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INTEGRATED APPROACH IN THE EFL CLASSROOMS: THE PRACTICE IN GUINEA-CONAKRY

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DECLARATION

STUDENT'S DECLARATION

I, **EKANY MAOMOU,** declare that this thesis, with the exception of quotations and references contained in published work which have all been identified and duly acknowledged is entirely my own original work, and it has not been submitted, either in part or whole for another degree elsewhere.

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SUPERVISOR'S DECLARATION

I, hereby declare that the preparation and the presentation of this work was supervised in accordance with the guidelines for supervision of thesis as laid down by the University of Education, Winneba.
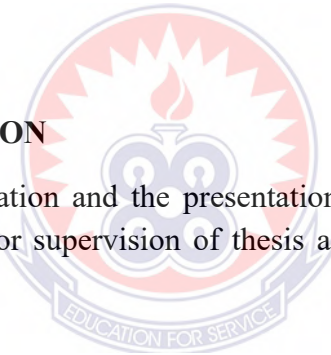
NAME OF THE SUPERVISOR: DR. SEFA OWUSU

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Date…………………………….

DEDICATION

I wholeheartedly, dedicate this thesis to my lovely late mother Yéli-Yéli Neubaan Kpoghomou, and my late father Fassou Labilé. May their Souls rest in eternal peace, AMEN.

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ABSTRACT

Teaching English as a second or foreign language requires developing the four skills (reading, writing, listening and speaking), in conjunctive manner to help learners to attain the language proficiency. Integrated skills approach (ISA) is relevant in both, ESL and EFL contexts in terms of English teaching and learning. It helps the teaching and learning process to be smooth and it promotes learners' fluency and increases their communicative competence. The aim of this study is to examine teachers' perceptions about the integrated skills approach, and also identify the methodologies that they use to teach the 4 language skills in Guinea-Conakry. That is to find out their thoughts about ISA, and their classrooms practices in teaching the four skills. The study took place in a Catholic private school called Saint-André, located in the central region of Guinea. A qualitative approach, with a case study design was used for the study. To collect relevant data, interviews and classroom observation were the main instruments, and purposeful sampling technique was used to select the respondents of the study. The population was 672 students and 7 EFL teachers. The selected sample was fifty-five (55) students, (nineteen (19) females and thirty-six (36) males) and five (5) teachers. The results of this case study research showed that teachers have positive insights/perceptions about skills integration. The study also revealed that despite the fact that teachers have positive perceptions on ISA, they adopt the segregated skills teaching approach. In classrooms the reading, writing, listening and speaking are mostly taught in isolation, and the integration that occurs, is often little and insignificant to increase students' fluency. Other findings revealed that the teachers' practices (skills segregation) are linked to the fact that they are not quite aware of the integrated skills approach. English teachers should follow the path that has been traced by modern linguists, who call for language teaching for communicative purpose. Language teachers should not break down or separate the language primary and sub-skills during the lessons. School authorities should provide teachers with appropriate textbooks which are designed to integrate or mix the language skills. Curriculum and syllabuses should be adapted to the communicative language teaching (CLT) which requires language skills integration during lessons delivery. That would be beneficial not only for teachers but also for learners to attain their learning goals.

CHAPTER ONE

1.0. Introduction

Integrated approach in language teaching is a teaching method that calls for the combination of two or more language skills (listening, speaking, reading and writing) in a lesson. In the process of language teaching and learning, the language skills are indispensable for the development of learners' ability to use the language in real world situations. That is why they are sometimes considered as the building blocks of any language development. If skills are indispensable in language acquisition, their integration is very important for communicative purpose.

Integrating language skills could be an integral part of teaching language. Kebede and Seyoum (2015) claim that when we integrate the language skills, that would help language learners to develop their ability in using two or more of the four skills (i.e., listening, speaking reading and writing) in contexts and real-life situations. According to Hinkel (2010), communication would be meaningful if it happens in integrated language skills, not through an isolated one. It simply means that real or meaningful communication does not take place if people use only one language skill at a time. Therefore, in the context of learning English as a second or foreign language, skills integration remains relevant in both contexts. Even though, in the two situations the types of instructions are slightly different. As in the context of English as second language (ESL), the required type of instruction is content-based instruction (CBI), and teaching English as a foreign language (EFL) adopts the task-based instruction (TBI).

In Guinea Conakry, English language is used as an additional or foreign language (EFL), after the French language which is the second and the official language, e.g., the language of instruction. In the educational system, the teaching and learning of English was previously reserved only for junior high schools and few universities of the country. In the past 20 years,

the implementation of English programmes (English language departments) in some colleges and universities has significantly increased. However, that policy is facing some challenges like the lack of English teachers' training colleges in the country; lack of appropriate teaching materials etc. All these issues lead to the incapacity of the students to actually communicate in English, since the language is taught and learnt as a foreign language. In such a situation the opportunities for learners to speak English are very restricted in the country.

Furthermore, referring to the restrictions of English communicative environment in Guinea, learners have less opportunities to use the language, because chances of being exposed to English language are also limited. In such situations, the sole and unique opportunities for the students to be exposed to English and become fluent in speaking is when the classroom activities are appropriate for communicative instruction. And one of the teaching approaches that promote communicative language teaching is the integrated skills approach (ISA). This approach gives opportunity to students to interact not only with peers, but also with teachers in classes. Rubin (1975) cited in Horiyama (2012: 113) states that "having 'opportunity' is an essential aspect of successful language learning. Opportunity refers to the chance of learners' exposure to the English language". Meanwhile, in Guinea-Conakry since English language is learnt as a foreign language, the English-speaking opportunity is restricted only to the English classrooms.

Brown (1994) accentuates that learning a second or foreign language may be difficult, especially for adults who already have a strong foundation in their own native language. To learn any language, one needs to develop the four primary language skills (reading, writing, speaking and listening) and also the subskills which are grammar, vocabulary, pronunciation etc. Developing all these skills remains somehow difficult for anyone who already has a first language background. Furthermore, to succeed in the language teaching and learning as ESL/EFL, language teachers should make use of activities that are designed to combine several

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language skills such as reading, writing, listening and speaking. And this teaching approach is referred to as the integrated skills approach (ISA).

There are two mainstreams of approaches in the four skills teaching: integrated and segregated-skills (Oxford, 2001). Some researchers have discussed and accepted that integration of the four skills can develop communicative competence (Jing, 2006). That is what usually happens in real life situations, when we communicate meaningfully, we don't isolate the skills. Likewise, Jing (2006) argues that integration leads to the focus on realistic language and can therefore lead to the students' all-round development of communicative competence in English. In addition, Oxford (2001) mentions that applying the four skills approach, makes the students exposed to authentic language which challenges them to interact naturally in the language.

The teaching of the four language skills has evolved from the segregated approach (teaching the skills separately), to the integrated approach (teaching the skills by combining 2 or more) in order to promote the English learners' fluency. From a personal view of the researcher and being part of the teachers, Guinea EFL teachers still adopt the traditional/segregated skills teaching approach. Such an approach is opposed to the direction that scholars have taken since the 1970s for communicative language teaching. Pardede (2019: 148), declares that "despite the great potential and effectiveness of the integrative skills approach, many teachers especially in EFL contexts still implement the segregated skills teaching by presenting one skill separately from others. In many EFL programmes, courses on speaking are isolated from writing or listening and learning activities are divorced from reading." Therefore, an important majority of Guinea EFL students complete the English programmes without being competent or fluent in English language speaking. And this is not due to the fact that English is used as a foreign language, but rather because of the implementation of some inappropriate teaching methods such as the segregated skills approach in the language classrooms.

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The study attempts to address the problem linked to the causes of Guinea EFL students' lack of fluency in English language communication, after completing their secondary and tertiary levels. Richards (2006: 3) argues that "communicative competence includes knowing how to use the language in a range of different purposes and functions". In addition, integrating the language skills would allow teachers to create good learning environment in the classrooms, for example by adopting activities like: pair-work, group discussion, problem solving, critical thinking, etc.

Significantly, the researcher expects that this study will be useful and contribute to the knowledge of some entities in the educational contexts like: 1) the authorities of Guinea educational system, because this study is going to provide some useful information about the English language learning and teaching improvement in the country. 2) the EFL teachers, since this work will make some recommendations for using the integrated approach, instead of the segregated approach in all English learning contexts of the country. As Harmer (2006: 267) points out that "Skill integration is a major factor in lesson planning". 3) the researcher as having the first step in research, will acquire some experiences in research and also gain some knowledge in the field of English language teaching practices.

1.1. Background to the Study

Teaching English as a second or especially as a foreign language requires developing the four skills (reading, writing, listening and speaking), in conjunctive manner to help learners to attain the proficiency in the language. The integrated-skills approach is an approach in English language teaching, that incorporates the four primary language skills to promote the communicative competence of the learners. Today, this approach is considered as one of the dominant approaches in ESL and EFL teaching contexts. Oxford (2001) supports that English language teaching as a second or foreign language can be viewed as a tapestry, where the four

primary skills (reading, writing, listening and speaking) are the strands that need to be interwoven in positive ways to produce a large, strong, beautiful, colourful tapestry. This is known as integrated-skills approach.

"Throughout history, there have been many approaches for the teaching of English. All of them have been replaced by new approaches that proposed new ways for helping foreign students to reach a better proficiency of English as a second or foreign language" (Bastias et al. 2011: 4). According to Richards & Schmidt (2002) integrated approach in language teaching is the teaching of the language skills of reading, writing, listening and speaking in conjunction with each other, as when a lesson involves activities that relate listening and speaking, to reading and writing. However, Harmer (2007), points out that it makes little sense to talk about skills in isolation. Simply because, if skills use is multi-layered in this way, it would make no sense to teach each skill in isolation.

In Guinea Conakry, as it has been said earlier, the language of instruction is French, the colonial language. Therefore, English is a foreign or an additional language in the educational system. It was first taught at the secondary high levels only, (senior high schools) and in few universities of the country. Adopting English as a foreign language implies that the opportunities of speaking English, in such a context is significantly limited to the classrooms. So, the teaching and learning need to be done with appropriate and useful methods for the benefits of both teachers and especially learners.

Furthermore, the 'integrated skills approach' implementation in Guinea EFL classrooms is beneficial for students than the 'segregated skills approach' in term of students' fluency promotion. In the same line, Oxford (2001) affirms that "the integrated-skills approach allows teachers to track students' progress in multiple skills at the same time" (Oxford, 2001: 7).

1.2. Statement of the Problem

In Guinea-Conakry, the teaching and learning of English language in the educational system is very recent. As a result, despite the benefits of the four-language skills integration for communicative language teaching, Guinea EFL teachers still teach the primary four language skills with the traditional teaching approach e.g., discrete language teaching/teaching the four skills separately (from personal observation 2015-2020). This observation took place when the researcher was doing five years of internship in teaching English in the University of Labé (2010-2015), and other five years as a tutor of English language courses (2015-2020).

Jing (2006), posits that in the early years, four language skills were taught separately, and materials and activities were designed usually focusing on only one specific skill where other skills were ignored. It was believed that a separate focus on individual skills accelerates students' language learning. Such a kind of approach was known as being unproductive and was termed as 'language-based approach'. In this regard, Oxford (2001) clarifies that the traditional ESL/EFL programmes are based on the segregated skills approach, and this teaching system goes against the natural process of L1 acquisition.

At the beginning of the communicative language teaching (CLT) concept, Widdowson (1978) was one of the first linguists to encourage the initiation of integrated skills approach in language teaching, as it would facilitate the language learning process and increase learners' proficiency levels. The ISA and CLT go hand in hand because this integrated skills approach is purposefully implemented to enhance communicative language teaching.

Probably, due to the recent adoption of English language teaching and learning in Guinean educational system, there have been very few studies carried out in Guinea EFL contexts. However, there is limited information about what approach teachers employ to teach reading, writing, listening and speaking skills. Specifically in Saint André Secondary School, there is little or no information about how the macro-skills are being taught by the EFL teachers.

Therefore, there is an urgent need for more research to be carried out in the field of English language teaching methods, hence the need for this research. Additionally, scholars such as Sanchez (2000), Oxford (2001), Su (2007) and Hinkel (2018) accentuate that the beneficial role of the ISA is that it can eventually improve students' communication. For this reason, it is necessary and pertinent to understand Saint André EFL teachers' practices, perceptions and attitudes towards the ISA when it comes to the language skills teaching in their various classes.

1.3. Purpose of the Study

The purpose of this case study research is to examine the practices of Saint André EFL teachers in terms of skills teaching, and their perceptions on the integrated skills approach in the EFL classrooms.

1.4. Research Objectives

The aim of this study is to attain the specific objectives enumerated below, which include:

1. Evaluating current views (perceptions) of Saint-André English teachers about the integrated-skills approach (ISA).
2. Exploring the approach employed by Saint-André EFL teachers, (their practices) while teaching the primary four language skills.

1.5. Research Questions

This section presents the main questions of the study and they will be asked to investigate two narrowed areas.

1- What are the perceptions of Saint-André English teachers about the integrated skills approach, in the teaching of the traditional four language skills?

2- What approach do Sain-André EFL teachers adopt to teach the four language skills?

1.6. Significance of the Study

The researcher expects that this study will make useful contribution to the knowledge and practices of some stakeholders in the educational context as follow:

1) The Guinean EFL teachers in general, because in contribution to research, the current study examines how the language skills are taught, and should be in EFL teaching in Guinea for communicative purpose. As Harmer, (2007: 267) points out that "Skills integration is a major factor in lesson planning".

