam (2019, p. 100) suggests:

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> *"… the communicative movement supported by cognitive psychology and functional linguistics has a strong adherence to integrated approach in teaching language skills with a sole aim of attaining communicative competence."*

Since integrated English language skills helps to use language in real life context, it is supported by cognitive psychology and functional linguistics as it is suggested above. In line with this, integrated-skills teaching help students use combined skills in their daily communication both in a classroom and outside a classroom. It can also be inferred from this that integrated skills teaching is grounded in the functional linguistics theory of language, which states language as instrument of interpersonal interaction and a means of expressing functional meanings

It is also clear that the purpose of teaching integrated-skills is to develop students' communicative competence (Córdoba, 2016; Pardede, 2019; Heng, 2014). They have also suggested that, if the teacher works to make the students communicatively competent in English, then this will involve using the four skills in combination. It follows that integrated-skills teaching is rooted in the theory of communicative competence, which claims communicative competence to include four competences, namely, grammatical/linguistic competence (knowledge of the structure or form of the language), sociolinguistic competence (knowledge of when to use language in appropriate context), strategic competence (knowledge of how to 'repair' or 'mend' communication breakdown) and discourse competence (knowledge of understanding both spoken and written language beyond sentences level (Anvarbek et al., 2020).

2.3. Importance of English Language Integrated Skills Teaching

English language intergraded skills teaching is important for foreign language learners in many ways. It provides opportunities to the learners to use authentic language and helps them to interact naturally with the target language when topics and tasks offered hold two or more language skills at a time (Pardede, 2019). Using role play in the class is the best technique that encourages learners to use real life language. According to Amarech and Wondimu (2019), when language teachers apply the integrated skills teaching in the classroom properly, learners become motivated to do what they are supposed to do.

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Consequently, students can know the fact that language skills are rarely used in segregation outside the classroom. Another advantage of integrating the four macro skills in the classroom is enhancing learners' communicative competence since effective communication comprises the combination of diverse language skills (Pardede, 2019). Pardede (2019) has also confirmed that, adapting the macro skills in the way it happens in real life is very important to develop learners' general communicative competence like: asking for information, responding to information, suggesting, giving opinion, listening for gist or specific information, etc. In addition to this, teaching integrated skills offers various favorable environments to learners with different learning styles and strategies.

2.4.   Models of English Language Integrated Skills Teaching

The two major models of language skills integration are content based language teaching and task-based language teaching (Alemayehu, 2008; Amarech & Wondimu, 2019; Gautam, 2019; Pardede, 2019; and Permata, 2018). They have also stated the hybrid/mix of the two models as the alternative.

2.4.1. Content Based English Language Integrated Skills Teaching

In several language teaching methods, the word 'content' has got different meanings. In Grammar translation method, content was known as the grammatical structures of the target language; likewise, in Audio lingual, content was supposed to be the grammatical structures and vocabulary of L2. Hence language forms are content in these methods. In contrast, in Communicative Language Teaching method, Community Language Learning method and so forth content is defined as functions of the language (for example greeting, inviting requesting, advising) for which learners use language (Pardede 2019). Similarly, Richards (2006) has stated that content is the information or business that people communicate through language instead of the language used to deliver it. Content can be used as a vehicle which embraces the language skills together. Thus, in content based language teaching that leads to the complete integration of skills, language skills are joined around a topic or theme in the way that enables the students to involve in the activities as it is in the real world. For instance students might listen and take notes, read and write a summary, or react verbally to things they have already read or written (Richards, 2006).

Generally content-based instruction stresses learning content through language. It acts as a motive force to link classroom activities.

Content based instruction views language use as involving several skills together. In content based class, students are often involved in activities that link the skills, because this is how the skills are generally used in the real world. Hence Content-based instruction emphasizes learning content through language. It acts as a driving force to link classroom activities. And it is the most valuable form of integration at all levels of proficiency although the nature of the content might differ. This is because unless contents in textbooks are related to learners' real life it will be incompatible. Being vital modes of skill integration, content based integration permits students learn language through subject matter such as Physics, culture, Math, and Science (Pardede, 2019). Concerning this point, Freidin (2020) has said that a language is a system that associates what is being talked about (content) and the means used to talk about (Expression). Linguistic content is inseparable from linguistic expression. In subject matter learning the role of the language is acting as a medium of learning; whereas, in language learning what is communicated is content. Generally speaking, there are three types of content based instruction; namely, topic/theme, adjunct and sheltered based instruction. But the most widely used types of content based instruction are theme-based instruction and sheltered content instruction. Theme based instruction discusses topics which provide the context for language learning. For instance according to Pardede (2019), language skills can be designed around a common topic such as technology, environment, globalization, or other topic else. In this case the language works as the subject matter. The later denotes to the learning of language through a subject matter course taught by a content area specialist.

2.4.2. Task Based English Language Integrated Skills Teaching

Tasks are actions that involve language learners understand, create, operate or interact in authentic language though attention is given to meaning instead of form (Permata, 2018; Gautam, 2019; and Pardede, 2019). The purpose of applying the task based model is to measure learning strategies, not just for the sake of teaching English as a second or foreign language. Language skills can be combined using tasks. For instance, students can be asked to write a summary after reading certain text or converse the main ideas verbally. Language

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learners can get opportunities to engage with the language in different ways while accomplishing tasks. Activities that are accomplished before, while and after reading can be extended to speaking, listening and writing (Permata, 2018). Currently, the most widely adopted model of integrated language teaching and the closest classroom simulation of real-life interaction is task-based instruction. Because, all tasks are interdependent and the activities are integrated with one topic (Ebabu, 2020). The objective of applying integrated skills activities through task-based instruction is to develop learners` general ability to the target language. Concerning their category, pedagogical and real world tasks are the two types of tasks in integrated skills teaching.

Pedagogical tasks involve the use of specific interaction strategies and may also need use of specific types of language (skills, grammar or vocabulary) that are meant to be implemented in classroom. Pedagogic tasks call learners to involve in tasks which the learners are unlikely to accomplish outside classrooms. Nevertheless, while learners are running pedagogic tasks, they might develop language skills that they possibly transfer to perform real-world tasks (Ebabu, 2020). A task needs the learners to exercise language practically to realize an outcome that can be assessed through checking the correctness of propositional content that has been conveyed. The design of the task may influence the learners to choose certain form; but, the learners should give priority to meaning and to make use of their own linguistic resources. Anyhow, the result achieved by accomplishing the task must mirror the way language is used in the real world. Examples of pedagogical tasks can be information gap tasks, jigsaw tasks and the others (Ebabu, 2020).

Tasks that reveal real-world functions of language that can be practiced in actual life are said to be real-world tasks. After target tasks that learners want to perform outside a classroom is recognized through learners' needs analysis, real-world tasks are brought into a classroom to be performed by students. These tasks (for example, reading technical manual, reporting an experiment) can be directly related to students' need of tasks in the real world (Ebabu, 2020; Gautam, 2019). In integrated-skills teaching, be it pedagogic or real world task, both could be used as a central around which two or more language skills might be joined and offered to students so that they learn two or more language skills at a

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time. According to Ebabu (2020), tasks that are used to merge language skills together need to be related to learners' background, linguistic competence, goal and culture.

Even though content-based language teaching and task-based language teaching are the two broader integrated-skills teaching models, their blend is also possible in language teaching. Undeniably, in a hybrid language teaching, combined skills may be structured both around tasks and topics in a lesson (Permata, 2018; Gautam, 2019; and Pardede, 2019).

2.5. EFL teachers' Awareness of English Language Integrated Skills Teaching

Awareness of English language integrated skills teaching is the knowledge of integrating two or more English language skills around the same topic or task (Amarech & Wondimu, 2019). English language Integrated skills teaching is supposed as an appreciated way to teach students in order to have realistic communication. It emphasizes meaningful and authentic language use and link oral and written language development (Sanzana & Akhter, 2017). Therefore, EFL teachers should focus on building students' proficiency over language skills. To do so, teachers have to well aware/know how to integrate and how to put in to practice the integrated English language skills language skills based on context (Akmal et al., 2020).

The awareness of English language integrated skills teaching is important to successfully practice it in real classroom situation. Having knowledge of integrated English language skills determines the extent to which a teacher can implements the theory (Amarech & Wondimu, 2019). Accordingly, EFL teachers' awareness of integrating English language skills should be seen as one of the criteria in implementing integrated skills teaching. Thus, EFL teachers expected to aware of the steps to integrate English language skills in EFL instruction. They need to have knowledge more about the various ways to integrate language skills in the classroom (e.g., content-based, task-based, or a combination). They have to have knowledge to choose, adapt and adopt instructional materials, textbooks, and technologies that promote the integration of two or more language skills such as listening, reading, speaking and writing. Furthermore, concept of English language integrated skills

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teaching, history of English language integrated skills teaching, theories for English language integrated skills teaching, importance of English language integrated skills teaching, and models of English language integrated skills teaching are briefly discussed as follow.

2.6. EFL teachers' Practice of English Language Integrated Skills Teaching

Practice of English language integrated skills teaching is the actual implementation of two or more English language integrated skills around the same topic or task (Alemayehu, 2008). EFL teachers' practice of English language integrated skills teaching is related with the various strategies to integrate two or more language skills such as speaking, listening, reading and writing skills. The strategies mentioned by the author are role plays, jigsaw reading, pair and group work activities and use of information technology (Ebabu, 2020; Sevy-Biloon, 2018). Now days Integrated-skills teaching become a common language teaching practice in many countries of the world because of the benefits of all the four skills when they are integrated in the classroom. Pardede (2019) have stated that language skills combination is the widely held current trend in language skills teaching practice throughout the world. The motivation of English language integrated skills teaching and the role of EFL teacher in skills integration are briefly discussed under the following sub of this title.

2.6.1. Pedagogical Motivation of English Language Integrated Skills Teaching

Now days Integrated-skills teaching become a common language teaching practice in many countries of the world because of the benefits of all the four skills when they are integrated in the classroom. Oxford et al. (1994) have stated that language skills combination is the widely held current trend in language skills teaching practice throughout the world. Oxford et al. (1994) have further confirmed the expansion of language skills integration and that it has been practiced in the UK, Canada and elsewhere).