2) The researcher will acquire some experiences through this study and also gain some knowledge in the field of English language teaching.

3) The authorities of Guinea educational system, as the study would provide some useful information about English teachers' practices and perceptions to the ISA. Knowledge of this is vital, since curriculum designers would probably be aware of what exactly happens in various classrooms in terms of skills teaching.

1.7. Delimitation

The collection of data from the classroom observation was done only in Saint André Secondary School (Junior and Senior high school). Also, the interviews were only reserved for the EFL teachers of the same school, in order to have an overall insight into their practices, perceptions and attitudes towards the integrated skills approach.

1.8. Limitations

The research is considered as the beginning of other researches that would be carried out in the domain of implementing the integrated-skills approach to the teaching of the language skills in Guinea EFL classrooms. The researcher travelled from Ghana to Guinea for the data collection, and that cost so much money and time. Moreover, the limited time of the study made it focus only on one secondary school for the data. Therefore, in the future, studies should be done in

the university levels of Guinea in order to investigate the language skills teaching approaches that are being used by language teachers.

1.9. Organization of the Study

The study is organized in five (5) chapters and the first three chapters are non-empirical. The first three chapters focus on the motivation, context, theoretical and methodological framework of the research. The last two (2) chapters focus on the empirical results and are established according to the objectives of the study, with the very last chapter devoted for the summary, conclusion and recommendations.

Chapter one (1) introduces the study and presents the background of the ISA, problem statement and the justification of the study. Chapter two (2) starts with a general overview of the integrated skills approach in language skills teaching with some aspects. It also reviews related literature of some empirical and theoretical studies on the ISA in EFL and ESL classrooms. Chapter three (3) details the methodology and the source of data used for the research. Chapter four (4) however, deals with the analysis of the data collected for the study. The results of the study are presented and discussed in this section. Then finally chapter five (5) summarizes, concludes and offers some recommendations for integrated skills approach implementation in EFL classrooms and future researches.

CHAPTER TWO

LITERATURE REVIEW

2.0. Introduction

This chapter focuses on the review of the theoretical and empirical literature related to the integrated skills approach (ISA) in English language teaching. It reviews language teaching historical background, from the earlier days of language teaching, to the current perspectives. The discussion in the chapter actually starts with this introduction, followed by a historical background of language teaching, some aspects of the ISA, and a theoretical framework that supports the study. Finally, the chapter ends with a conclusion after a review section of related studies carried out on the integrated skills approach, as being one of the dominant language teaching approaches today.

The integrated skills approach has received more attention due to its significance in nowadays English teaching. In English language teaching and learning, the four skills which are listening, speaking, reading and writing, are of great importance. A large number of studies have been carried out and a broad range of explanations have been proposed in terms of how those skills may be implemented in classrooms. For instance: (Oxford, 2001; Hinkel, 2010; Harmer, 2007; Peregoy & Boyle, 2001; Khosiyono, 2021; etc.). Meanwhile, little research has been undertaken to examine the practices attitudes and perceptions of EFL teachers towards the ISA in francophone countries. So, this work is designed to fill in this gap by providing significant findings about English language teachers' views on the ISA. That is, the approach (es) they use to teach the productive and receptive skills. In fact, in the context of Guinea, where the English language is taught and learnt as a foreign language (EFL), specifically in Saint André Secondary School, there has been almost no research to investigate EFL teachers' practices, perceptions and attitudes about the language skills teaching. It is therefore pertinent and

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necessary to explore the methods employed by Saint André English teachers while teaching the four language skills. Doing so, it would be significant to look back into the history of language teaching.

2.1 Historical Background of Language Teaching

The improvements in our understanding of how language is learnt and taught, has significantly expanded over many decades. From the beginning of language teaching and learning, till today, there have been a lot of changes. According to Juan & Martinez (2006), research findings from a variety of disciplines, mainly those of linguistics, psycholinguistics, cognitive psychology and sociolinguistics, have better established the complex nature of language learning in general. "Studies have also shown that communication is crucial in the process of learning a language and that the degree of success achieved in this process depends to a great extent on how meaning is negotiated in particular acts of communication" (Mitchell & Myles 1998: 77). Based on all these views, language learning is focused on communicative approaches in order to develop learners' communicative competence even though, a communicative approach can challenge some English teachers in ESL/EFL contexts.

To explain the progression in the understanding of the English language teaching and learning in ESL/EFL contexts, Juan and Martinez (2006) review some past and current approaches in language teaching, which are based on three theoretical positions, that is: *the environmentalist, the innatist and the interactionist* views of language learning. These views of language learning serve as the background to language teaching theory.

2.1.1. The Environmentalist Approach to Language Learning

From the onset of language learning, to the end of the 1960s, the field of language learning was dominated by the environmentalist ideas. The theory underlying these ideas was rooted in two parallel schools of thought in linguistics and psychology. In linguistics, the structural school of

linguistics was strongly influential in the 1940s and 1950s (Bloomfield 1933). The approach arose from the attempts to analyse Indian languages, many of which had no written system and therefore the only data available was the oral form of the language. Based on the fact that many languages did not have a written form and that people learnt to speak before they learnt to read or write, structural linguists assumed that language was primarily an oral phenomenon. Therefore, spoken language was a primary representation of speech. To the structuralists, language was considered as composing of different elements related to each other in a way by means of a series of structures or rules, and these elements are phonemes, morphemes, words, and sentence types. In their views, the target of language learning was to master all the elements of the system and to learn the rules by which these elements were combined. This specific theory of the nature of language learning, which was attracting language teachers' attention at that time, was the general learning theory then dominant in mainstream psychology, behaviourism (Juan & Martinez, 2006).

There were also the behaviourists, who assumed that behaviour happened in associative stimulus-response chains, and all learning was seen as associative learning or habit-formation which became stronger with reinforcement. "Behaviourists theory placed emphasis on the role of the environment and denied the existence of internal mental processes, which were regarded as inaccessible to proper scientific investigation" (Williams and Burden 1997: 8). The main proponent of this approach to the study of behaviour was generally considered to be Skinner (1957, 1987), who claims that language learning, like any other kind of learning, was simply seen as a stimulus-response-reinforcement chain which led to the establishment of the appropriate habits of the language being learnt through automatic conditioning processes. According to Skinner (1957), imitation and practice were strong contributing factors in the language learning process. Also, the American structuralist Bloomfield (1933), made the

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marriage between these two schools of thought clear in his book, which provides a description of how language is acquired from a behaviourist point of view.

2.1.2. The Innatist Approach to Language Learning

After the environmentalists, came the innatist approach to language learning. In the 1960s, the fields of linguistics and psychology went through major changes. At that time linguists saw a paradigm shift from structural linguistics, that was based on simple description of surface forms of expressions, to generative linguistics, which was concerned with both surface forms of utterances and the abstract structures underlying sentences, thus emphasizing the creative nature of human language. This paradigm change was initiated by the publication of Chomsky's revolutionary book 'Syntactic Structures' (1957), in which he explained Transformational-Generative Grammar. However, Chomsky was interested not only in language description, but also in explaining language behaviour by studying the rules by which speakers and writers transformed their meanings into the particular sentences they say or write and the rules by which listeners and readers answered to these sentences by discovering their meanings. After two years, Chomsky (1959) reviewed Skinner's Verbal Behaviour (1957) and made a critique of behaviourism by arguing that a theory that only considers the observable responses in linguistic interaction could not hope to account for language behaviour. Furthermore, Chomsky claimed that children were innately predisposed to acquire the language of the community into which they were born because they were born with some kind of Language Acquisition Device (LAD) to tackle the language learning task.

Some years later, studies' findings supported Chomsky's assumptions that children are born with a predisposition to language acquisition. Thus, a rule-governed internal behaviour, was the major assumption in language learning. So, teachers should develop learners' mental construction of the language system.

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2.1.3. The Interactionist Approach to Language Learning

By the 1970s, other developments took place in the fields of linguistics and psychology. In the linguistics field, researchers began to turn their attention to discourse or language beyond the sentence (Schiffrin, 1994). During that period of time, the development of discourse analysis supposed a shift within the field of linguistics away from the study of isolated sentences and toward understanding how sentences were connected. This new orientation advocated the study of both structure and function in order to understand what language actually was. That was the beginning of communicative language teaching (CLT), which is one of the current approaches in language teaching.

Halliday (1975) postulated a total of seven communicative functions characterising the child's early communicative development, all of which were related to aspects of social life. These functions were: instrumental function; regulatory function; interactional function; personal function; heuristic function; imaginative function and representational function, He theorized that children learnt to talk because it served a function for them.

Additionally, the changes that took place in linguistics and psychology, in the 1970s was the emergence of new disciplines which brought new approaches to the study of discourse or language in use. The contribution of sociolinguistics as a discipline, and in particular the influential work of Hymes (1971, 1972), remain very important. Because he was among the first theorists to react against Chomsky's (1965) view of language. Hymes therefore introduced the term '*communicative competence'*, which included not only Chomsky's (1965) grammatical competence but also the rules of language use in social context and the sociolinguistic norms of appropriacy. It was believed that language learning was dynamic, social and communicative in nature. Also, the goal of teachers should focus on developing learners' communicative competence and emphasize learners' cognitive capacity in the

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language learning process. This interactionist approach to language learning accounted for the functions of language use in social context and emphasized the quality of interaction as well as learners' cognitive capacity in such a process. All these aspects have been regarded as essential in developing learners' communicative competence in the second language learning process.

2.1.4. Communicative Approach to L2 Teaching

In the early 1960s concepts about second language teaching were changing, and the theoretical assumptions behind them were also being re-evaluated. It was during the time of re-evaluation that CLT was born. Reason why scholars think that the communicative approach could be said to be the product of educators and linguists who had showed dissatisfaction with the Audio-lingual and Grammar Translation methods of foreign language instruction. Richards and Rodgers (1986), on the other hand, claim that the origins of communicative language teaching are to be found in the changes of situational language teaching approaches, which influenced the British language teaching tradition till the late 1960s. Also, Savignon (1991) asserts that the emergence of CLT can be traced to concurrent developments on both sides of the Atlantic, i.e., in Europe and the United States. Linguist like Widdowson (1978) saw the need to focus in language teaching on communicative proficiency rather than on mere mastery of structures. That is to develop language learners' communicative competencies as they felt that students were not learning enough realistic, whole language in the previous methods.

The first model of communicative competence, is Canale and Swain (1980), and further expanded by Canale (1983). This model presented an integrative theoretical framework which consists of four main competencies: grammatical, sociolinguistic, strategic, and discourse competence. Grammatical competence refers to the knowledge of the language code. It includes knowledge of vocabulary, rules of pronunciation and spelling, word formation and sentence structure. Whereas, sociolinguistic competence refers to the knowledge of the

sociocultural rules of use in a particular context. Strategic competence involves the knowledge of how to use verbal and nonverbal communication strategies to handle breakdowns in communication (Juan & Martinez, 2006).

Scarcella and Oxford (1992), and Celce-Murcia and Olhstain (2000) place emphasis on the four skills in the overall communicative process. That is communicative competence which integrates the four primary skills, approach which is labelled 'integrated skills approach'. Discourse competence refers to the selection and sequencing of utterances or sentences to achieve a cohesive and coherent spoken or written text given a particular purpose and situational context. Regarding this definition, the integration of the four skills (i.e., listening, speaking, reading and writing) remains an essence of communicative competence. Because the fact of being able to interpret and produce a spoken or written piece of discourse is the means to achieve successful communication.

2.2. Integrated Skills Approach in EFL Classes

The philosophy of integrated-skills instruction is based on the concept that in natural, day-to-day experience, oral and written languages are not kept separate and isolated from one another. Instead, they often occur together, integrated in specific communication events (Peregoy & Boyle, 2001). This approach is consistent with the communicative language teaching and the whole language as both emphasize meaningful and authentic language use and link oral and written language development. According to Larsen-Freeman (2000), Savignon (1997), the principles of communicative language teaching (CLT) emphasize the importance of using a language to communicate in order to learn it. Hymes (1972) cited in Larsen-Freeman, (2000: 121) stresses that "being able to communicate requires more than linguistic competence; it requires communicative competence".

The *Integrated-skills approach* (ISA) is a teaching method or technique, that links two or more of the four primary language skills (reading, writing, listening and speaking) within a lesson. It is a language teaching approach, that uses more than one language skill together, purposefully to create communicative activities in language classrooms. As teachers, we strongly need to provide maximum learning opportunities for the different students in English language classes. Therefore, it is necessary to emphasize different language skills integration. Once again, skills integration generally refers to linking two or more of the traditional four skills of language learning as it has been mentioned earlier. In the views of Su (2007) the philosophy of the Integrated skills approach was derived from the notion that in natural day-to-day experiences in spoken and written languages are not kept separated and isolated from one another. In fact, these two types of language use (spoken and written) are mostly in communication events and often occur together. According to Pardede (2017), implementing the integrative skills approach (ISA) is essential to enable the EFL students to develop their knowledge of English and their competence to use it in real communication. In the same line of thoughts, Su (2007) declares that to develop a real and authentic purpose for foreign language instruction, the instructor should develop units which emphasize the communication of real meaning and the interactive use of all four skills instead of linguistic forms.

According to Oxford, the Integrated-skill approach is when skills are interwoven during instruction. Therefore, the skills strand of the tapestry leads to optimal ESL/EFL communication. For her the integrated-skill approach is the one that is contrasted with the purely segregated approach. It is an approach that exposes English language learners to authentic language and challenges them to interact naturally in the language (Oxford, 2001). She also added that integrated language teaching is supposed to be an effective strategy for language learning as a whole. This approach consists of teaching the language skills of reading,

writing, listening and speaking in conjunction with each other for instance, when a lesson involves some tasks that link listening and speaking to reading and writing.