The reasons for integrated-skills teaching to be expanded and practiced widely in countries could be pedagogic motivation (Sanzana & Akhter, 2017; Permata, 2018). Pedagogical

motivation is the reason for integrating skills in teaching (Desta & Getachew, 2015). Practically it is observed that Language teachers employ a variety of methods and techniques in language classes. For instance, a teacher may offer a reading activity to the students and evaluate their understanding later on either verbally or in written mode. Or, in a lecture type of lesson, it demands students to listen to the information provided by their teachers, and take notes either to study later or to ask questions which they are not clear with while they are attending a lecture.

Therefore, integrated-skills teaching in schools benefits students to deal effectively with their academic work, which forced them to use two or more skills at a time Gross (2020). He has also emphasized that in any high school lesson there is listening (to the teacher or the students), speaking (by the teacher and the students), reading and possibly writing. Thus, in actuality, the macro skills are always integrated be it outside or inside the classroom. Using integrated skills at a time empowers students to prosper in their academic learning. In doing so teachers not only help language learners develop combined skills but also improve their overall academic activities; and applying two or more skills simultaneously can be developed through integrated skills teaching.

However, the decision of using either segregated or integrated skills depends on three basic reasons. Akmal et al. (2020); Pardede (2019); and Gautam (2019) have further explained these causes that affect decisions of using skills in combination or in segregation. According to them, the pedagogical motivations that determine the application of the two ways in English language teaching are currently based on: the practical extensions of theoretical prescriptions based on rationalistic principles about the nature of language and language learning; the historical background, where the decisions of the past are disseminated in the present; and the practical constraints, in which the immediate pressures of time and resources force decisions based on desirability.

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2.6.2. Roles of Teachers in English Language Integrated Skills Teaching

Teachers have great roles in integrating the various aspects of language while teaching English lessons. Some of these roles are: preparing learners for the process of integrated skills teaching, teaching/learning strategies and encouraging learners to use these strategies in the process of integrating the skills (Alemayehu, 2008). In line with this, the role of the teacher in integrated skills teaching is to help students deal with the skills integration process, not only for the sake of developing communicative skills in English but also to enable them understand contents of other subjects deeply (Amarech & Wondimu, 2019). The language teacher should check what the learners are going on before they pass to the other skill. To be precise, the teacher must check how learners deal with the different stages and tasks Richards (2006). The teachers should organize listening and reading texts and design duties for the practice of skill integration. In order to save time and make classroom conducive for the practice of skills integrated teaching, the teachers must organize the seating arrangements in the classroom beforehand. Moreover teachers should organize groups and/or pairs as part of their roles in language classrooms.

According to Richards (2006), the communicative teacher facilitates the communicative process among all the participants in the classroom, and among those participants and the various activities and texts. Additionally, they have suggested that the teacher have to work as an interdependent partaker within the learning-teaching group. That is to mean, the teacher must participate together with the students by contributing ideas and opinions. As a whole, the integration of the four language skills involves the teacher to create a positive atmosphere, plan appropriate activity, encourage learners and deal with problems sensitively. All told, the teacher is responsible to let learners practice all the skills at a time.

2.7. Challenges EFL teachers face in Teaching English Language Integrated Skills

The effective implementation of English language integrated skills teaching in the classroom may be challenged by many factors. Identifying the factors that hinder the

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implementation of skills integration helps to address and to use it effectively and efficiently. According to Gates (1995), Tylor (2005), Desta and Getachew (2015), and Amarech and Wondimu (2019) the factors that hinder integrated skills teaching can be seen from the angle of students, teachers, schools and national exam effect.

2.7.1. Students Related Factors

Other factors that can hamper integrated-skills teaching are attributed to the learners. Integrated skills teaching can be delayed when students: lack motivation, are poor in language proficiency, develop negative attitude towards their teachers and/or peers and so forth (Oxford, 2001& Richard, 2001). Regardless of teachers' endeavor, learners' involvement, strategies and the ability to go their own ways have significant impact on the success of integrated approach teaching.

2.7.2. Teachers Related Factors

From this perspective, lack of adequate knowledge and skills as to how to teach language skills in integration is worth mentioned (Desta & Getachew, 2015). And failure in playing the facilitating, monitoring and organizing roles may lastly lead to segregated skills teaching. According to him it is instructionally impossible to focus on more than one skill at a time. However, it should be thought that teachers' attitude may affect the implementation of English language integrated skills teaching since people need easier way to present courses on writing separated from speaking, or on listening detached from reading.

2.7.3. School Related Factors

Furthermore, there are factors that are related to school which may delay the integration of the four macro skills. Amarech and Wondimu (2019) stated that absence of conducive school conditions like classroom situations such as unsuitable seating arrangement, large number of students in small/narrow classroom, scarcity of instructional materials and equipment (books, newspapers, magazines, photocopy machine, computers, audiocassettes, video cassettes and so on) and lack of support from administrators are

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typical examples of such hindering factors. In conclusion, teachers should work to overcome these factors and the others in order to accomplish integrating the four language skills in the classroom if they have positive attitude.

2.7.4. National Exam Washback Effect

According to Addisu (2011), wash back is the utilization of external language tests to affect and drive foreign language learning this phenomenon is the result of the strong authority of external testing and the major impact it has on the lives of test takers. However, washback deals with the impact of assessment on teachers and students learning. An exam has positive washback if it promotes teaching and learning by testing what is expected from the subject. And it has negative washback when it has harmful effect on the teaching and learning of a given subject matter (Addisu, 2011).

Thus, the washback of national exam is negative because it does not contain all exam items, as a result it can't test different skills of the learners. It also focuses on some skills like the form of the national exam not including the tasks which is found in the text book with its objectives and ignore the rest. Generally, in relation to the above authors' idea, the national exam is based on a narrow definition of language ability; as a result, it has a negative washback effect on both teacher and learners.

CHAPTER THREE: RESEARCH METHODOLOGY

3.0.   Introduction

This part deals with the research methods that will be used in this study. It discusses the research design, population, sample size, sampling technique, data gathering instruments, procedure of data collection, method of data analysis and ethical consideration.

3.1.   Research Design

The main objective of this study is to investigate EFL teachers' awareness, practice and challenges of English language integrated skills teaching in Aleta Wondo Cluster four selected secondary schools, Sidama Regional State. Therefore, descriptive survey research design involving both qualitative and quantitative approaches were employed. Descriptive survey research design helps to describe the characteristics of a particular individual, or of a group (Kothari, 2004). Creswell (2014) also states that descriptive survey design has the advantages, such as the economy of the design and the rapid turnaround in data collection. In addition to that he also raises as it has advantage of identifying characteristics of a large population from a small group of individuals. Based on this ideas, the researcher employed this design mainly because he believes that it is suitable and relevant for the study which looks into what actually happens in the classroom in the teaching learning process. And also due to the fact that, using both quantitative and qualitative approaches involve collecting both quantitative and qualitative data and help the researcher to better understand the research problem. In line with this Creswell (2014) states as mixed approach is related with pragmatic worldview, collection of both quantitative and qualitative data sequentially helps the researcher to have valid information about the main issue. The basic assumption that the combination of qualitative and quantitative approaches provides a more complete understanding of a research problem than either approach alone.

3.2. Study Population and Sampling Techniques

The total population of this study is Aleta wonddo cluster secondary schools EFL teachers. Aleta wondo Cluster is one of the four clusters in Sidama Regional State that means cluster is like zone as in others regional states because the region is new and cannot be divided in to zones. There are 13 secondary schools and 137 EFL teachers in Aleta Wondo Cluster. However, it is difficult to cover all 13 secondary schools and 137 EFL teachers in this study because of the given time and budget. As a result, the researcher addressed 4 (30.8%) secondary schools and 42 (30.7%) EFL teachers from Hula District through probability sampling technique.

In terms of sampling techniques, Creswell (2014) states that probability sampling technique is the most preferable method for selecting the sample from the large population. And also due to the fact that in probable sampling each sample has an equal and independent chance to be selected. Although there is simple technique in probable sampling techniques, single-stage sampling procedure is not used when the researcher has not access to names in the population and cannot sample the people directly. Therefore, the researcher employed multi-stage sampling techniques.

Multi-stage sampling is a random sampling technique that moves from a broad to a narrow sample, using a step by step process (Taherdoost, 2016). The reason to choose this sampling technique is, it helps to select samples from many geographical regions and due to the fact that it saves time and cost.

Thus, firstly, the researcher selected Aleta Wondo Cluster from clusters of Sidama Regional State through simple random sampling technique. There are 13 secondary schools in Aleta Wondo Cluster. Secondly, the researcher divided 13 Aleta Wondo Cluster secondary schools in to 3 geographical districts: Aleta District, Daarra District and Hula District by cluster sampling technique. This is because it is mostly feasible in case of diverse population spread over different areas (Creswell, 2014). Third, the researcher chose Hula District by simple random sampling technique (lottery method). Thus, Hula district had 4 secondary schools. Forth, the researcher employed comprehensive sampling technique and sampled all 42 EFL teachers who are found in sample schools to fill the

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questionnaire. Next, eight EFL teachers were selected for interviews form those who filled the questionnaire through simple random sampling technique. Then, eight EFL teachers were selected for classroom observation form those who filled the questionnaire through simple random sampling technique. To sum up, among the three geographical districts Hula District which had four secondary schools and all EFL teachers who are found in these schools were samples of the study.

3.3.   Data Collection Instruments

In this study, three instruments were used for collecting data to obtain information in order to investigate EFL teachers' awareness, practice and challenges of English language integrated skills teaching in Aleta Wondo Cluster four selected secondary schools, Sidama regional state. Therefore, questionnaire, interview and classroom observation were used for data collection. These instruments were selected because of their suitability for gathering important data for the study. In addition, they are also important for triangulating the data and ensuring the validity of the data collection.

3.3.1. Questionnaire

Cohen, et al (2007) state that 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. Using this instrument, EFL teachers' awareness, practice and challenges of English language integrated skills teaching were gathered from all 42 EFL teachers who were sampled through comprehensive sampling technique. The questionnaire had both close-ended and Open- ended questions because it helps to know the actual problem deeply. All the questions were written and answered in English since the respondents were only secondary school EFL teachers. Before the actual collecting data, a pilot study for testing the questionnaire was conducted which reveals the weaknesses, if any, of the questionnaire. This is due to the fact that the questionnaire must be prepared very carefully so that it may prove to be effective in collecting the relevant information (Kothari, 2004).