Earlier in the 1970s several scholars had been interested in the ISA, such as Widdowson (1978) cited in Ahmadnattaj and Namaghi (2020) argued that the integrated-skills approach is to teach language in a way that brings linguistic skills and communicative abilities into close association with each other. Also, Brown (2001) cited in Pardede (2019: 11) states that "in the integrative skills approach, the learning of a skill leads to the learning of one or more other skills. For example, speaking may be pursued by related writing or reading in language teaching/learning process".

Furthermore, the integration of skills in the language classroom is simply a series of activities or tasks which use any combination of the four skills in a continuous and related sequence so that the learners can use the language with ease, inside and outside the classes.

In short, the integrated-skills approach is a teaching method which associates, one or two of the productive skills (speaking and writing) with the receptive skills (reading and listening) in a lesson in order to create communicative classroom environment. In other words, the teaching of the four skills should not be done separately or isolated from one another in ESL/EFL learning setting.

2.2.1 Integrating Listening and Speaking

On the one hand, listening and speaking is a process of input and output in oral or spoken language. In communication, they are as important as the other skills, since they develop the spoken language competence. During the language teaching and learning process, teachers firstly send the message and learners receive it. In return, learners respond appropriately to the message to show that the message has been understood. Because in the process of listening and speaking, listeners don't simply keep listening. They need to react to the sent message or to the

speakers or interlocutors by asking questions for some clarifications. Doing so, will push the teacher or speaker to know if the information is understood or not. Such an interaction between speaker and listener who also becomes speaker while reacting to the message, automatically creates a 'speaking and listening' integration in language classes.

When the listening and speaking are taking place, Tavil (2010), clarifies that the most essential issue for students should be to understand what they are listening to and to be able to give appropriate responses orally. She supports that this aim brings us to the integration of listening and speaking while teaching. Looking at that kind of interaction between students and educators, without any doubt, one can say that the receptive and productive skills should be integrated so that learners can be taught how to develop their fluencies in spoken language. Further, the more skills are taught integrally, the more communication or interaction takes place in classrooms. Since language learning and teaching aim to development the communicative ability of leaners, every language classroom activity should be designed in such a way to push the learners to interact in meaningful communication, so that the learning goal could be attained.

2.2.2 Integrating Reading and Writing

On the other hand, reading and writing are sometimes the most demanding and interesting skills in English language teaching and learning. As being composed of one receptive and productive skills, this mixed-skills increases learners' abilities of producing a written language. It however, builds a strong and important path in the target language acquisition. Separating or segregating these skills contrasts with the ideas of promoting students' language production. The current segregation between reading and writing skills courses in EFL classes is a hard obstacle in developing the reading ability and writing skills proficiency in students (Alhujaylan, 2020).

In the current ISA, the reading comprehension tasks mostly lead to comprehension-oriented activities in language classrooms. When students are engaged in intensive reading activities, such tasks challenge them to work communicatively and collaboratively, to enhance their skills in writing. Integrating reading with writing, not only saves the teaching time, but also helps learners to acquire vocabulary and sentence structures they need for writing activities.

2.3 Effectiveness of ISA on Students' Communicative Competence

This section of the study clarifies how the integrated skills approach increases language learners' ability to communicate fluently and competently in the target language. Otherwise, it is accentuated on what can be the effect of the (ISA) on student' performance in term of the language speaking. According to Hymes (1972), communicative competence is the level of language learning that enables the language users to convey their messages to others and also understand others' messages within specific contexts. It also implies the language learners' ability to relate what is learnt in the classroom to the outside world. The concept 'communicative competence' which is, knowing the rules of grammar and producing utterances correctly is not enough in order for a learner to use the language effectively, any language learner needs to use and apply this knowledge of grammar in a suitable context. Currently, language teaching and learning's goal is no longer the mastery of the language grammar, vocabulary, sentence patterns etc., as it was before the 1970s. Instead, it is the capacity of the proper and effective use of the language in real life contexts. Akram and Malik (2010) state that, in real life we use more than one language skill for communication. Integration of the four skills emphasises the focus on realistic language and can help the language teachers to develop communicative competence.

However, numerous studies have been carried out to examine how the ISA promotes learners' communicative competence. E.g., Dweni, Shawesh, and Ellabiedi (2021: 328), states that since

communicative competence is the ability to use language properly, this concept may not be achieved if skills are separated. They added that "the integration of the four language skills, or even at least two of them, can affect the learners' communicative competence in a way or another". If the language teaching approaches and methods that were used in the past have been replaced by new ones, the reasons are simply because somehow, they failed to enable learners to attain communicative competence. Passing from the traditional approach or discrete language teaching to the new methods of language teaching and learning, is purposefully for communicative goal. Tajzad and Namaghi (2014: 95) declare that the "ISA focuses on meaning rather than form; communication rather than language; fluency rather than accuracy; reading for information rather than mastery of language forms".

The ISA was initiated by scholars and linguists for communicative language teaching. Employing this approach would contribute to improve significantly the quality of students' language ability and provide them with more and better opportunities to practice the language skills during classroom activities. The ISA allows instructors to make their classes students-centred, and that automatically motivates learners in practicing the receptive and productive skills simultaneously. When the integrated skills approach is well implemented in ESL/ EFL contexts, it mostly affects positively learners' communicative competence. Students attain high levels of language proficiency or communicative competence if the macro-skills of the language are taught in conjunctive manner. Al-Faoury and Freahat (2014) posits that integrating reading, writing, listening and speaking develops students' whole achievement in English as well as students' achievement in vocabulary, grammar and reading comprehension.

2.4. Types of Integrated Skills Instructions

There are practically two types of integrated skills instruction, the content-based instruction (CBI) and task-based instruction (TBI). The content-based instruction consists of learning the

language through contents which usually takes place in ESL contexts. Whereas the tasks-based instruction put emphasis on acquiring the language by doing tasks that require using language for communicative purposes and that is done in EFL teaching contexts. Multiple types of materials, textbooks and technologies are beneficial for all the two types of instructions.

2.4.1. Content-based Instruction

In content-based instruction, students practice all the language skills in a highly integrated, communicative fashion while learning content such as science, mathematics, and social studies (Oxford, 2001: 4). In this type of instruction, students learn the language at the same time they learn the subject-matters. And that is proper for all the contents learning levels, e.g., from the low levels to high, even though the subject matters vary from one level to another. Through the contents learning students will need to interact with each other by putting into practice the integration of the four language skills. For instance, students would read, write, listen and speak while studying these social sciences.

According to Scarcella and Oxford (1992) cited in Oxford (2001), at least three general models of content-based instruction exist: theme-based, adjunct, and sheltered. During the first model, teachers create a theme which integrates all the language skills into the learning of those themes. The second model separates language and content by coordinating them in a way, and then the sheltered model simplifies the teaching of contents with appropriate English of students' levels.

Content-based instruction generally allows for the complete integration of the four language skills. For instance, when an instructor plans a course about a specific subtopic of a subject-matter area, the tasks would be interesting for learners to present that topic. Doing so, the skills integration would be very smooth because students would be required to read, speak, solve problems, analyse data, and write opinions and reports (Brown, 1994).

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2.4.2. Task-based Instruction

Task-based instruction (TBI) as the name implies, is an approach that is based on using tasks to learn the language. In TBI students get involved in pair work, small-group work or large-group work where they follow some instructions to perform some activities for communicative purposes. For example, students work in pairs or in groups to write a summary of a reading test, they can also give their points of views on a topic of interest. Working in these various groups creates a significant need of interaction which challenges them to interact with each other communicatively and collaboratively. Nunan (1989) details that the communicative task is a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form. He adds that the task should also have sense of completeness, being able to stand alone, as a communicative act in its own right.

Task-based instruction as being usually employed in EFL contexts, is an important tool for integrative skills and communicative language teaching, since it engages students in activities where they use all the language skills integrally and for real life situations.

2.5. Segregated vs. Integrated Skills Approach

Teaching English as a second or foreign language (ESL/EFL) still goes through several challenges. The segregated skills teaching approach in EFL classrooms is part of these multiple issues that are not helping English learners to attain the language communicative proficiency. Despite the path that English linguists and scholars have taken to promote communicative language teaching (CLT) by applying the integrated approach, some ESL/EFL teachers prefer segregated lessons to integrated lessons like if they were in the 1980s. However, before the 1970s the segregated skills approach, also called discrete skills approach, was the dominant mode of language teaching. Jing (2006), declares that this approach was based on the premise

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that breaking the language into skills and components, and focusing on one skill or component at a time catalyses the process of language learning. Moreover, educators who follow the segregated approach in language classes, think that presenting one skill at a time leads students to the accurate use of language. But purposefully, current language teaching is about creating communicative competence of learners, but not their accuracy. The segregated approach in language instruction is the way the primary language skills are taught separately one from another. Such teaching method does not provide students with authentic communication for real life situation. In addition to that, Oxford (2001) reveals that discrete skills approach is commonly referred 'language-based approach'.

In fact, segregated skills teaching, also called discrete language teaching or language-based, is the traditional teaching approach that makes learners more dependent on teachers. In that approach, the teachers do most of the activities for their learners. So, as a result, during those classroom-activities, the learners get bored and don't find interest in the lesson. For example, during the discrete teaching of reading or a reinforced reading activity, where students are asked to read a text and then answer the questions that follow. Which text, can be followed sometimes by few comprehensive questions, or sometimes by true or false questions. Such a teaching method cannot only create communicative classroom environment and authentic language, but also cannot motivate and engage learners in the activities. Sanchez (2000) claims that practicing receptive skills and productive skills in isolation in the past have made the transition from 'in-classroom' to 'out-classroom' practices artificial. The isolation of the language skills does not promote learners' communicative competence. In everyday life, communication cannot take place by using a single skill, however, we naturally combine skills to perform meaningful communication.

In contrast, the integrated skills instruction has been popular because it is a change from language teaching approach which did not succeed to create learners' communicative

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competence in the past. Su (2007: 29) declares that "the integrated skills approach is based on the concept that in natural day-to-day experience, oral and written language are not kept separate and isolated from one another". The integrated skills approach (ISA) is the teaching approach that integrates or combines at least two of the language skills to create students' input and enables them to produce their output. Integrating the four language skills pushes students to interact in a more authentic or natural form in the language classroom. This approach creates chances for students to practice English in the classroom as if they were in real life contexts. According to Jing (2006), integrated skills use coincides the way we communicate in real life, and integrating the skills can bring plenty of benefits to English teaching, it is a worthwhile experiment in a communicative classroom, despite its higher demanding for teachers. ISA enables learners to become more active and motivated for the communicative activities it creates during the lessons. In contrast, segregated approach does not provide students with opportunities of interactions between them and their instructors where the language use is the main concern.

2.6. Theoretical Framework: Communicative Language Teaching

The framework used for this research is the communicative language teaching. Communicative language teaching (CLT) was proposed in the 1970s, whose purpose or goal has always been the teaching of 'communicative competence'. From the period of the 1970s to the 1990s, the type of CLT that was employed is referred to as 'classic communicative language teaching'. It originated from the dissatisfaction of linguists with the traditional teaching methods which strictly emphasize on learning language grammar by adopting methods like: Grammar Translation Method (GTM); Audiolingual Method (ALM), etc. Before the 1970s, the views of language learning, was generally characterised by the mastery of grammatical competence. At that time, language learning was viewed as being a process of mechanical habit formation. According to Richards (2006), communicative language teaching can be defined as a set of

principles about the goals of language teaching, the way learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom. Richards and Schmidt, (2002) assert that communicative language teaching emphasises the teaching of the four traditional skills (reading, writing, listening and speaking) within the two models of skills integration, which are content-based and task-based activities. The figure below demonstrates that integrated skills approach (ISA) has its goal, the learners' 'communicative competence' development the same time, communicative language teaching (CLT) requires the teaching of the four skills in an inclusive manner, vice versa as it can be seen in the diagram below.
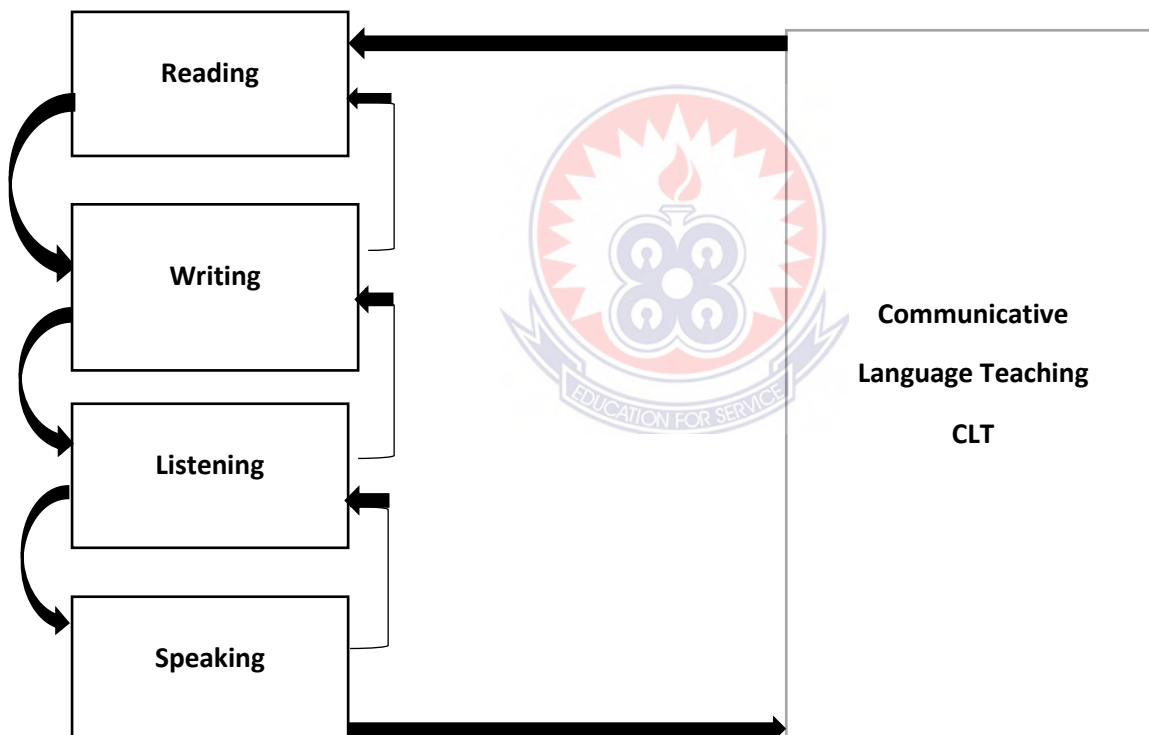
The CLT framework is adequate for the present study, as it places great importance on teaching language for communication rather than the mastery of the language components; it focuses on fluency rather than accuracy. Moreover, the CLT as framework is relevant to this research because both the integrated skills approach (ISA) and communicative language teaching go

hand in hand in current language teaching and learning. As it has been indicated earlier in this study, the specific objectives of this work are the exploration of EFL teachers' perceptions about ISA, and the identification of the methodologies these teachers employ to teach the language skills.

In language teaching and learning process, in order to help learners to become fluent or competent to communicate in a language, the advocates of CLT propose that teaching language must be to develop students' Communicative Competence. Therefore, communicative competence suggests that the teaching of language should integrated all the complete components of communication like: linguistic competence, sociocultural competence, strategic and discourse competence. This shift requires the teaching of language to be different from just presenting grammatical rules of a language, in order to be based on performing communication activities in the classroom. CLT requires the teaching of listening, speaking, reading and writing with the integrated approach. When language teachers adopt approach that consists of teaching the four skills separately from each other (segregated approach), it implies that the teaching is not in the same direction as the CLT. Because the segregated skills approach is an aspect of the traditional audiolingual method, whereas the integrated skills approach promotes communicative language teaching.

Celce-Murcia, (2001) claims that CLT can be seen to derive from a multidisciplinary perspective that includes, at a minimum, linguistics, psychology, philosophy, sociology, and educational research. Its focus has been the elaboration and implementation of programs and methodologies that promote the development of functional language competence through learner participation in communicative events. Central to CLT is the understanding of language learning as both an educational and a political issue. Viewed from a multicultural intranational as well as international perspective, diverse socio-political contexts mandate not only a diverse set of language learning goals, but a diverse set of teaching strategies

Bernstein (1990) provides a useful summary of certain principles of CLT which reveal that:

- ✓ Language teaching is based on a view of language as communication. That is, language is seen as a social tool that speakers use to make meaning; speakers communicate about something to someone for some purpose, either orally or in writing. It is essential that learners be engaged in doing things with language, that is, that they use language for a variety of purposes in all phases of the learning process.

- ✓ The essence of CLT is the engagement of learners in communication to allow them to develop their communicative competence. Terms sometimes used to refer to features of CLT are task-based, content-based, process-oriented, interactive, inductive, and discovery-oriented.

Current language teachers should be aware of the shifts that occurred in the language teaching, since the early 1970s, so that they can take the direction that linguists and researchers have already traced. This direction is the teaching of language for 'communicative competence' development. For successful English language teaching, it is important to assume that when the language skills teaching is done in segregated way, it is opposed to CLT. Simply because CLT emerged with the assumption that language skills should not be discretely taught, instead they should be taught in integrated manner.

2.6.1 Teachers' Perceptions about the Integrated Skills Approach (ISA)

Generally, several definitions have been attributed to the term perception. For illustration, the dictionary of Richards (1999) defines perception as a physical and intellectual ability used in mental processes to recognize, interpret, and understand events; an intuitive cognition or judgment; a way to express a particular opinion or belief as a result of realizing or noticing things which may not be obvious to others; insight, awareness, discernment, recognition, a set

of understandings, interpretations and a way of knowing (Schmidt, 1990; Haberlandt, 1994; Johnson, & Johnson, 1999; Richards, 1999).

However, teachers' perceptions have been defined by Fishbein & Ajzen (1995), who declare that teacher's perception is a learnt predisposition to respond to an object or class of objects in a consistently favourable or unfavourable way. Every human being has some perceptions about everything, it can be positive or negative as well. Therefore, teachers' perceptions about the ISA would be the same, either positive or negative. So far, a certain number of studies like (Akmal, et al., 2020; Fishbein and Ajzen, 1995 etc.) on the ISA for teachers' perceptions and attitudes have supported that the majority of educators has positive perceptions and attitudes towards the integration of the four skills in classroom activities for communication purpose. E.g., (Akmal, et al., 2020) asserts that English teachers perceive the ISA as one of the appropriate teaching approaches for communicative language teaching (CLT). Indeed, for a successful and fruitful implementation of the integrated skills approach, knowing the views of the personnel who have the major responsibility for implementing this approach, is indispensable, and these personnel are English teachers. Teachers' beliefs and teaching attitudes are crucial for the adoption, the success and effectiveness of this method (ISA) in today language teaching. Moreover, teacher' awareness and acceptance of the policy of language skills integration is likely to affect their commitment to implement the ISA in their various classrooms.

 Even though, there is an important number of teachers mainly in EFL contexts, who sometimes are not familiar with the integrated approach, they nevertheless sustain the ideas of not isolating the language skills. Because they assume that the isolation of, language skills has already failed to develop learners' fluency and communicative competence during the periods that precede the 1970s. Once again, knowing how ESL/EFL teachers think (their perceptions) about, and how they teach (their practices) the four language skills during their lesson's delivery, remains

so important, in the sense that it helps us to have insights into the practice of classroom activities. That is, whether teachers are still on the routes to the segregated skills teaching (which does not promote speaking fluency), or whether they integrate the language skills to make the English classes where communicative language teaching (CLT) is the prime concern. Once again, the specific objectives of the present work consist of exploring teachers' perceptions and practices towards the ISA to further CLT.

In term of English teachers' perceptions of the ISA, Akmal, et al., (2020) Affirm that English teachers support the integrated skills approach, because it makes language classes very helpful for them to teach their students to use the language in real communication rather than in segregated contexts. For teachers, the ISA encourages students to use both, the main skills (reading, writing, listening and speaking) and additional skills i.e., grammar, punctuation, and pronunciation. If sometimes English instructors express negative opinions about the ISA, that is just because they might not be familiar with the approach. For instance, when they experience a lesson teaching with the skills integration, automatically they appreciate, because this approach activates their learners' participation in the class activities. Teachers agreed that the ISA is very advantageous in communicative language teaching, and they believe that it is important for them to improve their knowledge about ISA through some readings, workshops and seminars (Akmal, et al., (2020).

 The research into teachers' and students' perceptions of teaching and learning contexts established a series of systematic associations linking teachers' perceptions and approaches with students' perceptions, learning approaches and outcomes (Biggs, 1999; Marton & Booth, 1997; Prosser & Trigwell, 1999). Integration of the language primary four skills in teaching and learning process largely depends on teachers' perception, and that is a key factor in accepting their pedagogical practices or their actual use (Baylor & Ritchie, 2002). According to Fishbein and Ajzen (1975: 123), "teachers' perspectives about an object could be objectively

true and mere opinions, prejudice or stereotypes. This could be influenced by gender, education, training and profession, religious convictions, individuals' character, personality and even relationship with others". Educators' perceptions about the ISA are positive because some of them think that, it is an effective and useful way to teach English in an authentic environment. They also express that this approach motivates both the students and the teachers (Bozdag, 2014). This approach makes the language teaching more enjoyable for students and instructors, by engaging learners to freely use the language.

2.6.1.1. Good Classroom Environment

Many decades ago, there have been several opinions reinforcing the idea of language being a whole. These opinions propose that integrating the macro-skills, is key for creating or making a classroom environment more authentic in order to teach English language so that it can be close to a natural or real communicative situation. It has been suggested that the English language should be taught in such a way that can blend reading and writing, and also listening comprehension and speaking. Further, language instructor should give the proper emphasis to the specific ability that is being studied, but combining it with the others in order to create a communicative classroom environment that helps and engages students to improve their language use abilities in appropriate contexts.

Integrating more than one or all the four skills at a time in lesson teaching, creates not only a safe, but also a friendly and cooperative classroom environment. It minimises students' anxieties and maximises their freedom to communicate with their mates and instructors. The ISA promotes learners' frequent interaction with each other and such interaction gives them opportunities to successfully experience the language.

2.6.1.2. Language Class Time Saving

ESL/EFL teachers need to remain aware that they are not in the classroom to fill up the time with the sound of their own voices, but to arrange matters so that their students do the talking (or writing, or listening). Particularly in EFL rather than ESL situations, class time is so valuable that we believe the teacher should move on to practice phases of a lesson as soon as possible in a manner consistent with an adequate presentation of material and the giving of clear instructions for some practice exercises (Celce-Murcia, 1992).

2.6.1.3. Motivating Learners

According to Maehr & Meyer, (1997) cited in Brophy (2004), motivation is a theoretical construct used to explain the initiation, direction, intensity, persistence, and quality of behaviour, especially goal-directed behaviour. Student motivation is rooted in students' subjective experiences, especially those connected to their willingness to engage in lessons and learning activities and their reasons for doing so. In the context of ESL/EFL, teachers' primary motivational goals and strategies should focus on encouraging students to engage in activities with motivation to learn: that is, with the intention of acquiring the knowledge or skills that the activities are intended to develop.

2.6.1.4. Authentic Language Teaching

Authentic language teaching requires instructors to teach what is being learned for accomplishing the very sorts of life applications that justify inclusion of this learning in the curriculum in the first place. It mostly engages learners in realistic simulations of real-life situation, where students practice the language main skills until they become smooth and automatic. Generally, in the ISA most of this practice occur within whole-task application activities rather than be confined to isolated or individual practice of the four skills

2.6.1.5. The ISA Promoting Simultaneous Use of Skills

Many teachers believe that in the integrated skills approach, the lessons are more student-centred; whereas the teachers are simply facilitators and much free. They also think that in the ISA, students can improve each skill and transfer what they have learnt in one skill to another easily. Furthermore, teachers state that students can infer the information among the skills. They express that the Integrated Skills Approach encourages communication and is more natural; and the lessons are more entertaining and more productive. Moreover, instructors feel that students can improve their speaking and listening skills more effectively in this approach (Bozdag, 2014).

2.6.2. Practices of Receptive and Productive Skills Teaching in EFL Classes

Integrating receptive and productive skills, is so far a natural constraint because in natural context, we use a language in four different ways. The use of any language takes place by: listening, speaking, reading and writing. These four ways of language use are referred to as 'the four language skills.' Either in written or spoken form of a language, however, humans use language to receive and/or to give information.

The two types of language use we perform to give information are known as 'productive skills,' generally known as active skills (speaking and writing). Hence, the productive skills are made up with one strand of the spoken language (speaking) and one strand of the written language (writing). And the other two types we use to receive information are called 'receptive skills,' they are the ways in which people extract meaning from the discourse they see or hear. It also composed of one spoken and written forms of language (listening and reading), also known as passive skills. But what we need to have in mind, as English language teachers and students, is that, these language skills are not used in isolation. Because using a language meaningfully, a single activity requires the practice of two or three, even sometimes the practice of all the four

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language skills. The fact or the way of combining more than one of the language skills, is therefore called the integrated use of skills, or sometimes, the integrated skills approach.

Generally, an extensive exposure to receptive skills, develops the productive skills too. Wilkins (1984: 100) accentuates that "the transfer of linguistic knowledge from receptive to productive is probably a relatively slow process, but it does take place, as the study of language acquisition shows". Practically, a significant exposure to listening and reading is demanded to gain the mastery and proficiency in natural production.

Integrating the receptive skills with the productive skills, requires the combination of listening and reading with speaking and writing, for example listening with speaking, and/or reading with writing. The integration of these skills makes learners good listeners, speakers, readers and writers at the same time to be able to communicate naturally and effectively in the language. further, it aids students with the attainment of proficiency in spoken and written forms of language.

Sanchez (2000: 21) argues that "the receptive skills and productive skills have frequently been practised in isolation within teaching syllabuses. Such approaches have in many ways made an artificial distinction between in-classroom and out-of-classroom realities, which is not inherent to communicative practice". In any of the ESL/EFL context, if the receptive skills which are referred to as passive, are separated from the productive ones, also known as active, the language learners would not be autonomous in language use. Since language learning has its purpose as acquiring the communicative competence, discrete language teaching (separation of productive and receptive skills) goes against the achievement of the students' goals.

However, the language classes become significantly purposeful and meaningful for learners when the traditional four skills are linked one to another. Harmer (2007) makes it clear that receptive and productive skills as being two sides of the same coin, cannot be separated by

reason of the fact that one skill reinforces another in a number of ways. Talking of the productive and receptive skills integration or the four macro-skills integration in general, we can say without any doubt that the four skills integration makes English learners to change from non-fluent to fluent users of authentic language and use it for actual life interaction. To attain high levels of skills proficiency and use authentic language in classroom, ESL/EFL students should be taught with this approach which doesn't segregate the in-side and out-side classroom communication.