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3.3.2. Interviews

The interviews were used in order to substantiated or verified the information gathered through the questionnaire. It should involve a predetermined sequence and wording of the same set of questions that should be administered to each respondent. This instrument helps to minimize the possibility of biases (Borg, et al 2014). Eight EFL teachers were selected for interview from the four sample secondary schools through simple random sampling technique. As a result, from those EFL teachers who filled the questionnaire, 8 English teachers were interviewed about their awareness, practice and challenges of English language integrated skills teaching. The type of interview that was used in this study is semi-structured interview, due to collect detail information from the teachers. Best and Kahn (2014), stated that people tend to be more interested to talk than to write; hence, they were likely to provide detailed information when they are asked orally. According to the above statement, such detailed information was gathered through interview. The data which was collected through interview were qualitative data.

3.3.3. Classroom observation

According to Best and Kahan (2014), observation gives the firsthand account of situation under study; and combined with other data collecting tools, it allows for a holistic interpretation of the situations which are being studied. Observation is considered as a major data collection tool among foreign language researchers, because it allows the study of the phenomena at close range with many of the contextual variables present (Creswell, 2014). To this end, the researcher was prepared classroom observation checklist in order to collect data and substantiate the results obtained through questionnaires and interview. The checklist was prepared based on the objectives of the study which was focused on the practice of English language integrated skills teaching in the classroom. Eight EFL teachers were selected for classroom observation from the four sample secondary school through simple random sampling technique. Therefore, 8 EFL teachers' classrooms were observed. Instructional activities or techniques which were employed by teachers, the role teachers play, and teachers' strategies which were used in the teaching learning process were observed critically. During the classroom

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observation, the researcher took additional notes about the classroom situations, the strategies used by teachers to integrate each of skills with others.

3.4.   Data Collection Procedures

In this study, data was collected through questionnaire, interview and classroom observation. Although the researcher identified all sample teachers, he did not administer all data gathering tools at the same time. Therefore, the data gathering procedure was held sequentially. To start the study, firstly, the written questionnaire was filled by the sample teachers were collected. Secondly, the researcher analyzed textbook to check to what extent current English text book addressed integration of language skills in the process of teaching/learning English language. Then, semi-structured interview was interviewed and the problem was identified. Finally, classroom observation was observed in EFL teachers' teaching classroom. Moreover, the researcher identified the problems using these tools, analyzed and presented data quantitatively and qualitatively.

3.5.   Reliability and Validity Checks

Pilot test of the instruments was done before launching into the actual investigation. The purpose of the pilot test is, to check whether the responses fulfilled the objectives of the study; to determine the extent to which the questionnaire promote an appropriate relationship with respondents; and to check whether or not the respondents understand the instruments (Taherdoost, 2018). Therefore, to conduct pilot test, the researcher selected Aleta wondo secondary school and its 10 EFL teachers in Aleta Wondo Cluster. To assure the face validity of the instruments, the researcher secured feedbacks from teachers. The content validity of the instruments was confirmed by preparing a sufficient number of questions, which were included all objectives of the study. Finally, the instruments were modified based on the feedback of the pilot test. Questionnaire was adapted and its reliability was calculated in Crombach alpha in order to check the appropriateness of the instrument in the current research by applying SPSS V20. The reliability indicated .687 and .705 for awareness and practice respectively.

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The reliability with Crombach alpha was ranged based on (Taherdoost, 2018). Hinton et al have suggested four cut-off points for reliability, which includes excellent reliability (0.90 and above), high reliability (0.70-0.90), moderate reliability (0.50-0.70) and low reliability (0.50 and below).

3.6.　Methods of Data Analysis

Both quantitative and qualitative methods of data analysis were used in this study since the research type is mixed as it is mentioned in the first part of this chapter. IBM SPSS Statistical Software V20 was used for quantitative data analysis. Most of the data was presented simultaneously in an integrated manner. First, the quantitative data gathered was classified and converted in to frequency distribution and percentages. The analysis of frequency distribution was made in terms of the mean score as well as grand mean of the statistics. Finally, qualitative data was analyzed qualitatively means thematically, wordily by supplementing the quantitative data gathered through close-ended questions and based on the results, analyses, discussions, summary, conclusions and recommendations were given.

3.7.　Ethical Consideration

The formality and legality of data collection, a letter of cooperation from Jimma University Department of English Language and Literature was written to the concerned bodies. After receiving a cooperation letter from Jimma University, the researcher explained the objective of the study to the school director and to the participants of the study smoothly. After the purpose of the study was made clear and understandable for all respondents, the school administrative bodies adjusted suitable time for the researcher to get adequate information from the respondents. Thus, any communication with the concerned bodies was accomplished at their consent without harming and threatening the personal and institutional well-being. Finally, all information were obtained from the respondents. The schools directors wrote the confirmations letters as the researcher collected necessary data.

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CHAPTER FOUR: FINDINGS AND DISCUSSION

4.0.   Introduction

This chapter presents the findings and the discussion of the study on EFL teachers' awareness, practice and challenges of English language integrated skills teaching in Aleta Wondo Cluster four selected secondary schools in Sidama, Ethiopia. The researcher analyzed the results which gathered through four data collection instruments: questionnaire, document analysis, interview, and classroom observations in order of basic research questions. The results of the questionnaires are presented in tables based on SPSS V20 output with its descriptions, whereas the interview, classroom observations, and the document analysis are presented thematically in words.

4.1.   Findings

This study aimed to investigate EFL teachers' awareness, practice and challenges of English language integrated skills teaching in four selected secondary schools, Aleta Wondo Cluster. The researcher analyzed the data based on the order of the basic research questions (Getachew et al., 2014):

1. To what extent do EFL teachers aware of English language integrated skills teaching in Aleta Wondo Cluster four selected secondary schools?
2. How often do EFL teachers practice English language integrated skills in TEFL classroom in Aleta Wondo Cluster four selected secondary schools?
3. What are the challenges EFL teachers face in English language integrated skills teaching classroom in Aleta Wondo Cluster four selected secondary schools?

4.1.1. EFL Teachers' Background Information

As the researcher previously stated in chapter three, there were 42 EFL teachers in four secondary schools under Hula district, such as: Xexicha Secondary School, Ciroone Secondary School, Hula Secondary School and Gataamma Secondary School, Aleta Wondo Cluster. Ten of them were in Xexicha Secondary School, nine of them were in Ciroone Secondary School, seventeen of them were in Hula Secondary School and six of them were in Gataamma Secondary School.

As sample teachers of the sample schools reported under teachers' background information, their ages fall in the age range of 18 to 50 years, except two of them above 50. Concerning about their qualification, 13 of them were Diploma graduates in major English language, 25 of them were BA graduates in English and 4 of them were MA graduates in TEFL. Regarding to their experience of teaching English language, except 3 teachers have taught about two years, almost all teachers were seniors who have taught English for the year range of above 3-18 and two of them above 18. From this data, it can be concluded that most of the teachers met the qualification required to teach English at secondary schools level; and all the teachers graduated in English. Besides, the service of most of the teachers in the study ranges from 3-18 years that the teachers were experienced to teach the language in integrated way (Appendix D).

4.1.2. EFL Teachers' Awareness of English Language Integrated Skills Teaching

This section answered the first basic research question; to what extent do EFL teachers aware of English language integrated skills teaching. The researcher searched the answer for this question through two data collection instrument. These were questionnaire and interview. Therefore, this section has two sub sections analyses. The analysis of data collected through questionnaire and the analysis of data collected through semi-structured interview on EFL teachers' awareness of English language integrated skills teaching. The analysis of questionnaire's data is followed by the analysis of classroom observation's data.

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4.1.2.1. Analysis of questionnaire's data on EFL teachers' awareness of English language integrated skills

The participants provided their responses by replaying 10 questions which were prepared under this question (Appendix A). They put tick (✓) mark for each question under the five Likert scales 5 = strongly agree, 4 = agree, 3 = have no idea, 2 = disagree and 1= strongly disagree in the given box. The researcher analyzed their responses using frequency, percentage, mean, grand mean and Std. deviation as follow:

Table 1: EFL Teachers' awareness of English language integrated skills teaching

Items	Descriptive Statistics: Frequency, Percentages, Mean and Std. deviation							
	Strongly disagree (1)	Disagree (2)	Undecided or have no idea (3)	Agree (4)	Strongly agree (5)	Total	Mean	Std. deviation
Aw1			13 (31%)	16(38.1%)	13 (31%)	42(100%)	4.00	.796
Aw2		2 (4.8%)	18(42.9%)	16(38.1%)	6(14.3%)	42(100%)	3.62	.795
Aw3		1 (2.4%)	21 (50%)	14(33.3%)	6(14.3%)	42(100%)	3.60	.767
Aw4		1 (2.4%)	8 (19%)	25(59.5%)	8 (19%)	42(100%)	3.95	.697
Aw5		1 (2.4%)	8 (19%)	21 (50%)	12(28.6%)	42(100%)	4.05	.764
Aw6				6 (14.3%)	36(85.7%)	42(100%)	4.86	.354
Aw7			1 (2.4%)	9 (21.4%)	32 (76.2%)	42(100%)	4.74	.497
Aw8	2(4.8%)	8 (19%)	19(45.2%)	8 (19%)	5 (11.9%)	42(100%)	3.14	1.026
Aw9	4(9.5%)	9(21.4%)	9 (21.4%)	13(31%)	7 (16.7%)	42(100%)	3.24	1.246
Aw10			1 (2.4%)	15(35.7%)	26(61.9%)	42(100%)	4.60	.544
Grand Mean							***3.98***	

As we have seen above, in table 1, the rating scale 4 and 5 is given for agree and strongly agree which shows the positive sense, whereas 1-3 for strongly disagree to undecided which shows negative sense. However, the researcher think this classification needs farther

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classification to clearly discuss on to what extent do EFL teachers aware of English language integrated skills teaching. As a result, the researcher analyzed the level of EFL teachers' awareness of English language integrated skills teaching based on the mean value, 4.51 – 5.00 as very high level, 4.01 – 4.50 as high level, 3.51 – 4.00 as moderate level, 3.01 – 3.50 low level, and below 3.01 as very low level of understanding.