2.6.3. Pair/Group-work Activities in Skills Teaching

Meaningful classroom activities give students a chance to be experts and solve problems. Here, sharing ideas is more important than listening for perfect grammar. Repeated meaningful interactions also promote fluency, as students speak with greater efficiency over time with each other. Interactive activities require students to use their L2 to complete a shared task. It is important that students have opportunities to use authentic language during the classroom activities. Previously teachers used to spend more time speaking, nowadays students should do more of the speaking tasks in pairs and groups. This gives all students more opportunities to practise the skills for communication.

One of the most important features of ISA and CLT is pair and group work by which students can learn from each other. Specifically, the integrated skills teaching with pair and group work, allows students to produce a greater amount of language output than they would produce in teacher-centred activities. Students' motivational level is likely to increase when instructors employ this activity. They have the opportunity to develop fluency without any pressure coming from their teacher. Activities requiring pair and group work give learners a safe opportunity to test ideas before actually speaking out in public and lead to the presentation of more highly developed ideas. In addition, such activities help learners complement each other

in terms of knowledge and skills, which results in greater success in the framework of task-based processes. Students' sociolinguistic competence is also improved as these activities enable learners to negotiate meaning and to solve problems in various socially demanding situations (Coskun, 2011).

2.7. Related studies

Bozdag (2014) declares that most of English instructors believe that the ISA is an effective and useful way to teach English in an authentic environment and express that this approach motivates both the students and the teachers. Furthermore, it makes the lessons more enjoyable and more authentic, as Hinkel (2006) suggests. For him, as the students learn the target language in a real-life environment and according to a given context, they are better able to use it outside of the classroom, as well. The instructors think that this approach is more student-centred, and that both the teachers and the students are active participants in the lessons. Bozdag asserts that instructors believe that this approach is very useful for teaching communicative skills, particularly speaking. On the other hand, they have doubts about whether this approach is the best way to teach other skills, especially grammar. In general, teachers believe that this approach has many advantages for the students and for a better learning environment. They express that if they have a good lesson plan or organize their lessons in detail beforehand, they may be very successful in teaching English. It should be pointed out that a vast majority of the instructors (61.8%) believe that the integrated skills approach is the best approach to teach the foreign language (Bozdag, 2014).

In the area of language skills integration, several works have been done to explore the language teaching. For instance, Khosiyono (2021), conducted a study to describe two approaches in the teaching of the four sub-skills in language acquisition. That is, discrete and integrated approach and the implication on language teaching and learning management. He therefore, points out

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that the discrete language teaching approach emphasises on the teaching and learning a language discretely. Otherwise, this approach deals with the separation of the reading, writing, speaking and listening during classroom activities. It focuses on isolated language where students must master before proceeding to a higher level. He however, describes the integrated approach as being opposed to the segregated approach, as it emphasises on the whole language, namely speaking, writing, listening, reading, pronunciation, grammar and vocabulary.

In the teaching and learning process, teachers sometimes focus their teaching on speaking, writing, reading, listening, grammar, vocabulary, or pronunciation only. They emphasis on a single or discrete language skill or element. The researcher analysed the discrete approach and integrated approach in language teaching and learning, and he finally concluded that discrete approach and integrated approach complement to each other. Discrete learning which emphasizes on the discrete or single language skill or element becomes the basic for integrated learning. In order to be able to write, students should have sufficient vocabulary to master and understand the sentence structure or grammar rules. When students read, they have to know the meaning of the words and the structure of the sentences as well. In order to speak, students need to master sufficient vocabulary, pronounce, and stress the words precisely. Sometimes, students listen to the instruction of the teacher, then write it down, then read the written instruction, and ask question related to the instruction. Khosiyono further supports that discrete learning enables students to master a single language skill or element and integrated learning enables them to use the language in real or authentic communication.

Since the starting point of the communicative language teaching, studies are being performed, years after years to emphasise on the benefits of the integrated-skills approach. That is also to appeal to practitioners, syllabus designers, language teachers, for unproductiveness of discrete language teaching. The implementation of the integrated-skills approach in ESL/EFL classrooms started at the same period as the communicative language teaching in the 1970s.

Since that period, a lot of studies have been conducted by scholars, researchers and teacher-researchers for the teaching of the language skills so that the language learning and teaching can be based on communicative purpose.

Tavil (2010) affirms that listening is a receptive skill in that the listener is receiving a message from a speaker or interlocutor. The listening process, in a way, is a very active process as the listener needs to use background knowledge to understand the intended message of the speaker; so, the listeners should deal with various tasks while listening to activate their schemata. The follow-up of these stages can easily be the production stage, which inevitably means the integration of skills. Hence, teaching the skills separately will influence negatively the communication in the classroom; therefore, the teachers should create real life situations not only by integrating listening and speaking skills but also by implementing information-gap tasks to enhance real communication among the individuals.

Equally, Darancik (2018) researched on how the students who are learning foreign languages approach the four basic language skills in general terms, their opinions about the feelings and thoughts, and thus identify important problems within this subject. Because he thinks that the four basic language skills, listening, reading, speaking and writing are indispensable parts of a language teaching. For successful and effective education and training in foreign language courses, these four basic language skills need to be developed and reinforced in accordance with the level and needs of the learners. However, the problem was not to determine the position of four core skills in foreign language teaching, or to question its definition, but the problem was to show how the students, approach and master these four basic skills. The author conducted a qualitative study and the data that was the basis of research, was prepared with the help of a questionnaire to determine the opinions of the university students studying foreign language teaching about the four basic language skills. The respondents of the study were 193 students including 152 females and 41 males. The results of the work showed that the skills that

students most want to develop, pay attention to and feel lacking are speaking skills. Students would be more successful and willing in foreign language lessons when they hear and understand it correctly and they can speak it correctly and effectively. That study revealed how important these skills are for verbal communication and how much it is necessary to acquire them with different approaches and methods in foreign language lessons.

Sanchez (2000), conducted a study which focused on how the integration of all four skills can contribute towards a more real-life environment for both teachers and learners, as well as more meaningful and motivating. In the work the basic idea was to offer a common ground to instructors for linguistic content to be fully contextualised. The researcher assumed that receptive and productive skills had frequently been practised in isolation within teaching syllabuses. He therefore thought that such approaches had in many ways made an artificial distinction between in-classroom and out-of-classroom realities, which was not inherent to communicative practice. In his study, Sanchez accentuates that second or foreign language teaching needs to be 'learner-centred' to make students better receivers and producers of the language in context, bearing in mind their needs and interests in both written and spoken situations.

Similarly, Alaye and Tegegne (2019) conducted a study whose main objective was to critically review the meaning, purposes, and techniques of integrative language skills teaching approach. To achieve the objectives of the study, various, books, book chapters, guidelines, research findings and documents were critically reviewed and analysed. Based on all that, the study described the features and problems of segregated approach to language teaching. Then, it explained the meaning and purpose of the integrative language skill teaching and historical background and current perspective of it. Finally, that survey described the methods and techniques of integrative language skills teaching approach. After data analysis, the findings clarify that the four English language skills can be taught in integrative manner in the actual

classroom situation via integrated approach. For example, by practicing conversational skills, the learner can focus not only on speaking but also listening, in order to reply and ask appropriate follow-up questions. All language skills are considered and to be essential components to develop the communicative competence of students, the skills should be taught together via interactive language teaching approach.

Oxford et al. (1994) designed a survey in the United State of America (U.S.A) to compare the incidence of integrated skills and traditional instruction, with a specific focus on second language programs for non-native speakers of English. Many respondents reported that they offered content courses in which language skills were integrated; however, most programs still offered traditional instruction or the segregated skills approach, especially for specific skills such as grammar. Furthermore, the research found that integration of skills was very common, even though single-skill courses were still being taught. Then in most cases, integration of two or three skills occurred, rather than full integration.

Al-faoury and Freahat (2014) points out that Jordanian universities are recommended to design training courses and workshops for EFL teachers on the strategies of teaching integrative English skills. Local textbook writers are recommended to design more integrative activities that provide students with opportunities to use the four skills meaningfully in every exercise. The researchers reveal that EFL teachers are recommended to recognize the importance of ISA which calls for student-centred learning environment, to provide students with more activities that stimulate their ability to use the four skills in integrative way, to vary their methods of teaching to individualize learning and help students develop their linguistic abilities and to incorporate integrated activities in assessment practices in order to develop the students' academic linguistic achievement in English.

Aydogan and Akbarov (2014) accentuate that our instructional materials, textbooks and technologies we use must promote the integration of listening, reading, speaking, and writing beside the associated skills of syntax, vocabulary and so on. If the tapestry of all four skills is interwoven, English language learners will use them effectively for oral and written communication. Furthermore, the integrated-skill approach no matter it is found in content-based or task-based instruction, can be quite motivating to students of all age groups and backgrounds through appropriate tasks. The aim the ISA is to increase the collaboration and interaction among students. Language teachers should encourage students to become independent learners by enhancing the quality of instruction, moving away from routine and monotonous activities just for filling time. According to Aydogan and Akbarov (2014), skills integration is inevitably vital where all language skills are not used separately but instead all language skills are used in every class.

However, Masduqi (2006) made research to addresses how to implement teaching stages covering receptive and productive skills in a reading lesson. He elaborated the teaching stages which include eliciting ideas, highlighting lexis and their meanings, predicting text, ordering jumbled paragraphs, listening, reading comprehension, and acting out the story/speaking. The author expected the audience to realise that integrating receptive and productive skills in an English lesson is feasible and valuable to measure whether the students have achieved the lesson aims. Because the researcher previously realised that English teachers in Indonesia had been familiar with the notion of receptive skills and productive skills. He noticed that most of them, however, might not realise that integrating receptive and productive skills in an English lesson is important for their students to achieve lesson aims.

 The findings showed that the integrated lesson draws on the lexical approach, encouraging learners to notice language while reading followed by activities involving the other three skills. As a result, teachers can potentially diversify methods and forms of classroom teaching and

learning, improve learners' overall and specific language competence, introduce learners to the wider cultural context, and increase learners' motivation. Indeed, skills integration is not an easy task to do because we have to make sure that the integrated lesson is reasonably inter-related and suitable to the students' level and needs. We also need to balance the receptive and productive skills and vary the activities to teach the lessons interactively as well as to achieve the aims of the lessons.

Abdrabo (2014) carried out a study to distinguish between integrated-skills approach, and segregated-skills approach in L2 acquisition: teaching receptive skills and productive skills inseparably, versus teaching the same four skills separately in foreign language classroom. That research discussed the opposing two perspectives of each teaching approach advocates, as well as the rationale provided by each team to support the effectiveness of their foreign language teaching approach: Integrated-skills Approach vs. Segregated-skills Approach. He however, provided a new teaching technique of how receptive and productive skills can be integrated in foreign language classroom, that is Cause, Means, Result-Based Analysis' (CMRBA): a model of student-learning center whereby L2 instructor can integrate the four skills of listening, reading, speaking and writing in language learning process. That research outcome revealed that when receptive skills and productive skills are practised in isolation within L2 acquisition, it makes an artificial distinction between in-classroom language use and out-of-classroom communicative practice. Further, the segregated skills approach focuses on instruction that places excessive emphasis on rules and paradigms. It also teaches learners a lot about language at the expense of teaching language itself. With the segregated skills approach, language learners can progress on the academic levels without increasing their levels of effective communication. Therefore, the author concluded that the integrated-skills approach strongly argues that language skills should not be taught separately or isolated from one another in foreign language learning setting.

Gautam (2019: 106) states that "although segregated teaching of skills enables the learners to learn each of the isolated skills deeply, the integrated teaching of skills enables them to become competent users of language as a whole". Integration of language skills, therefore, proves to be more effective provided that the teachers are more dedicated and resourceful to adopt the new models for effective classroom teaching. Although there are certain drawbacks of integrated approach, these drawbacks can be minimised to optimum level if the integration aims at boosting up natural communication against teaching individual skills separately. However, the integration of skills should not be too excessive to result in counterproductive effects through demotivation and extra burden on the part of the learners. It is up to the syllabus designers and teachers, that they should decide what is logical and illogical integration following some practical trails and testing upon the real students (Gautam, 2019).

Equally, a researcher like Su (2007), conducted a study to examine how the ISA was being used in Taiwan's EFL college classes, develop an understanding of students' satisfaction with the integrated-skill class and authentic activities, and then determine if students' views about separated-skill instruction changed during the year of coursework. Data were collected from questionnaire survey, students' interviews and classroom observation. The results indicated that the instructor provided a wide range of authentic materials and class activities, allowing students to interact with texts and each other in a seamless integration of the four language skills. 90% of students recommended continuing to implement the ISA in class for the next academic year. Survey and interview data revealed that under teachers' class structures, students changed their views on EFL instruction. He therefore asserts that language teachers should help students develop communicative competence in English by providing learning opportunities and resources which integrate the four language skills (reading, writing, speaking, and listening). According to him, a huge number of researchers have stressed the importance of implementing the integrated-skills approach (ISA) into EFL college classes. the

ISA has begun to be incorporated into EFL classes in East Asian countries. Recently, skill integration has become a prevalent concept in Southeast Asian EFL curricula. The Singaporean and Malaysian English curricula, for example, assert that integration of the four skills should be achieved through a thematic approach. Classroom teaching is structured around a series of language tasks in which the four skills are integrated and used.