As data can be seen from the above table 1 item 1, out of 42 participants, 29(69.1%) were agreed and strongly agreed that integrated skills teaching is linking two or more English language skills under the same topic and/or task. The rest 13(31%) of the respondents were undecided. This indicates that most of the participants understood that integrated skills teaching is linking two or more English language skills under the same topic and/or task. The calculated mean value was 4.00. This mean value indicates that EFL teachers had moderate level of awareness towards the item that integrated skills teaching is linking two or more English language skills under the same topic and/or task.

Concerning with technique of integrating English language skills, item 2 that language skills can be integrated through providing a task which allow to link two or more language skills in lesson, 18(42.9%) of the respondents undecided and 16(38.1%) of the respondents agreed. The calculated mean value was 3.62. This mean value indicates that EFL teachers had moderate level of awareness towards language skills can be integrated through providing a task which allow to link two or more language skills in lesson.

Item 3 also about the techniques used to link language skills, 21 (50%) of the respondents undecided and 14(33.3%) of the respondents agreed that language skills can be integrated through providing a topic/theme which allow to link two or more language skills in lesson. The measured mean value was 3.60.This indicates that some of the respondents knew that how language skills can be integrated which shows the level of EFL teachers' awareness towards item was moderate.

Item 4 deals with language skills can be integrated by adapting reading task from the textbook and/or other subject to be summarized by students in writing form and reported to the class orally. 8 (19%) of respondents replied undecided, whereas 25(59.5%) of respondents replied agree and 8 (19%) respondents replied strongly agreed although the

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researcher has not observed the adapted reading text during classroom observation. The calculated mean value is 3.95. This value indicates as the teachers were moderately aware of language skills can be integrated by adapting reading task from the textbook and/or other subject to be summarized in writing form and reported to the class orally.

Looking on providing audio materials to integrate three language skills such as listening, writing and speaking, 21 (50%) of the respondents agreed and 12(28.6%) of the respondents strongly agreed that language skills can be integrated providing audio materials to student to listen, to write summary and report to the class orally. The calculated mean value was 4.05. This indicates that majority of the respondents had high level of awareness of the item which is language skills can be integrated providing audio materials to student to listen, to write summary and report to the class orally.

For the item 6, all the participants mastered as integrated skills teaching enables students to be successful in their current and future academic learning. That means 6(14.3%) and 36(85.7%) of the respondents agreed and strongly agreed to the items' idea. The calculated mean value is 4.86. It implies the teachers had very high level awareness of the item which is integrated skills teaching enables students to be successful in their current and future academic learning.

Concerning with the importance of integrated skills teaching, 9 (21.4%) and 32(76.2%) of the respondents agreed and strongly agreed that integrated skills teaching helps students learn English language in a better way. The calculated mean value was 4.74. This indicates that almost all of the participants had very high level of knowledge that integrated skills teaching helps students learn English language in a better way.

Item 8, the teachers were asked to what extent integrated skills teaching motivates students to learn the English language through linking two or more language skills. Thus, 8 (19%) of the respondents replied disagree, 19(45.2%) of the respondents replied undecided and 8 (19%) of the respondents replied agree. The calculated mean value is 3.14. This value indicates that the teachers had low level awareness of the item that integrated skills teaching motivates students to learn the English language through linking two or more language skills.

Regarding the extent of integrated skills teaching creates positive student to student and/or teacher to student interaction in classroom or not, majority 22(52.3%) of the respondents had negative sense and some 20(47.7%) of the respondents had positive sense. The mean value shows 3.24. This value indicates that the teachers had low level of awareness towards English language integrated skills teaching creates positive student to student and teacher to student interaction in classroom.

Almost all the participants mastered the importance of integrated skills teaching which help to develop students' communicative competence. That means 15(35.7%) and 26(61.9%), totally 41(97.6%) of the respondents agreed and strongly agreed that integrated-skills teaching helps students develop their communicative competence. The calculated mean value is 4.60. This implies that the teachers had very high level of awareness towards the item which is English language integrated skills teaching helps students develop their communicative competence.

To sum up, table 1 consists 10 items about EFL teachers' awareness of English language integrated skills teaching. The items are concerning about the concept English language integrated skill teaching, and models, techniques and importance of integrating English language skills. Forty two EFL teachers from the sample secondary school filled the items. The researcher calculated the grand mean value that is 3.98. This value indicates that EFL teachers had moderate level of awareness towards English language integrated skills teaching.

4.1.2.2. Analysis of interview's data on EFL teachers' awareness of English language integrated skills

Accordingly, in item 1, 8 EFL teachers of the sample secondary schools were asked whether or not they had taken adequate pre-service training and or in-service training about English integrated skills teaching (Appendix B). In reporting to this item 1, 7 teachers, T1, T2, T3, T4, T6, T7 and T8, confirmed that they had not gained adequate pre-service training and/or in-service training on English language integrated skills teaching even if they have shared experience from their seniors. Only one teacher, T5, replied that he had gained adequate pre-service training and in-service training on integrated-skills teaching. From

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this, it could be inferred that the majority of the informants may not properly implement integrated skills teaching in classrooms. Indeed, it seems that it is hardly possible to expect teachers to implement integrated-skills teaching in classroom properly in the condition where they had not gained adequate training on integrated skills teaching. Therefore, here, it can be argued that the teachers should gain training on integrated-skills teaching.

4.1.3. EFL Teachers' Practice of English Language Integrated Skills Teaching

This section could answer the second basic research question; how often do EFL teachers practice English language integrated skills in TEFL classroom. The researcher searched the answer for this question through four data collection instruments. These were questionnaire, semi-structured interview and classroom observation. Therefore, this section has three sub sections for analyses. The analysis of data collected through questionnaire, the analysis of semi structured interview and the analysis of data collected through classroom observation checklist on the practice of English language integrated skills. The researcher analyzed data in these order, in keeping its consistency.

4.1.3.1. Analysis of questionnaire's data on the EFL teachers' practice of English language integrated skills

For the questionnaire, the participants provided their responses by replaying 10 questions which were prepared under this question (Appendix A). They put tick (✓) mark for each question under the five Likert scales: 5 = always, 4 = often, 3 = sometimes, 2 = rarely and 1= never in the given box. The researcher analyzed their responses using frequency, percentage mean, grand mean and Std. deviation as follow:

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Table 2: Responses through questionnaire on EFL teachers' Practice of English language integrated skills teaching

Items	Descriptive Statistics: Frequency, Percentages, Mean and Std. deviation							
	Never (1)	Rarely (2)	Sometimes (3)	Usually (4)	Always (5)	Total	Mean	Std. deviation
Pra1	6(14.3%)	11(26.2%)	13 (31%)	12(28.6%)		42(100%)	2.74	1.037
Pra2	8(19%)	10(23.8%)	14(33.3%)	10(23.8%)		42(100%)	2.62	1.058
Pra3		15(35.7%)	16(38.1%)	7(16.7%)	4(9.5%)	42(100%)	3.00	.963
Pra4	15(35.7%)	13(31%)	8(19%)	6(14.3%)		42(100%)	2.12	1.064
Pra5	13(31%)	18(42.9%)	4(9.5%)	7(16.7%)		42(100%)	2.12	1.041
Pra6	2(4.8%)	12(28.6%)	8(19%)	16(38.1%)	4(9.5%)	42(100%)	3.19	1.110
Pra7	29(69%)	5(11.9%)	8(19%)			42(100%)	1.50	.804
Pra8	38(90.5%)	4(9.5%)				42(100%)	1.10	.297
Pra9		13(31%)	24(57.1%)	5(11.9%)		42(100%)	2.81	.634
Pra10	17(40.5%)	9(21.4%)	6(14.3%)	4(9.5%)	6(14.3%)	42(100%)	2.36	1.462
Average Mean							*2.35*	

As it can be observed from Table 3 above, item1, the teachers were asked how often they let students to know the objectives of the daily lesson so that the students direct their attention/effort towards integrated skills practice. 11(26.2%) of 42(100%) respondents replied rarely, 13 (31%) of them replied sometimes and 12(28.6%) of them replied usually. The mean score of the item is 2.74 which is implied towards 'rarely'. This would indicate that the teachers in the sample schools did not always, usually and/or sometimes let students to know the objectives of the daily lesson so that the students couldn't direct their attention/effort towards integrated skills practice. This was observed in almost all the classroom observations.

In item 2, the teachers were also asked how often they let students to relate daily lesson with previous topic or task that help them to link integrated language skills. Among 42(100%) respondents, 10(23.8%) of them replied rarely, 14(33.3%) of them replied

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sometimes, and 10(23.8%) of them replied usually. The mean score is 2.62 which implies 'rarely'. This would seem to suggest that almost all of the teachers have not let students to relate daily lesson with previous topic or task that help them to link integrated language skills. In addition, as the present researcher observed in the classrooms, except one of the eight teachers, all the teachers were not observed in letting students to relate the daily lesson with the previous one in the classrooms.

Item 3 was provided for the sample teachers whether they check if task/topic are interesting or not when they prepare to teach language skills in integration for students. 15(35.7.8%) of the respondents replied rarely, and 16(38.1%) of the respondents replied sometimes. The mean value was 3.00. This indicates that EFL teachers' practice towards this item cumulative value was sometimes. However, this is totally contradictory with what the present researcher observed in the classrooms. This is because except one teacher, all the teachers not provided interesting task or topic which link two or more language skills in the classrooms.

In line with item 4, 15(35.7%) of the respondents replied never, and 13(31%) of respondents replied rarely to how often they adapted tasks or topics from the textbook as well as from other materials to teach English language integrated skills. The calculated mean value of the item was 2.12. This indicates they rarely adapted tasks or topics from the textbook as well as from other materials to teach English language integrated skills. However, this is totally contradictory with what the present researcher observed in the classrooms. All the teachers were not seen with adapted tasks or topics from the textbook as well as from other materials to teach English language integrated skills, rather than teaching grammar deductively.

Item 5 was related with how often the teachers gave written guideline for students to read, to write and to present orally around the same topic or task that develop their language competency. Among 42(1005) respondents; 13(31%) of them replied never and 18(42.9%) of them replied rarely. The mean value which was 2.12 shows as teachers rarely gave written guideline for students to read, to write and to present orally around the same topic

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or task that develop their language competency. However, the researcher did not observe the teacher who gave the written guideline to students to the needed tasks.

In item 6, the teachers were also asked how often they encouraged their students to express their ideas in oral and written form around the same topic. Among 42(100%) respondents; 12(28.6%) replied rarely, 8(19%) replied sometimes and 16(%) replied usually. The mean score is 3.19 which implies 'sometimes'; and this would seem to suggest that the teachers were not appropriately playing their managerial roles which are entertained by these items. However, this is totally contradictory with what the current researcher observed in the classrooms. This is because all the teachers were not seen effectively playing their managerial roles (as advisor, monitor, organizer facilitator and so on) in the classrooms.

Item 7 and item 8 were concerning about how often the teachers let students to listen audio materials and order them to write their own understanding about it by their own words, and report to the class orally. The differences between the two items are the inclusion of two and three language skills. These are listening and writing in item 7, and listening, writing and speaking in item 8. For the item 7, 29(69%) of respondents answered 'never'. As similar as item 7, 38(90.5%) of respondents replied 'never' for item 8. The calculated mean values of the items were 1.50 and 1.10. This indicates the teachers were never let students to listen audio materials. In addition to this the result from the classroom observation also shows all the teachers were not seen in letting students to listen audio materials. The teachers were interviewed why they were not used as well as the challenges which hinder them to let students to listen audio materials and to write and/or to present on the topic. They replied that unavailability of audio materials in the schools.

In item 9, the teachers were asked if they gave project work to students in group or pair so that they practice two or more language skills through discussion, asking and answering, report in writing and presenting to the class at a time. 37 (88.1%) of the respondents answered 'rarely' and 'sometimes'. The mean score of this item is 2.81. This would suggest that the teachers in the sample schools hardly use project work as a means of helping students practice language skills in integration. In all the classroom observations made, too, only one teacher was found giving project work for the students so that almost all of

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them were not practice language skills in integration. In responding to item 9 (Please refer to Table 3), however, the teachers gave opposite response to this. That is, the mean score of item 9, as displayed in Table 3, shows that the teachers 'Sometimes' use project work as a technique of helping students practice language skills in integration.

In item 10, the teachers were also asked how often they let students to read other subject content, to write summary on it, and report it orally to the class. Among 42(100%) respondents; 17(40.5%) of them replied never, and 9(21.4%) of them replied rarely. The mean score is 2.36 which implies 'rarely'; and this would seem to suggest that the teachers were rarely let students to read other subject content, to write summary on it, and report it orally to the class. In addition to this, what the present researcher observed in the classrooms is also not different.

To sum up, table 2 consists 10 items about EFL teachers' practice of English language integrated skills teaching. The items are concerning about how often the teachers implement English language integrated skills using models and techniques of integrating English language skills. Forty two EFL teachers from the sample secondary school filled the items. The researcher calculated the grand mean value that is 2.35. This value indicates that EFL teachers rarely implement English language integrated skills teaching. However, the reality during classroom observation was different. The researcher observed that almost all EFL teachers didn't integrate two or more English language skills effectively and efficiently.

4.1.3.2. Analysis of interview's data on the EFL teachers' practice of English language integrated skills

The teachers from the sample schools were asked if they taught their students two or more language skills which are chained around the same topics and/or tasks at a time. In responding to item 2, all the 8 teachers, T1, T2, T3, T4, T5, T6, T7 and T8, confirmed that they taught two or more language skills in integration at a time. In the teachers' interview (Appendix B), item 2 was followed by item 3, 4, 5 and 6, which asked the 'Yes' respondents to tell the extent to which they taught language skills in integration in listening, speaking,

reading and writing lesson(s). In responding to this item, therefore, the subjects gave the following responses.

As it has been understood from the participant teachers' response for this interview question, the respondents 'usually' teach listening by pairing with: vocabulary, speaking, writing and reading. That is to mean they teach by pairing any two of the four macro skills such as: listening and writing, listening and speaking, and listening and reading in integration in listening lesson(s). Besides, as the analysis from the interview has indicated, the teachers have been teaching listening and grammar in combination in listening lesson(s). Concerning this one teacher forwarded his response in this way: "It is natural to use at list a pair of skills in English classroom that I don't suspect teaching them in combination as the situation demands intentionally or unintentionally." As many of the teacher participants explained, the teachers rarely teach any three of the four macro skills, and the four language skills in integration in listening lesson(s) at a time.

As far as the practice of teaching language skills in integration in speaking lesson(s) is concerned, Many of Teachers' interviewees described that they usually teach speaking and vocabulary, speaking and listening, speaking and reading, and speaking and writing in integration in speaking lesson(s). On the other hand, as three of the subject teachers stated that they sometimes teach speaking and grammar as well as speaking and writing respectively. However, the teachers rarely teach the three language skills (speaking, listening and reading), (speaking, listening and writing) and the four language skills in integration in speaking lesson(s) at a time. In this regard, during the observations made in speaking lessons, only one teacher T5 were observed deliberately teaching language skills in integration. That is, by chaining speaking and listening skills around the task "Telling Stories", T5 consciously tried to teach the two skills in integration in one speaking lesson. Whereas poor participation of students was observed in doing so and most activities were covered by teachers.

In responding to how often subject teachers teach language skills in integration in reading lesson(s), all the teacher respondents indicated that they have been teaching language skills in integration in reading lesson(s). That is, the teachers always teach reading and

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vocabulary as well as reading and speaking in integration in reading lesson(s); whereas only three teachers said that they usually teach reading and listening, reading and writing, and reading and grammar in combination. On the other hand, five subject teachers suggested that they rarely teach any three of the four language skills (reading, writing and listening), (reading, speaking and listening) and the four language skills in integration in reading lesson(s). However, in the reading sessions the current researcher observed that almost all teachers were not seen deliberately teaching reading skill in integration with other language skills in the pre-reading stage and the post-reading stage. That is, all of them did not let the students perform a pre-reading activity in the pre-reading stage in the passage. Having performed the comprehension questions/exercises based on the passage, the learners were made to reflect their understanding only in writing but not in speaking tasks in the post reading stage; rather teachers extremely fixed to the exercises in the student's textbook, perhaps this might be for the sake of covering the portion in time and escape the school's criticism.

In replying to the question that asked the teacher respondents the extent of their integrating language skills practice in teaching reading lesson(s), all the eight teachers answered back that they usually teach writing and vocabulary, writing and grammar as well as writing and reading in integration in writing lesson(s). On the other hand, only three of the teachers said as they sometimes teach writing and listening in integration in writing lesson(s) while the five teachers confirmed as they rarely teach three language skills in any form of integration and neither did they in the four skills during writing lesson provision. However, the researcher observed neither of teachers were teaching language skills in integration in two consecutive writing lessons

In sum, although all subject teachers responded as they usually teach at least two skills in integration, only one teacher was observed in the actual English class who integrated the two language skills that was T5. This would suggest that the teachers hardly teach two or more language skills in integration in reading, listening, speaking and writing lessons rather than teach isolated skills as well as focusing on only grammar.

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4.1.3.3. Analysis of classroom observation's data on the EFL teachers' practice of English language integrated skills.

This section focuses on analysis of the data collected using classroom observation instrument. The purpose of this observation is to identify whether English language integrated skills were practiced or not in English teaching classrooms. The researcher observed eight sample teachers during they were teaching English. The classroom observation checklist consists 10 items which directly related to the questionnaire's items. In addition, the researcher took the note to farther information.

According to the observation made, almost of all teachers were not observed when satisfactorily integrated English language skills. Only T5 was observed while he integrated two language skills by chaining speaking and listening skills around the task under the topic entitled "Telling Stories". He consciously tried to teach the two skills in integration in one speaking lesson, whereas poor participation of students was observed in doing so and most activities were covered by teacher.

Although one teacher let the students to know the objectives of the daily lesson so that the students direct their attention/effort towards integrated skills practice, others were not seen in doing so. Similarly, only one teacher let the students to relate daily lesson with previous that help them to integrate language skills around the same topic, whereas others directly taught daily lesson. This indicates that the teachers did not experienced to chain skills which might integrate with other language skills.

In addition, except one teacher who introduced an interesting topic "Telling Stories" which enable students to link two or more skills, others taught grammar deductively. Looking on adapting task or topic from the textbook as well as from other materials to teach English language integrated skills, all teachers were not seen with adapted texts. Almost all teachers did not facilitate, encourage and support students to read, to write and/or to present around the same topic or task.

Furthermore, all teachers did not let students to listen audio material and did not order them to write and/or present their own understanding by their own words. This shows all sample teachers did not link other language skills with listening skill through audio materials. In line with project work, only one teacher gave project work to students to do in group so that they practice two or more language skills through discussion, asking and answering, report in writing and presenting to the class, but others were ended the lesson by giving homework which was not help to integrate language skills.

In addition to the observation checklist, the researcher observed as very few textbooks were in the class, but no: work sheets, magazine transcripts, newspaper transcripts, overhead projector /OHP/, film, cards, computer and audio Cassette player were available. This indicates that the teachers might be hindered by unavailability of these materials. And also, factors that impede integrated skills teaching related to light, seats, class size and arrangement of seats were also another point of attention.

To sum up, only one teacher partially implemented English language integrated skills in the English classrooms. On the other hand, seven teachers were not observed in integrating two or more English language skills. The classrooms look challenging to teach integrated skills because of large class size, and lack of available teaching materials.

4.1.4. Challenges EFL Teachers Face in English Language Integrated Skills Teaching Classroom

In this part, the researcher analyzed the data about challenges EFL teachers face in English language integrated skills teaching classroom which was collected through open-ended questionnaire items (appendix A), semi-structured interview and from the researchers' note during classroom observation. Because of the similarity of the answers of three instruments, the researcher analyzed together in a summary form.

The teacher subjects were also asked to mention factors, if any, which hindered integrated-skills teaching while they were teaching language skills in item 7 of the teachers' interview (Appendix B). The teachers were asked to mention the impediments under: (I) "Problems related to students", (II) "Problems related to the school", (III) "Problems related to

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yourself/teachers", (IV) "Problem Related to Textbook" and (V) "Problem Related to National Exam". The data gathered from the teachers is classified and presented below.