Akmal, et al. (2020) investigated language teachers' perceptions of challenges and coping strategies in implementing ISA at their respective schools. In that research the researchers used the purposive sampling technique to choose the participants, which included six (6) English teachers who took part in unstructured interviews. The investigators used qualitative research with grounded theory approach. The findings revealed that almost all of the participants said that the ISA class was very helpful for teachers to use language in real communication rather than in segregated contexts. ISA encourages students to use both main and additional skills i.e., grammar, punctuation, and pronunciation. Thus, the ISA approach to incorporate the four skills of English such as Listening, Speaking, Reading and Writing at the same time is very advantageous for English Foreign Language classroom. It is reasonably understood that with ISA, language is taught by encouraging a communicative way of teaching, despite the challenges that educators faced in applying the integrated skills approach, most teachers generally had positive perception towards that approach. Teachers express their satisfaction for the ISA since this approach significantly implicates all the students within the classroom tasks. They said that their classroom would be very enjoyable for them and their students if they previously implemented the ISA. The integrated-skills approach being one of the best methods in communicative language teaching, some researchers have designed studies to evaluate the effectiveness of the four-language skills integration.

To synthesize the effect of 22 primary studies which have been conducted to test the effect of the integrated skills approach (ISA) on language skills and components, Ahmadnattaj and

Namaghi (2020) conducted met-analysis research. The researchers confirmed that the overall effect size was found to be 1.18, which represents a large effect size based on Cohen, Manion and Morrison' (2007) scale. Also, the results of moderator analysis revealed that the ISA has the largest effect for advanced learners and at a tertiary level of education as well. The findings of this meta-analysis have clear implications for practitioners, policymakers, and curriculum developers. The ISA is more line with theories and principles of second language acquisition, the results of the studies that tested the effect of this educational intervention under controlled conditions were inconclusive. The majority of the studies reported that the ISA has significant positive effect. Analysis revealed an overall effect size of 1.18, which shows that ISA is an effective intervention in developing EFL learners' proficiency. The authors concluded that since the ISA has a solid theoretical basis and also since it is supported by robust empirical evidence, i.e., a large effect size which is a synthesis of the results of dozens of previous empirical studies, they emphasised that it is essential that:

- ✓ Materials developers weave skill integration into language education syllabi, especially for higher levels of language proficiency

- ✓ Language teachers design classroom activities that involve learners in integrating skills, break away from the single skill instruction for the fact that a single skill can be taught in isolation from other language skills, but it is of no use in communication because communication involves integrating skills.

- ✓ Language learners use receptive skills such as reading and writing to develop productive skill such as speaking and writing because naturally the receptive skills give the language user the information and linguistic resources needed in speaking and writing.

The ISA develops learners' communicative competence rather than just help them master discrete language elements. The large effect size of the ISA also verifies the fact that helping

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students integrate language skills through materials that help learners transfer one skill to another (Ahmadnattaj & Namaghi, 2020).

Sevy (2018) conducted a survey on the integrated skills approach to teach grammar. The study was based on the use of a content-based instruction model and the communicative language approach to teach English as a foreign language (EFL). The activities described in that research integrated language skills using communicative activities to learn and practice the present perfect and associated new vocabulary. All the skills were evaluated through qualitative informal assessments and quantitative formal testing to see if the chosen strategies could aid in attaining the goals set by the professor and could allow for authentic learning by the participants. That qualitative and quantitative research used 33 sample students, pre- and post-evaluations of all four skills, and questionnaires about the students' knowledge of the present perfect post-treatment and the opinions of the students about the types of strategies and educational models used to integrate the four language skills in their classes. The results were then used to find out how these teaching strategies could aid in student teaching learning. The tools used aided in the results were to find out how to integrate communication skills throughout the lessons in the classroom to allow for a more fluid and in-depth learning experience for the intermediate students that participated in this research. The findings confirmed that through the communicative teaching strategies and skills integrating activities, the students were able to learn and practice all EFL skills in an authentic manner. The results also showed that students enjoyed the communicative activities in groups and learning about content and grammar through skills integration led them to be very active in the classroom.

Bastias et al (2011), identify through classroom observation, the integration the four skills in order to determine if the application of the integrated-skills approach affects or not the learners' performance. During a survey that they conducted, the researchers applied standardised test to establish relationships between the variables. According to what was inquired, it can be said

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that the integration of the four skills influences on the students' performance. Nevertheless, it is not only a matter of integrating the four skills, but how to integrate them in a lesson, in order to make the students to be involved in a real communicative situation. Therefore, there are other relevant aspects within a class that can make the lesson more or less effective in terms of language learning, which depends primarily on the teachers, as in what they do to motivate students to be interested in the second language. The classroom environment that is basically how the teacher manages the classroom, the use of the voice (volume, intonation, etc.), the use of L1 and how much teacher uses English language in an English lesson, among others. Based on the results of the study, it was properly affirmed that the integration of the four language skills influences the students' performance concerning English as a foreign language.

Tajzad and Namaghi's (2014) study titled 'exploring EFL learners' perceptions of integrated skills approach' was one of the types of research that explored students' perceptions of the ISA to language teaching. The researchers presented the ISA to 30 participants and interviewed some of them. The grounded theory was used to collect and analyse the interview data. Hence, the results clearly showed that the participants positively perceive the approach. And the findings had implication of all stakeholders including policy makers, syllabus designers, practitioners and learners. The authors accentuate that presenting language skills in a segregated fashion may help learners to learn their knowledge of language but it will not enable them to use their knowledge in actual communication. On the other hand, integrating skills is a matter of language use. While the former approach is contrived in nature, the latter is a simulation of communication in actual contexts of use. Thus, integrating the four main language skills, i.e., listening, reading, speaking, and writing, is very beneficial in the second language classroom. Considering that communication requires the integration of both the main and the accessorial skills, i.e., grammar, punctuation, pronunciation, it makes sense that language is taught in a communication promoting way.

Very recently, Dweni, Shawesh, and Ellabiedi, all from Libya, designed research which investigated English learners' and teachers' perceptions of the integrated-skill approach in EFL classroom in Libya, that is 'Dweni, Shawesh and Ellabiedi, (2021)'. That study explored the possible impact of this approach (ISA) on the learners' communicative competence. The objectives of the study were firstly, to find out the perceptions of students and teachers toward the way of teaching language skills at the Faculty of Education, at the 'University of Misrata, in Libya' whether Integrated or Segregated-skill Approach. Secondly, the research aimed to inquire about the possible effects of the existence and absence of the skills integration on the development of learners' communicative competence in the Faculty of Education.

Therefore, the significance of that investigation (according to the researchers), was that it would assist language teachers and learners to identify their perceptions of skills integration/segregation, and also realize the fact that the achievement of meaningful communication in their daily life requires all the language skills together. Hence, to learn a second/foreign language, one needs to consider that language is not only a part of an academic work, focusing only on isolated skills, rather, a chance to participate in almost real situations, in which all the language skills are needed (Hinkel, 2010).

To gather the required data for that research, a qualitative study was conducted in the faculty of education, in an English department of the University. During the data collection process, focus group discussions (FGD) were used with thirteen (13) students who were all Libyan and females. They formed three group discussions, two groups of five (5) and one group of three (3). Whereas, semi-structured interviews were conducted with four (4) male teachers. They were four teachers, who taught at the same college, and were interviewed individually. Moreover, the questions asked were primarily focusing on the approach followed in teaching language skills; integrated or segregated approach, the learners' and teachers' perceptions of these approaches, and their possible influences on learners' competence.

In the research, after data collection and analysis, and based on the teachers' and students' experiences of how the English skills were taught in the Faculty of Education, it was found that the traditional or the segregated way was mostly the dominant method used for teaching English language skills and sub-skills in that college. The study indicated that the segregated-skill classes were lacking authenticity, as they were a matter of memorization of vocabulary and some grammar points without any real practices of the language skills. Even though the course title referred to one of the main language skills (especially the Reading Course), the segregated classes ended up focusing only on the discrete units of language such as vocabulary and grammar.

Furthermore, the findings of that research provided vivid evidence that the only skills that were integrated in the Faculty of Education were listening and speaking; however, the findings showed a clear absence of the integration of reading and writing skills. According to their responses, all the participants strongly agreed with the idea of integrating listening and speaking skills. They identified that skills integration can provide multiple benefits; such as the good supply of ideas, more motivation, as well as more interesting tasks. Overall, the results demonstrated that, according to a wide range of participants, there was a strong positive effect of the existence of skills integration in classrooms on the learner's communicative competence. In addition, most of the participants highly criticised the segregated-skill classes for its multiple negative results on the learners' language development. Consequently, they recommended integrating all the skills as one subject or even, at least, the skills of reading and writing, as an imitation to the way of integrating listening and speaking.

In short, the results of the study revealed that there was integration, to some extent, regarding the skills of listening and speaking, and this integration was beneficial in enhancing learners' ability to use English properly. Whereas; the segregated skill approach adopted to teach reading and writing was not effective as it led students to focus on some language elements such as

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vocabulary, following memorization techniques without paying any attention to authentic practice. Therefore, it was recommended that educators and policy makers consider students' needs and the possible impact of this approach on students' communicative competence, by advocating to the integrated-skill approach (Dweni, Shawesh & Ellabiedi, 2021).

2.8. Conclusion

This chapter has reviewed the related literature regarding the implementation of the integrated skills approach in ESL/EFL classrooms. In this study the review of the literature is relevant as it links with the research objectives which are the examination of teachers' perceptions and attitudes towards the ISA. Firstly the chapter reviewed some language teaching approaches that were adopted not only in the past decades, but also in the present days of language teaching. The focus of this chapter was on the integration of the four language skills (reading, writing, listening and speaking) in English language classrooms. Some aspects of skills integration were also developed, for instance aspects like: receptive and productive skills integration, content-based instruction and task-based instructions among others. This chapter developed a conceptual framework which will be used later in chapter four to analyse the collected data in order to answer the research questions. Finally, several related studies that have been undertaken in the area of the ISA were also reviewed. Those studies were the ones carried out by researchers in the contexts of both the ESL and EFL classrooms. The next step in this study is the chapter three which described the methodology of the data collection.

CHAPTER THREE

METHODOLOGY

3.0. Introduction

The focus of this chapter is the methodology used in this study to collect data that answered the research questions. In this study, the purpose was to find out Saint André Secondary School EFL teachers' perceptions and attitudes towards the integrated skills approach (ISA). The data collected would help to answer the question: which approach is used by Guinean EFL teachers while teaching the four language skills in secondary schools? Since the teaching of the language skills is done through either the integrated or the segregated skills approach, every ESL or EFL country would likely opt to employ the one that fosters the learners' English-speaking fluency. In addition, English learners' goal is to gain the language proficiency, or communicative competence, so that they could be able to use the English language freely in real life communication. (Hinkel, 2006) affirms that in the late 1980s and early 1990s, a number of studies were carried out to determine whether exposure to and communicative interaction in the L2 enables learners to attain L2 speaking facilities that address fluency and accuracy in language production. However, the methodology that is going to be used would effectively explore the way that Saint André EFL teachers perceive the ISA. It would also examine, how they usually teach the four primary language skills, whether separately or in integrative way. This chapter details on the following elements:

- o Approach to the study.
- o Research design.
- o Site of data collection.
- o Population and Sampling technique.
- o Instruments of data collection.

- o Data analysis.

- o Ethical consideration.

- o Conclusion.

3.1. Approach to the Research

The approach to this research is qualitative and it is based on the theory of interpretation. Therefore, the data collected were in the form of words that expressed opinions, views and experiences, which permitted this study to be constructed within an epistemological framework of integrated approach as a social phenomenon. "Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem" (Creswell & Creswell, 2018: 41). It is also an approach that produces findings not arrived by means of statistical procedures. Instead, the findings are derived from real-world settings.

Further, the study investigates the teaching of the four language skills in EFL classrooms, to know if the skills are integrated or segregated/separated from one another. Qualitative design emphasises people's social interaction, their feelings about an issue and how they experience a situation". Because qualitative research is an approach that allows interactions between the researcher and the respondents, in order to understand the social phenomenon under investigation. The viewpoints of EFL teachers are taken into account during data collection procedures, which enable the researcher to understand and make interpretations of the meaning of the data. Therefore, the framework of the methodology used in this inquiry was the interpretative one. According to Leavy (2017: 124), "qualitative approach allows us to build a robust understanding of a topic, unpacking the meanings people ascribe to their lives, to activities, situations, circumstances, people and objects. Methodologically, this approach relies on inductive design aimed at generating meaning and producing rich descriptive data". The

framework helped to point out the kind of skills teaching approach used by Saint André EFL teachers and their perceptions about the integrated skills approach. In this study the main 'assumption' was that, many Guinean English teachers, not being familiar with the integrated-skills approach, are still implementing the segregated approach to teach the four skills. So, that kind of technique doesn't help the learners to attain the English-speaking fluency, or to acquire the language communicative competence.

3.2 The research Design

More often, qualitative methods offer an effective way to understand certain phenomena, therefore, this research employs a case study research design to obtain an effective and detailed understanding of the phenomenon investigated. The researcher used a qualitative case study design, simply because this design is appropriate in many fields like evaluation, programme, activities, etc. In qualitative research, the number and types of approaches have also become more clearly visible during the 1990s and into the 21st century (Creswell, 2014). "Case study is a design of inquiry found in many fields, especially evaluation, in which the researcher develops an in-depth analysis of a case, often a program, event, activity, process or one or more individuals. Cases are bounded by time and activity, researchers collect detailed information using a variety of data collection procedures over a sustained period of time" (Stake, 1995; Yin, 2009; 2012) cited in (Creswell, 2014: 42).