4.1.4.1. Problems related to students

Concerning factors which hinder integrated skills teaching, what most of the teachers responded are forwarded as students' lack of language proficiency and students' attitude towards integrated skills learning. And also, most of the students seemed not good at English. For example, most of them were heard speaking in a very slow way at words and/or phrases level with frequent use of Sidaamu Afoo and Amharic. Most of them did not seem to even speak a piece of sentence let alone actively discussing in pair/group work using English. They, instead, misbehave and disrupt the process if there is any. Absence of interest and motivation towards learning, which in turn contributed to carelessness of their responsibilities on the other hand, made students unconcerned about their combined language skills assignment and/or class work. In addition to this, students' low participation in group and/or pair discussions is the further problematic area of learning combined language skills. While some students were whispering to one another, others were observed using their mother tongues (Amharic and/or Sidaamu Afoo) and deviating from the topic to their personal issues such as copying notes as well as doing assignment of other subjects and laughing at each other during group or pair discussions in the class room carelessly. Time insufficiency is yet another influential concern to skills integration implementation. This is due to the slowness of the students to accomplish the given tasks or topics provided under the given time set. Time inadequacy that is allocated for the practice of skills unitedly by itself is one of the highly despairing influential aspects.

4.1.4.2. Problems related to the school

Teacher respondents also reported school related problems that hindered the implementation of the language skills in combination. School related factors were large numbers of students, the absence of learning facilities such as teaching aids and equipment like language laboratory, audio/video cassettes, newspapers and magazines in the school where their fulfillment would have successfully played great role in the implementation of

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combined skills. As seen during the classroom observations, the number of students was more than 90. As other sample teachers responded there was no incentive reward from the school for those teachers that give remedial classes for those students who have poor performance in English. As a result, teachers do not exert all their effort exhaustively to overcome the barriers of students' poor language proficiency. Still other points to be seen as impeding aspect of integrated language skill are students' disobedience. Currently students are disinterested in attending classes and doing tasks they are deserved to. When such students are taken for discipline cases to the administrators, the school does not take parallel corrective measures that help the learners get adjusted to pursue their lesson virtually. As a result, students act as they like but not as the situation demands them. To sum up, these all factors negatively influenced the implementation of the integrated approach from the school perspective.

4.1.4.3.   Problems related to the teachers

Regarding the integrated skills teaching hindering causes related to teachers, the first point worth to mention is teachers' limited knowledge and their attitude about how to practically implement language skills in integration in classrooms, design tasks for integrated-skills instruction purpose, and test students' progress in two or more language skills at a time. Teachers' poor readiness or totally unpreparedness to teach the skills in integrated way and being disinterested in teaching either the subject or profession and as a result fail to play their part in order to guide, to facilitate and to encourage learners is another point of integrated skills practice impediment. Teachers unequally treated all the four macro skills of the language is also one of the stumbling stone against successful implementation of integrated approach. Some teachers assume that it is a waste of time to give equal emphasis to all language skills. Hence, they ignore one or two skills and rush to cover the portion in time. In sum, the data collected from the questionnaire and the observation made showed that the factors that influence the combination of macro skills were related.

4.1.4.4.   Textbook Related Factors

Secondary schools' current English textbook encourages integrated language skills teaching; however, students did not bring the text in to the class for the mere reason of its

unmanageable size that this on its part limited implementation of integrated-skills teaching in classrooms.

4.1.4.5. National Examination Related Factors

Based on the responses of open-ended questions in questionnaire and responses of interviewees, the washback effect of the national exam is negatively affect English language integrated skills teaching because it can't test all language skills and integrated skills. This is because the exam doesn't consists listening skill, open-ended writing activities and enough speaking skill. It also focuses on some isolated skills like the form of grammar and reading skill. Since much emphasis is given to evaluating students' mastery of grammar in classroom achievement tests and school leaving examinations, students prefer practicing grammar rules rather than learning integrated skills. In addition to that it does not including the tasks which is found in the textbook with its objectives and ignore the rest. Generally, the items, content or format of the exam is based on a narrow definition of language ability and also based on in isolated skills; as a result, it has a negative washback effect on both teacher and learners.

In sum, the result showed that students' lack of language proficiency and students' attitude towards integrated skills learning were challenged the implementation of integrated skills. In addition, the result showed large numbers of students, the absence of learning facilities such as teaching aids and equipment like language laboratory, audio/video cassettes, newspapers and magazines in the school hindered the implementation of the English language integrated skills. Furthermore, Teachers' limited knowledge and their attitude about how to practically implement language skills in integration in classrooms, design tasks for integrated skills teaching purpose, and test students' progress in two or more language skills were also the challenges. The washback effect of the national exam is also responded as negatively affect English language integrated skills teaching because it can't test all language skills and integrated skills.

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4.2.   Discussion

The study was conducted to investigate EFL teachers' awareness, practice and challenges of English language integrated skills teaching in four selected secondary schools, Aleta Wondo Cluster. Under this section, the researcher interpreted the findings, related the findings to the purpose of the study, and to the literature review. The findings revealed that the research questions stated in the introduction section were answered through the data obtained from questionnaire, document analysis, semi-structured interview and classroom observation.

The first research question was about to what extent do EFL teachers aware of English language integrated skills teaching. It was answered through analysis of data collected through close-ended questionnaire and the analysis of data collected through semi-structured interview on EFL teachers' awareness of English language integrated skills teaching. The questionnaire data was analyzed and interpreted using descriptive Statistics by applying SPSS Version 20. The grand mean value 3.98. The semi-structured interview was analyzed in thematically in word. The respondents, in interview, answered that they have been teaching based on insufficient workshop awareness creation in-service training and sharing experience with their colleagues (Amarech & Wondimu, 2019). The result indicated that participant teachers' awareness of English language integrated skills teaching was moderate. This finding can be related with the Desta and Getachew's (2015) finding that the instructors were not capable enough on the knowledge of language skills integration in EFL classes in college level.

The second research question was about to what extent secondary school English textbooks address the integration of language skills. It was answered through analysis of data collected through open-ended questionnaire and the analysis of data collected through document analysis. The result of these qualitative data showed that secondary schools' current English textbook encourages integrated language skills teaching; however, students did not bring the text in to the class for the mere reason of its unmanageable size that this on its part limited implementation of integrated skills teaching in classrooms.

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The third research question was how often EFL teachers practice English language integrated skills in EFL classroom. In relation to this question, Alemayuhu's (2008) study showed that the teachers sometimes taught two language skills in integration in reading, listening, speaking and writing lessons; they hardly taught four language skills in integration in these lessons. However, Desta and Getachew's (2015) study, instructors did not teach two language skills in integration in speaking, writing, reading and listening lessons; that is, they hardly taught four language skills in integration. To fill this two study finding gap, the current researcher conducted this study.

The question was answered by data from practice section of questionnaire, from participants' interview, and from data actual observation. The questionnaire data was analyzed and interpreted using descriptive Statistics by applying SPSS Version 20. The grand mean value 2.35. This value indicates that EFL teachers rarely implement English language integrated skills teaching. The respondents, in interview, responded that they have been teaching two language skills in integration and hardly taught three or four language skills in integration. However, the reality during classroom observation was different. The researcher observed that almost all EFL teachers rarely integrate two skills, and they hardly taught any three or more English language skills effectively and efficiently. Since practice is based on the actual implementation, the researcher conclude that the teachers rarely practiced English language skills in integration in sample schools. This is directly related with Desta and Getachew's (2015) study that found as instructors did not teach two language skills in integration and they hardly taught four language skills in integration.

The fourth research question was about the challenges EFL teachers face in English language integrated skills teaching classroom. The question was answered by data from open-ended questionnaire, from participants' interview, and from researcher's note during actual observation. The result showed that there were number of problems related to students, related to the schools, related to teachers, and related to national exam. The students' related challenges were students' lack of language proficiency and students' attitude towards integrated skills learning.

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The school related factors were the absence of learning facilities such as teaching aids and equipment like language laboratory, audio/video cassettes, newspapers and magazines in the school where their fulfillment would have successfully played great role in the implementation of combined skills. The administrators did not take parallel corrective measures for misbehavior students that help the learners get adjusted to pursue their lesson virtually. In relation to this Amarech (2019) stated that absence of conducive school conditions like classroom situations such as unsuitable seating arrangement, large number of students in small/narrow classroom, scarcity of instructional materials and equipment (books, newspapers, magazines, photocopy machine, computers, audiocassettes, video cassettes and so on) and lack of support from administrators are typical examples of such hindering factors. EFL teachers related factors were teachers' limited knowledge and their attitude about how to practically implement language skills in integration in classrooms, design tasks for integrated skills teaching purpose, and test students' progress in two or more language skills at a time. As it was mentioned by Permata (2018).

The national exam related factor, the washback effect of the national exam, is negatively affect English language integrated skills teaching because it can't test all language skills and integrated skills. This is because the exam doesn't consists listening skill, open-ended writing activities and enough speaking skill. It also focuses on some isolated skills like the form of grammar and reading skill. In relation to the harmful effects of washback, Addisu stated as it has negative washback on the teaching and learning of a given subject matter (Addisu, 2011).

To sum up, the four wings, the basic research questions, were answered as it discussed above. The purpose of the study addressed to adds to existing research on EFL teachers' awareness, practices and challenges of English language integrated skills teaching with implications for policymakers, practitioners, and future researchers. Firstly, the result indicated that participant teachers' awareness of English language integrated skills teaching was moderate. Secondly, the result of textbook analysis showed that secondary schools' current English textbook encourages integrated language skills teaching. Then, the result concerning about practice indicated that the teachers rarely implemented English language skills in integration in sample schools. Finally, the result showed that students' lack of

language proficiency, students' attitude towards integrated skills learning, large numbers of students in the classes, the absence of teaching learning facilities, teachers' limited knowledge and their negative attitude and negative washback effect of the national exam were challenges of English language integrated skills teaching.

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CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0. Introduction

This chapter deals with brief summary of the study, conclusion of the major findings of the study and recommendations of the researcher based on the conclusion made.

5.1. Summary

The main objective of this study is to investigate EFL teachers' awareness, practice and challenges of English language integrated skills teaching in Aleta Wondo Cluster four secondary schools, Sidama Regional State. The selected secondary schools were Xexicha Secondary School, Ciroone Secondary School, Hula Secondary School and Gataamma Secondary School, Aleta Wondo Cluster. Ten of them were in Xexicha Secondary School, nine of them were in Ciroone Secondary School, seventeen of them were in Hula Secondary School and six of them were in Gataamma Secondary School. Depending on this frame work the study went through all the necessary steps and discovered the following major findings.

To begin with, in the discussion, EFL teachers' awareness of English language integrated skills teaching is concerning about the concept English language integrated skill teaching, and models, techniques and importance of integrating English language skills. Forty two EFL teachers from the sample secondary school filled the items. The researcher calculated the grand mean value that is 3.98. This value indicates that EFL teachers had moderate level of awareness towards English language integrated skills teaching.

In addition, integrated language skills was not satisfactorily practiced at the current research centers due to the fact that the language lesson was conducted by teachers who had not been trained either in pre-service or in-service on how to implement integrated language skills that, the desirability of urgent English teachers training or workshop was identified at the topmost. However, it was found that few teachers under the study have the

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practice of teaching two or more language skills in integration in reading, listening, speaking and writing lessons.

Moreover, the result related to challenges showed that students' lack of language proficiency and students' attitude towards integrated skills learning were challenged the implementation of integrated skills. In addition, the result showed large numbers of students, the absence of learning facilities such as teaching aids and equipment like language laboratory, audio/video cassettes, newspapers and magazines in the school hindered the implementation of the English language integrated skills. Furthermore, Teachers' limited knowledge and their attitude about how to practically implement language skills in integration in classrooms, design tasks for integrated skills teaching purpose, and test students' progress in two or more language skills were also the challenges. The washback effect of the national exam is also responded as negatively affect English language integrated skills teaching because it can't test all language skills and integrated skills.

In general, participant teachers' were not capable enough on the knowledge of language skills integration in EFL classes. This implied that participant teachers' awareness of English language integrated skills teaching was moderate. The result of practice indicated that the teachers rarely implemented English language skills in integration in sample schools. In addition, students' lack of language proficiency, students' attitude towards integrated skills learning, large numbers of students in the classes, the absence of teaching learning facilities, teachers' limited knowledge and their negative attitude and negative washback effect of the national exam were challenges of English language integrated skills teaching.

5.2. Conclusions

On the basis of the results obtained from responses to questionnaires, interviews and classroom observations the following conclusions have been drawn:

1. The result of analysis revealed that the sample schools English teachers had moderate awareness about English language integrated skills teaching. The teachers'

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performance in the scene does not seem as they have got adequate training on the practical aspects of integrated-skills teaching even though the teachers responded as if they had taught language skills in combination. Nevertheless, in the sample schools, it was realized that most teachers do not have the necessary knowledge of implementing integrated skills at all.

2. In addition, the result showed that teachers rarely taught two language skills: reading and writing, listening and speaking, and listening and writing in integration lessons; but they hardly taught any three or four language skills in integration. From this, it is likely to infer that the teachers frequently use isolated skills teaching ignoring integrated skills teaching. The teachers barely gave project work to the students when they taught language skills in integration that project work did not serve as a means of helping the students to practice language skills in integration. Inefficient practice of integrated skills teaching was again observed in classrooms as most of the teachers could not successfully play their roles as advisors, organizers, monitors and facilitators in teaching language skills in integration. Teachers still insisted on teacher-centered lesson provision method.

3. Moreover, the result of the study showed that there were challenges related to students, to teachers, to schools, and to the national exam. Students' lack of language proficiency and students' attitude towards integrated skills learning were challenged the implementation of integrated skills. In addition, the result showed large numbers of students, the absence of learning facilities such as teaching aids and equipment like language laboratory, audio/video cassettes, newspapers and magazines in the school hindered the implementation of the English language integrated skills. And also, teachers' limited knowledge and their attitude about how to practically implement language skills in integration in classrooms, design tasks for integrated skills teaching purpose, and test students' progress in two or more language skills were also the challenges. Furthermore, the washback effect of the national exam is negatively affect English language integrated skills teaching because it can't test all language skills and integrated skills.

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5.3.   Recommendations

Based on the overall study and the above conclusion, the following recommendations have been framed.

The researcher recommended that awareness creation training should be given to teachers. It seems that there is little opportunity for integrated skills teaching to be successfully implemented in the classrooms unless the teachers get adequate training on the theoretical and practical aspect of teaching language skills in integration. Hence, the schools under this study and all stakeholders of academy need to arrange training sessions.

In addition, teachers should teach English language skills in integration. This point is related to the teachers that needs prompt solution is issue of adapting tasks/topics. The teachers should adapt tasks/topics in the way that enable learners to communicate and interact among one another as much as possible when they teach language skills in integration; communicative tasks and project works are tools that create conducive conditions in promoting integrated language skills implementation. In addition to this teachers have to organize different grouping arrangements (pair/group works) in order to pave suitable atmosphere for the practice of skills in combination.

Furthermore, teachers should also overcome the challenges they face. School administrators should encourage remedial classes in order to capacitate learners to become language proficient by paying deserved incentives for teachers; because students' poor language proficiency that badly affect the implementation of the integrated language skills can be corrected if the teachers are motivated to support the students they teach. The national exam should be consisted all language skills in integration.

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Appendix A

JIMMA UNIVERSITY

COLLEGE OF SOCIAL SCIENCES AND HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

MA IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

Questionnaire to be filled in by EFL Teachers

Dear teacher,

This questionnaire is designed for gathering data regarding EFL teachers' awareness, practice and challenges of English language integrated skills teaching at secondary schools level. Your genuine response to the questions will have significant contribution for the success of this study. Your response will be kept confidential and will be used only for this study. Therefore, I kindly request you to answer the questions honestly and elaborately.

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

Thank you very much for your cooperation!

Part One: *Background Information*

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

1.1 Name of the school: _____

1.2 Age of respondent: 18-25 ☐   26-30 ☐   31-40 ☐   41-50 ☐ above 51 ☐

1.3 Qualification: Diploma ☐   B.A/BED ☐   M.A ☐

1.4 Area of qualification: _____

1.5 Total years in teaching English language: 0-2 ☐   3-5 ☐   6-8 ☐

      9-11 ☐   12-15 ☐   16-18 ☐   19 and above ☐

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A. **Questions concerning EFL teachers' awareness of English language integrated skills teaching**

For each of the statements given below, please decide whether or not you **5 =** strongly agree, **4** = agree, **3** = have no idea, **2** = disagree, or **1** = strongly disagree based on your understanding of English language integrated skills teaching. Indicate your responses by putting a tick (✓) mark under the appropriate column on the right side.

No	Statement	Rating scale				
		5	4	3	2	1
1	Integrated skills teaching is linking two or more English language skills under the same topic and/or task.					
2	Language skills can be integrated through providing a task which allow to link two or more language skills in lesson(s)					
3	Language skills can be integrated through providing a topic/theme which allow to link two or more language skills in lesson(s)					
4	Language skills can be integrated by adapting reading task to students from the textbook and/or other subject to be summarized in writing form and reported to the class orally.					
5	Language skills can be integrated providing audio materials to student to listen, to write summary and report to the class orally.					
6	Integrated skills teaching enables students to be successful in their current and future academic learning					
7	Integrated skills teaching helps students learn English language in a better way.					
8	Integrated skills teaching motivates students to learn the English language through linking two or more language skills.					
9	Integrated skills teaching creates positive student to student and teacher to student interaction in classroom.					
10	Integrated-skills teaching helps students develop their communicative competence.					

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B. Questions concerning EFL teachers' Practice of English language integrated skills teaching

How often the ideas which are mentioned below are implemented when you teach language skills in integration during English Sessions? Please read the following items carefully and put a tick (✓) mark indicating the most appropriate rating scale: **5 = always, 4 = usually, 3= sometimes, 2 = rarely, 1 = never** for each of the given items based on your experience of teaching integrated skills.

N<u>o</u>	Practice	Rating Scale				
		5	4	3	2	1
1	I let students to know the objectives of the daily lesson so that the students direct their attention/effort towards integrated skills practice.					
2	I let students to relate daily lesson with previous topic or task that help them to link integrated language skills.					
3	I check whether or not task or topic are interesting for students when I prepare to teach language skills in integration.					
4	I adapt tasks or topics from the textbook as well as from other materials to teach English language integrated skills.					
5	I give written guideline for students to read, to write and to present orally that develop their language competency.					
6	I encourage students to express their ideas in oral and written form around the same topic.					
7	I let students to listen audio materials and order them to write their own understanding by their own words.					
8	I let students to listen audio materials, order them to write summary and report to the class orally.					
9	I give project work to students in group or pair so that they practice two or more language skills through					

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	discussion, asking and answering, report in writing and presenting to the class.				
10	I let students to read other subject content, to write summary on it, and report it orally to the class.				

C. Factors that hinder the implementation of English language integrated skills teaching

    I.   Students related factors

_____

_____

_____

_____

_____

_____

_____

    II.   Teachers related factors

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    III.   School related factors

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IV.   Textbook related factors

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V.   National Examination related factors

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Thank you for your cooperation!

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Appendix B

JIMMA UNIVERSITY

COLLEGE OF SOCIAL SCIENCES AND HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

MA IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

Interview for Secondary Schools EFL Teachers

Dear Teachers,

This interview is designed for gathering data on the EFL teachers' awareness, practice and challenges of integrated language skills in teaching English classrooms the case of Hula preparatory and Secondary School, Xexicha Secondary School, Gatama Secondary School and Cirone Sechondary School in Aleta Wondo Cluster, Sidama Regional State. Thus, your genuine response to the questions will have a significant contribution for the success of this study. Your response will be kept confidential and will be used only for the purpose of this study. Thank you very much for your cooperation!

1. Have you ever taken adequate pre-service training and/or in-service training about English integrated skills teaching?
2. Do you teach your students two or more language skills which are organized around the same topic or task at a time? If so,
3. Which language skills do you integrate during teaching listening lesson?
4. Which language skills do you integrate during teaching speaking lesson?
5. Which language skills do you integrate during teaching reading lesson?
6. Which language skills do you integrate during teaching writing lesson?
7. What are the factors that hinder the implementation of English language integrated skills teaching?