Additionally, case study research is simply research that provides a detail account and analysis of one or more cases (Johnson & Christensen, 2014). Merriam (1988) reveals that a case study is nothing new, the idea of studying cases has been around for a long time and used across many different disciplines (e.g., medicine, law, business, the social sciences). The researcher used this design to enable him to provide a detailed account of the phenomenon under inquiry. As case study researchers usually consider cases as having internal and also external contexts,

the design would let the inquirer to discover and explain the four skills teaching method being used in Saint-André Secondary School.

However, the type of case study used in this research is the intrinsic case study, because of its appropriateness for the study. "The intrinsic case study is often used in exploratory research in which the researcher attempts to learn about a little-known phenomenon by studying a single case in depth" (Johnson & Christensen, 2014: 582).

3.3. Site of the Data Collection

The study was conducted in a Catholic private school, called **Saint André** located in Labé, the capital city of the 'central region' (geographically called 'middle-Guinea') in Guinea-Conakry. Guinea is a West African country where French is the language of instruction and English is used as foreign language (FL).

The school includes pre-school; primary and secondary schools. But the concern of the investigation is on the 'senior high school' because there is where English is present during the National Examinations. At the levels of senior high schools, students are expected to significantly develop not only the grammatical competence, but also the four language skills in order to be competent users of English. That is why during the 'Baccalauréat' (equivalent of 'WASSCE'), the English language items are designed to test students' skills like: *grammatical knowledge, reading comprehension* and the *writing skill,* as the time of the exams doesn't allow to assess all the skills.

Saint-André is a Catholic private school known to be one of the best private schools of Labé urban community. The authorities and most of the teachers are Christians from other regions of the country, whereas, the majority of the students are natives of the city and they are Muslims.

The number of English teachers in Saint André Private School, varies between 4 and 6, that for 10 to 12 pedagogical groups from Junior High School (JHS) to Senior High School (SHS) depending on the years. However, the reduced number of English teachers is sometimes due to the very little time reserved for English language courses in the timetable. Since English language is adopted in Guinea as a foreign language, as a result, the curriculum provides very reduced time for English classes, hence the small numbers of EFL teachers in the schools.

3.4. Population and sampling technique

3.4.1. Population

The population of a study refers to a set of elements from which the data is obtained. Fraenkel, et. al., (2012) claim that population refers to a target group which the researcher is interested in, to gain information for drawing conclusion. The target population of this research was Saint André Junior and Senior High School teachers and students. The researcher previously observed some classroom activities in the school and noticed the absence of the integrated skills approach during the language teaching. This is the basis reason for choosing the teachers and students of this school as target population of the current study. The topic on which the researcher investigated was 'The Integrated Approach in EFL classroom. The case of Guinea-Conakry'. However, the total population of the study was 672 students and 7 EFL teachers from Saint André Secondary School, out of which the sample size was chosen for this study.

3.4.2. Sample Size and Sampling Technique

A sample size is known as the number of people or elements selected from the target population for the study. The sample size was fifty-five (55) students and five (5) teachers chosen out of the target population of the research. In the study, the purposive sampling technique was applied to select participants for data collection. Purposive sampling is a form of non-probability sampling in which researchers rely on their own judgement when choosing

members of the population to participate in the study. The researcher decided to apply the purposive sampling technique in order to let him focus on the particular characteristics of the population that are of interest. Doing so permitted the researcher to best answer the research questions. According to Creswell, (2012) purposive sampling method proved to be effective when only limited numbers of people can serve as primary data sources due to the nature of research, aims and objectives.

 The five (5) teachers responded to the interview questions, after the ISA was presented by the researcher in a lesson for an hour period of time. That was to find out how Saint André EFL teachers perceive the integrated skills approach in terms of lessons delivering. The five educators of Saint André School later formed the focus group of the interviews and went through face-to-face interview in order to give their points of views on the ISA that was experimented, and also talk about the approach they use for teaching the language skills.

After the interviews, one teacher's class was observed during the data collection process. The purpose of the classroom observation was to compare what teachers said in the interviews, with what they actually practise in classrooms, in order to know what practically happens in Guinea EFL classrooms in term of language skills teaching.

3.5. Instruments of data collection

The following qualitative data collection instruments were used to gather the data of this research. Those instruments were: interviews and classroom observation.

3.5.1. Interviews

Donyei (2007) reveals that in qualitative inquiries, interview is the most adopted method. The interviews were open-ended and strictly reserved for five (5) male instructors. Moreover, the objective of the interviews was to have relevant information about teachers' perceptions on the implementation of the integrated approach in English language classes. The responses of the

face-to-face interviews were audio-taped and transcribed to provide a rich source of data to be analysed. The rationale for the interviews was to let teachers describe their experiences, and reveal their perceptions, so that the researcher can have an overall insight on how they teach the receptive skills (listening and reading) and the productive skills (speaking and writing) in Saint André EFL classes.

However, the answers of the interviews questions helped the researcher to address the research question: 1) - What are the perceptions of Saint-André English teachers on the integrated skills approach, in the teaching of the traditional four language skills?

A semi-structured interview engaged one teacher, before undergoing the classroom observation. And that interview allowed the teacher to express his perceptions on the 4 skills teaching with the ISA which was already presented by the researcher. As Pardede (2019) points out that despite the great potential and effectiveness of the integrated-skills approach, many teachers especially in EFL contexts still implement the segregated skills teaching by presenting one skill separately from others. She continues by saying that in many EFL programs, courses on speaking are isolated from writing or listening, learning activities are divorced from reading.

3.5.2. Classroom observation

A classroom was observed for three (3) class sessions, and each of the three sessions were video-recorded to be analysed later, and every class observation lasted for one hour. The total number of students of the class that was under observation was sixty-seven (67). But the present students during the classroom observation were fifty-five (55): nineteen (19) females and thirty-six (36) males. The researcher observed and recorded the classroom practices that took place during the three class-sessions. The purpose of the classroom observation was to compare what teachers said during the interviews, with what actually happens in classrooms in term of language skills teaching in order to obtain relevant data for the analysis. In addition, the

rationale of that observation was also to answer the research question: 2) - What approach do Sain-André EFL teachers adopt to teach the four language skills? The focus of the observation was particularly on promoting learners' speaking opportunity in classroom. E.g., which of the segregated and the integrated skills approach the Saint André EFL teachers employ for the language skills teaching. Do (es) the approach (es) they use push (es) learners to be more actives and participate in classroom activities, so that they can autonomously communicate in English to gain the English language proficiency?

3.6. Data Analysis

The study was a case study of an EFL secondary school (JHS & SHS), using integrated and segregated approaches to teach the four skills. A single case study can be enough to make an insight into teachers' views and practices about integrated approach in language skills teaching. That useful skills-teaching approach helps English learners to be engaged in classroom activities and communicate easily and fluently in English. That case study provided a strong understanding of what perceptions and attitudes Saint André EFL teachers have towards the ISA. To prepare the data for analysis, the researcher transcribed the video and audio-recorded interviews and observations for more understanding of how the data were going to be coded and categorised. The data transcription also helped to make meaning out of the data which led to clear interpretation. The collected data were organised in a repository which facilitated easy access, since the research produced a lot of data. Those data were categorised based on the question prompts framed from the knowledge of the conceptual framework which is constructed in the literature review in chapter two.

3.7. Ethical Considerations

Before conducting the investigation in Saint André Private School, the Regional Director of Education wrote a permission letter to the headmaster of the school, which facilitated the access

to the site. After explaining clearly, the purpose of the study, as the answers were only going to be used for the research not for any other form of assessment, the researcher received an acceptance written letter from the teachers/interviewees. However, since video and audio-recorded investigations are always sensitives, there was fully a guarantee of confidentiality and anonymity between the investigator and the respondents. In the study, all the interviewees' identities were hided in order to preserve their anonyms. Finally, the authorities and instructors in the school were ensured that the findings of the study would be made available for the school, to be used for any potential needs.

3.8. Conclusion

This chapter was entirely about the methodology that was used in the study, to collect data that would answer the research questions. The discussion focused on qualitative approach used for the research; the design; the population and sampling techniques; site of data collection; instruments of data collection; data analysis; and finally, the ethical considerations. Later in chapter five, the analytical framework that emerged from the themes of the literature review established in chapter two will be discussed. Then after this chapter, the next step which is chapter four will be about the discussion of the findings from the data that were collected through the data collection instruments, which were interviews and classroom observation.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.0 Introduction

This chapter presents the results obtained from the analysis of the data collected, about Saint-André EFL teachers' perceptions and attitudes towards the integrated skills approach in Guinea EFL classes. An attempt was made to answer the two research questions. The research question 1 was answered from the analysis of the interviews data, and finally the research question 2 was then answered by analysing the data collected from the classroom observations.

The chapter is divided into two main sections: the first section presents the results of the analysis of the interviews which includes five instructors from Saint-André EFL classrooms. These interviews took place, after the integrated skills teaching was experimented in a class session in the presence of all the five EFL teachers. The instructors overtly expressed their different perceptions on the integrated skills teaching in EFL classrooms. The analysis revealed that the teachers had positive opinions on the ISA even though they practically isolate the skills within their lessons. For instance, they affirmed that the approach made them monitors of their classroom, and their students become more active during the lessons. However, they expressed their unawareness by saying that they did not have enough information and trainings, to implement this approach. The teachers seemed to be trained with methodology that leads them to isolate the four skills, which is labelled as 'segregated skills approach'.

The second section of this chapter analyses the data of the classroom observation in order to answer the research question 2. This section discusses the teachers' practices in teaching the language skills in their classrooms. It describes how actually teachers teach the traditional skills in their lesson delivery. Do they employ the integrated skills approach as they had positive views about it? Or do they teach the skills separately? From the class observation, however,

the teaching of the four skills was found to be segregated/isolated by Saint-André EFL teachers. The classroom activities were not performed in ways to integrate the four primary language skills. As a result, communicative language teaching (CLT) was not taking place, rather the traditional 'skills segregation' was the dominant approach used by Saint-André EFL teachers to teach the four skills. The kind of skills teaching that was found during the class observation, could not help to create class environment where learners could have chances to use the language like they do for day-to-day communication contexts.

4.1. Teachers' Perceptions about the Integrated Skills Approach (ISA)

In the context of teaching and learning English as a foreign or second language, the views of teachers in regard to the teaching approaches, are of huge importance. As Silva (2005) points out that English language teachers' perceptions have a straight effect on the thinking, saying, and doing of the teachers; they (teacher' perceptions) affect their decisions before, during, and after the teaching act; and constitute their professional knowledge. In the line of thoughts however, Chacón (2005) comes up with the view that a teacher's beliefs, perceptions and assumptions about teaching and teacher efficacy, affect the way he/she understands and organizes instruction. The ISA can be assumed to be an enjoyable and exciting approach that English teachers employ to promote learners-centred language teaching method. Some research findings like: Tajzad and Namaghi (2014); Bastias, et al. (2011); Akmal, et al. (2020) have pointed out that English instructors believe that materials and activities designed for skills integration are made to lead students for: simultaneous use of skills; students' motivation; good classroom environment; class time saving; authentic language teaching, etc.

Su (2007) accentuates that the ISA will give teachers opportunity to provide extended learning sources and various class activities, and also push learners to be able to interact in writing and speaking with absolute integration of the four language skills. Still in terms of language

teachers' perceptions about the integrated skills approach, Akmal, et al. (2020), assert that teachers believe that applying ISA in English language classrooms increases students' enthusiasm and active participation in the learning process since the activities in this method are mostly enjoyable and exciting. ISA implementation in the classroom helps teachers to ease their work in assessing students' skills. Moreover, teachers perceive that applying ISA in ESL/EFL classroom encourages students' competence in use of English language in natural situations. With the integrated language skills teaching, students get encouraged to use and practice all skills simultaneously inside and outside the classrooms. They also think that ISA implementation creates a more dynamic and exciting learning environment (Akmal, et al. (2020).

After a careful study of the interviews data, the teachers' views about the ISA were identified. These opinions were almost identical and were analysed to answer the research question number **1**: *"What are the perceptions of Saint-André English teachers on the integrated skills approach, in the teaching of the traditional four language skills?"*. The views/perceptions of the EFL teachers in this investigation, are discussed with specific themes illustrated by the interviews' data in the following sections.

4.1.1 Good Classroom Environment with ISA

The integrated skills teaching furthers good class atmosphere for communication, mainly for learners but also for tutors. However, success in language teaching and learning for communication, to some extent is related to the classroom environment. Good classroom environment emphasizes that learning will occur within a group of people, with social connections and responsibilities toward one another and the group as a whole. This implies that learning will be collaborative as community members encourage and support one other's efforts. Brophy (2004: 28) claims that "a good classroom environment features a social context

in which students feel comfortable asking questions, seeking help, and responding to questions when unsure of the answer. In such environment learners share the belief that 'we are all learning together,' so confusion and mistakes are understood as natural parts of the learning process. The teacher has a special place in this learning environment, but he or she is a learner too, and models this fact frequently".

The integrated skills teaching usually makes the four skills teaching effective and promotes good classroom environment. This approach transforms classes into appropriate ones, where learners minimise their anxiety and maximise the language use approach (communication). Good classroom environment helps learners to experiment with the language for developing their various skills. So, English teachers should normally create friendly classroom conditions where students feel confident and free to communicate/manipulate the language. Language teachers should also try their best to create, enjoyable and attractive classroom environment, to make students very enthusiastic about the learning. Because doing so, it would surely push the students to feel important, engaged, connected, and supported in the whole learning process and activities. As Harmer (2007), mentions that the integration of different skills can be reasonably rational to mimic the natural process of skill-mixing and provide ample learning opportunities for students in a classroom environment.