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Appendix C

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COLLEGE OF SOCIAL SCIENCES AND HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

MA IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

Classroom observation checklist

Date of Observation _____   Total time of the lesson_____

Name of the School _____   Beginning Time_____

Grade and Section _____   Ending Time_____

Subject _____   Seats arrangement _____

Lesson Topic _____   No of students' _____

Specific objectives of the lesson _____

_____

_____

No	Practice of English language integrated skills teaching	Observed	Not observed
1	The teacher lets the students to know the objectives of the daily lesson so that the students direct their attention/effort towards integrated skills practice.		
2	The teacher lets the students to relate daily lesson with previous that help them to integrate language skills around the same topic.		
3	The teacher introduce an interesting topic or task which enable students to link two or more skills.		
4	The teacher adapt task or topic from the textbook as well as from other materials to teach English language integrated skills.		
5	The teacher facilitate, encourage and support students to read and write around the same topic or task.		

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6	The teacher facilitate, encourage, support and let students to read other subject content, to write its summary, and report it orally		
7	A teacher let students to listen audio material and order them to write their own understanding by their own words.		
8	A teacher let students to listen audio material, order them to write summary and report to the class orally.		
9	The teacher give project work to students to do in group or pair so that they practice two or more language skills through discussion, asking and answering, report in writing and presenting to the class.		
10	Before ending the daily lesson, the teacher gives homework and/or assignment to the students so that they use language skills which are related to the language skills they learned in the classroom.		

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Appendix D

EFL Teachers' Background Information

Frequency Table

Name of the school

		Frequency	Percent	Valid Percent	Cumulative Percent
	Xexicha	10	23.8	23.8	23.8
	Ciroone	9	21.4	21.4	45.2
Valid	Hula	17	40.5	40.5	85.7
	Gataama	6	14.3	14.3	100.0
	Total	42	100.0	100.0	

Age of respondent

		Frequency	Percent	Valid Percent	Cumulative Percent
	18-25	6	14.3	14.3	14.3
	26-30	10	23.8	23.8	38.1
	31-40	16	38.1	38.1	76.2
Valid	41-50	8	19.0	19.0	95.2
	above 50	2	4.8	4.8	100.0
	Total	42	100.0	100.0	

Qualification

		Frequency	Percent	Valid Percent	Cumulative Percent
	Diploma	13	31.0	31.0	31.0
	BA/BED	25	59.5	59.5	90.5
Valid	MA	4	9.5	9.5	100.0
	Total	42	100.0	100.0	

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Total years in teaching English language

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-2	3	7.1	7.1	7.1
	3-5	7	16.7	16.7	23.8
	6-8	8	19.0	19.0	42.9
	9-11	8	19.0	19.0	61.9
	12-15	6	14.3	14.3	76.2
	16-18	8	19.0	19.0	95.2
	above 18	2	4.8	4.8	100.0
	Total	42	100.0	100.0	

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Appendix E

Raw data: EFL teachers' awareness of English language integrated skills teaching

teac	sch	age	qua	Exp	comt	Sat1	Sat2	Sat3	Sat4	Sat5	Sat6	Sat7	Sat8	Sat9
1	1	3	2	4	4	4	4	3	3	5	5	1	4	5
2	1	4	2	5	4	3	3	4	5	5	5	4	4	4
3	1	2	1	3	4	3	3	4	2	5	4	3	1	5
4	1	3	2	5	4	4	4	4	4	4	4	4	4	5
5	1	2	1	3	3	3	3	4	3	4	4	2	2	4
6	1	3	2	4	4	4	4	5	4	5	5	5	4	5
7	1	3	2	4	5	5	4	4	5	5	5	3	4	5
8	1	1	1	2	4	3	3	3	3	4	3	2	1	3
9	1	3	2	4	4	4	4	4	4	5	5	3	4	4
10	1	2	1	2	4	3	3	4	4	4	5	2	3	5
11	2	2	1	2	3	3	3	4	3	5	5	2	4	5
12	2	3	2	4	5	4	4	4	4	5	4	3	4	4
13	2	3	1	3	5	3	3	4	4	5	5	2	3	4
14	2	1	2	1	5	3	3	5	5	5	4	3	3	4
15	2	2	1	3	4	4	4	4	5	5	5	2	1	5
16	2	2	1	2	5	4	4	4	5	5	5	3	2	4
17	2	1	2	1	3	4	4	5	5	5	5	4	4	5
18	2	3	2	5	3	3	3	3	3	5	4	4	3	4
19	2	2	1	3	5	4	3	4	4	5	5	3	3	4
20	3	4	2	6	3	3	3	3	3	5	5	2	2	5
21	3	3	2	4	4	4	4	4	4	4	5	3	4	5
22	3	3	3	6	5	5	5	4	4	5	5	5	5	5
23	3	4	2	6	3	3	3	3	3	5	4	3	3	5
24	3	5	2	7	3	2	2	2	4	5	4	3	2	5
25	3	4	2	6	3	3	3	3	3	5	5	4	3	5
26	3	3	3	5	5	5	5	4	5	5	5	4	4	5
27	3	2	1	2	3	3	3	3	4	5	5	3	2	4
28	3	4	2	6	4	4	4	4	4	5	5	3	3	5

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29	3	3	2	4	5	4	5	5	5	5	5	3	5	5
30	3	5	2	7	3	2	3	3	4	5	5	1	2	4
31	3	4	3	6	5	3	3	5	5	5	5	5	5	5
32	3	3	2	3	4	4	4	5	5	5	5	3	5	5
33	3	4	2	6	4	3	3	4	4	5	5	3	3	4
34	3	4	2	6	5	5	4	4	4	5	5	2	2	5
35	3	3	2	5	4	4	3	4	4	5	5	3	4	5
36	3	3	3	5	5	5	5	5	4	5	5	5	5	5
37	4	1	2	1	5	5	5	4	4	5	5	5	5	5
38	4	1	1	2	3	4	4	4	4	5	5	3	2	5
39	4	2	1	3	3	3	3	4	4	5	5	3	2	4
40	4	3	2	4	4	4	5	4	5	5	5	4	5	5
41	4	2	1	3	3	3	3	4	4	4	4	3	1	4
42	4	1	2	2	4	3	3	5	5	5	5	4	4	4

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Appendix F

Raw data: EFL teachers' practice of English language integrated skills teaching

teac	sch	age	qua	Exp	Pr1	Pr2	Pra3	Pra4	Pra5	Pra6	Pra7	Pra8	Pr9	Pr10
1	1	3	2	4	3	2	3	1	2	3	1	1	3	1
2	1	4	2	5	3	3	2	2	3	3	1	1	2	1
3	1	2	1	3	3	3	3	1	2	3	1	1	3	1
4	1	3	2	5	4	4	4	2	3	4	1	1	4	1
5	1	2	1	3	2	1	2	2	3	4	1	1	3	2
6	1	3	2	4	3	2	3	2	2	3	1	1	2	2
7	1	3	2	4	3	3	4	2	3	2	1	1	2	1
8	1	1	1	2	2	3	3	2	2	2	1	1	3	2
9	1	3	2	4	2	2	2	2	1	2	1	1	3	1
10	1	2	1	2	4	3	3	1	1	4	1	1	2	1
11	2	2	1	2	4	3	2	1	1	4	1	1	3	1
12	2	3	2	4	3	4	2	1	1	2	1	1	3	3
13	2	3	1	3	3	1	2	3	2	4	1	1	2	1
14	2	1	2	1	2	2	3	3	2	4	1	1	2	1
15	2	2	1	3	3	4	3	1	2	2	1	1	3	1
16	2	2	1	2	1	2	3	4	1	2	1	1	3	2
17	2	1	2	1	2	1	3	1	2	2	1	1	3	3
18	2	3	2	5	2	3	4	4	4	4	1	1	3	1
19	2	2	1	3	2	1	2	1	2	3	1	1	3	1
20	3	4	2	6	1	1	2	3	4	4	3	1	3	3
21	3	3	2	4	3	3	4	3	4	3	2	1	3	1
22	3	3	3	6	4	4	5	4	4	5	3	2	4	5
23	3	4	2	6	2	3	4	3	2	4	1	1	3	5
24	3	5	2	7	3	3	2	3	1	3	1	1	3	4
25	3	4	2	6	4	4	4	3	2	4	3	1	3	5
26	3	3	3	5	4	4	5	4	4	5	3	2	4	4
27	3	2	1	2	1	2	3	2	2	1	1	1	3	5

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28	3	4	2	6	3	1	2	2	1	2	1	1	3	3
29	3	3	2	4	4	4	3	3	1	2	2	1	2	1
30	3	5	2	7	1	2	2	1	1	2	3	1	2	3
31	3	4	3	6	4	4	5	4	4	5	3	2	4	5
32	3	3	2	3	2	2	2	1	2	3	2	1	2	3
33	3	4	2	6	3	3	2	1	1	1	3	1	3	4
34	3	4	2	6	4	4	3	1	1	2	2	1	3	2
35	3	3	2	5	4	3	4	1	1	2	2	1	2	2
36	3	3	3	5	4	4	5	4	4	5	3	2	4	4
37	4	1	2	1	4	3	3	2	2	4	1	1	3	5
38	4	1	1	2	2	2	3	2	2	4	1	1	2	2
39	4	2	1	3	1	1	2	2	2	4	1	1	2	2
40	4	3	2	4	1	2	2	1	1	4	1	1	3	1
41	4	2	1	3	2	1	3	2	2	4	1	1	3	1
42	4	1	2	2	3	3	3	1	2	4	1	1	2	2

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Appendix H

Classroom Observation Data

teac	sch	qua	exp	Obs1	Obs2	Obs3	Obs4	Obs5	Obs6	Obs7	Obs8	Obs9	Obs10
1	1	2	4	2	2	2	2	1	2	2	2	2	2
2	1	1	2	2	2	2	2	1	2	2	2	2	2
3	2	1	3	2	2	2	2	2	2	2	2	2	2
4	2	2	5	2	2	2	2	1	2	2	2	2	2
5	3	2	4	2	2	2	2	1	2	2	2	2	2
6	3	3	6	1	1	1	2	1	2	2	2	1	1
7	4	1	2	2	2	2	2	2	2	2	2	2	2
8	4	2	4	2	2	2	2	1	2	2	2	2	2

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