 In the same vein, Rahman and Akhter (2017), claim that integration of skills has a certain drawback, but they can be prevented if the integration is aimed at creating a classroom environment where authentic communication is prioritised where skills are integrated naturally. However, teachers should recognise learners' needs and be sensitive to their culture and should not force integration on them which will be counterproductive in the long run. EFL teachers assume that when they integrate the language skills in a certain way, it will make the classroom environment very friendly and interactive, where learners are at the centre of the learning process. The ISA after being introduced to Saint-André EFL teachers, many of them

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explained how positively they perceive this teaching approach. Teachers while responding to the question, *what can you say about this method that has been introduced, which requires the teaching of the four skills in integral manner?* stated:

Extract 1

o *"I was very impressed by the way the students were interacting with each other, and with the teacher during the presentation of integrative skills teaching, as they were not caring of making mistakes. I saw many of my students who hardly speak in class, reacting to the answers of their classmates, and I found that very interesting. Despite that, students were not used to such a method of teaching, but I found them so comfortable with that teaching method which pushes them to make use of more than one skill at a time. The classroom environment put the children at ease and they were obviously engaged to communicate during the lesson than they usually do. I definitely sustain such a teaching method that leads students to forget about anxieties and stress".*

The instructors express their thoughts about the ISA, in this first section of this chapter, after taking part to the implementation of this approach in a class session organised by the investigator. From the answer of the teacher in extract 1, it can be seen that during the implementation of the approach, the learners were interacting with each other, and with the teacher than they usually do. It obviously implies that ISA creates opportunities for students to interact not only with peers, but also with their teachers in classes. In the extract 1, the teacher affirmed that despite that the students were not used to such a teaching method, they were nevertheless comfortable, and engaged to communicate during that session. It instructs that the very first time to discover this method, learners demonstrated positive attitudes and also the teachers who took part in that presentation. The tutors generally had positive perceptions about the ISA, after seeing their students being engaged in the classroom interaction. In addition,

another tutor tried to point out his thoughts about the integrated skills approach by revealing this in extract 2.

Extract 2

o *"The integrated-skills teaching approach in that EFL classroom constrained the learners to do tasks cooperatively and friendly. I think all of us the teachers who were present, we appreciated it. But for me, I don't think when I would try to implement this approach, my class can be so interactive like that, ... I don't think so. For me, implementing this approach requires enough experiences before one can do that. Of course, during the session the students seemed to enjoy the lesson because of the environment that was created in that classroom. But my remark is that the integrated skills teaching is not something easy. A teacher cannot implement it if he/she is not trained to do it. Right now, I am not able to teach listening, speaking, reading and writing in integral way because I am used to teach the four skills individually".*

Looking at extract 1 and 2, the researcher realised that the integrated skills approach was not well known by the EFL teachers and their students were not taught with this teaching method. Because referring back to the view of the instructor in extract 1, when he said that "the students were not used to such a teaching method", it simply means that as teachers, they usually isolate the language skills. This is in the same line of views with Pardede (2019), who mentions that despite the great potential and effectiveness of the integrative skills approach, many teachers especially in EFL contexts, still implement the segregated skills teaching by presenting one skill separately from others. In many EFL programs, courses on speaking are isolated from writing or listening, learning activities are divorced from reading.

The ISA makes classroom more enjoyable for learners as it helps them to use the learnt language without any hesitation. The integrated approach allows learners to relate

appropriately and accomplish a higher level of motivation to learn English. Generally, learners are motivated to learn a language if they are prepared to use it communicatively, rather than acquiring the knowledge of that language. One of the productive ways to teach a language so that it can enable students to acquire the realistic communication, is to teach the primary skills in an integrative way (Oxford, 2001).

Furthermore, the integrated skill approach is very advantageous and more enjoyable not only for students, but specifically for instructors because this method can cover all skills that a teacher teaches to his/her students. Class where the ISA is present, all learners are motivated and engaged to learn the language. Especially when students realise that making mistakes is not the concern of the teacher, they therefore gain confidence and become excited about the learning.

4.1.2. Language Class Time Saving

Classroom time saving is very important, especially when language teaching demands the improvement of students' communicative competence. Therefore, ESL/EFL teaching process is not about covering all the components of the teaching materials or textbooks. Especially in the previous time, when instructors used to break down the language skills to teach one after another, that consumed a lot of time. When teaching English is based on taking isolate components and skills, teachers practically spend too much time to cover all of them. Sometimes it becomes impossible to practise the required skills during the class activities. For example, when a teacher concentrates on only a single skill a time, such as reading a text without migrating into other skills like writing and speaking, that doesn't save class time. When a language teacher focuses exclusively on grammar, vocabulary, or on one language skill during a class session, the learning becomes boring and consumes much time. Most of the time, in EFL contexts where the language teaching is done with task-based instruction model,

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teachers usually lament for insufficient time for the classroom tasks. However, many research findings demonstrate that ESL/EFL instructors testify that with the ISA, their class time is well managed.

In segregated skills teaching, teachers analyse the reading passage, explain vocabulary and grammar, they even push students to do lots of mechanical exercises in a single class session. At the end of the day, they complain that the teaching time is insufficient. When language teaching is based on focusing on one skill at a time, such method can't allow teachers to have time and practice the other skills during the lesson. Contrary to the integrated skills teaching, for instance, teachers instruct learners to read a text in order to have some ideas and prove these ideas in speaking and writing. In such a teaching method where two or more skills are performed at a time, it significantly saves enough time. The integrated skills teaching saving the teaching time as it associates many language components at a time in a single lesson. Here the data in extract 3 represents an example of teachers' views about the ISA saving lesson time. This particular teaching method provides enough time and chances for learners to practice communication in the class. However, the ISA is an approach that significantly saves much time in English classrooms, as a teacher explained in extract 3, when he was answering this question: *what do you think of the integrated skills teaching method, when people say that it saves classroom time?*

Extract 3

- o *"In the past, ... I mean before this method I had a view that my students should read and read to develop their grammar and vocabulary knowledge. As it can be seen, learning the meaning of words requires too much time for my students. Sometimes I get confused and nervous by the way the time doesn't allow me to achieve what I plan to do. But after this class session with the ISA, where the reading precedes either the*

speaking or the writing, also where learners don't need to focus time on all the small details of the text that was read, I can, without any doubt say that the ISA saves enough time. After the class, I realised that if we integrate the skills in a session of lesson, it is possible to cover some relevant language components".

Analysing the way teacher in extract 3 described his teaching approach, it lets us know how he previously used to focus on a single skill for a large amount of time, that just to push his learners to increase their grammar and vocabulary knowledge. And at the end, he noticed that the time was not enough for the planned activities. Therefore, he becomes sometimes nervous and even confused. However, when that tutor took part in the class where the ISA was implemented, he immediately understood that during integrative skills teaching, for instance reading activity is sometimes preceded by either speaking or writing, etc. Due to what he saw with ISA, he supported that ISA saves much classroom time. He hence, claimed that this method enables teachers to cover some relevant language components for a short while. From what has been said by teacher in extract 3, it can be clearly assumed that he adhered sustained the ISA implementation in EFL classes.

During the classroom activities, the lesson time management is one of language teachers' challenges. Teaching the language by isolating the linguistic elements, teachers mostly find the imparted time very little for the activities. Simply because they employ the segregated skills teaching, where the main skills are discretely taught. And the segregated skills teaching leads to enough time consuming and that frustrates students as they think that there are many details on a mere reading passage. Consequently, learners don't increase their knowledge in the other skills, since they passe much time to practise a sole language component. As the teacher responding in extract 4 said "this method of teaching (ISA) saves much time than if skills are individually taught". It simply means the ISA as it employs more than one skill at a time, leads instructors to save classroom time. Teachers who apply the ISA in their classrooms, usually

find that apart from pushing their learners to be encouraged, engaged and take part in the activities, they also save the teaching time as well. Here teacher in extract 4 is expressing his unawareness of the approach before the presentation, and revealing the benefits of it.

Extract 4

o *"In my classroom, the thing that is difficult for me to control is the lesson delivering time. Class time managing has always been my challenge. The method I usually apply takes me a lot of time and that makes my students not to be concentrated on the lesson. For instance, when I teach writing, as the focus is only on that skill, I spend much time with it. Sometime there is no time for reading, to let the students practise the pronunciation activities. One day, one of my students asked me: "Sir, at the beginning of the course you said that we would now cover all this passage today, but we haven't again". To that kind of remark, I simply replied by that: don't worry…. next time if we work hard, we would cover it and continue to another part. As I have said earlier, teaching time managing has always been my nightmare. But with the ISA I hope everything would be in good order".*

Similarly, with the tutor in extract 3, teacher in extract 4 describes his difficulties in the time saving while teaching the language skills separately. He even accentuates on the fact that he sometimes plans to cover some passage of the lesson, but he fails to do, until one day a student asked him a question about it. But looking at what this instructor said at the end of his speech, we can notice a state of satisfaction in him. That is, when said: "with the ISA, I hope everything would be in good order".

4.1.3. Motivating Learners

The motivation of students in language classrooms should not be neglected, because it significantly accounts for students' success in the learning process. It is accepted from most

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fields of learning that motivation is essential to success. That is, people must want to succeed in doing something. Applying that to language learning, learners would certainly fail to make the necessary effort to achieve their goals if they don't have motivation to do classroom activities.

To define motivation in its most basic level, Harmer (2007) states that motivation is some kind of internal drive which pushes someone to do things in order to achieve something. According to Williams & Burden, (1997: 120), "motivation is a 'state of cognitive arousal' which provokes a 'decision to act', as a result of which there is 'sustained intellectual and/or physical effort' so that the person can achieve some 'previously set goal'. They additionally reveal that the strength of such motivation will depend on how much value the individual places on the outcome he or she wishes to achieve".

However, motivating students, may normally be just at the beginning of a course or a classroom task. The level of learners' motivation in classroom may fall dramatically, if the students are not engaged or if they don't know the target goal, or when the goal does not match their needs. In order for students to stay motivated, they need goals and the potential for success in achieving these goals. Learning foreign or second language, students' goal is to gain the language speaking ability so that they can apply that in outside classroom, or in everyday situations. As a teacher said that students became engaged and motivated when they noticed that the ISA transforms them into relevant users of English inside and outside the classes. In the same line of views, the writer refers himself to the findings of study conducted by Su (2007), where students had positive views about the ISA, and recommended (suggested) the implementation of that method for the following academic years. Further, that is to emphasise that many instructors are in favour of the language skills integration, simply because they realise how well this approach motivates and engages their students in the various learning tasks.

The purpose of the ISA is to promote the language use in communication, contrary with the segregated skills teaching which focuses on acquiring language knowledge. Indeed, with the integrative teaching method, the way class activities are related to active interaction, it changes non-motivated students into motivated ones, in order to take part in class tasks. Sometimes, students are not so interested in the lesson due to the lack of their interests. In contrast, if teachers employ the integrated approach which includes students' goals (communicative ability), it activates learners to take part in the class activities, and that makes the teaching-learning more successful for both teachers and learners. However, if teachers properly implement ISA, it gives them chances to broaden the language learning for their students, as to permit them to be more enthusiastic mainly, when teachers provide them with several tasks. According to the teacher in the data of the extract 5, learners' interests and motivation can be increased with the integrated skills teaching.

 Answering the question: *To what extent do you think the ISA can motivate and engage students to become active and take part in class tasks?* a teacher in the data of the extract 5 revealed:

Extract 5

- o *"First of all, let me mention that I was not familiar with the ISA before this presentation that you made. But after observing what was happening in the class, I can say without any doubt that this approach gives students desires to learn English language. The language skills that we used to teach individually, when I saw how you integrated them, there was a total stimulation in the class. This method not only motivates students, but it also makes learners and instructors to be very active during the lessons. To answer your question, I can say that ISA implementation significantly motives and engages English learners to get involved in the classroom activities".*

Here the teacher in this extract 5 like his other colleagues demonstrates his positive perception about the integrated-skills teaching in English language classroom. After explicitly saying that the method gives learners the desire and motivates them to learn English, he states that it leads both students and teachers very active in language classes.

With the integrated approach, teachers mostly appreciate the way their learners get motivated in the learning process. Teaching this method leads students and teachers to consider the language as a medium of interaction or communication, instead of a mere academic subject. With such consideration, ISA allows students to be engaged in interactive communication and motivates them to learn the target language. It (the approach) also relates to learners' motivation, and it is more likely for students to be motivated to learn the language if they use it to interact with peer and teacher. That is different from having knowledge about the language and not being able to use it for interaction or in real life contexts. While giving their point of views about the ISA, teachers sustained that this approach increases learners' motivation to frequently communicate during the lessons. They assume that when students' goals are taken into account during the class activities, they get engaged and express their own ideas and speak without any fear or stress. Students' motivation is significantly beneficial for instructors, because it facilitates the execution of the classroom tasks designed by teachers.

Saint-André EFL teachers realise that there are many benefits to teaching language learners with the integrated approach. They consider the benefits of ISA in terms of students' motivation and autonomy in language classes. The teachers appreciate and sustain the ISA in language classes because for them, this method can increase students' motivation by increasing students' confidence in their own learning ability and by providing students with specific interests for successful language learning.

4.1.4 Authentic Language Teaching

The integrated skills teaching method that emphasises on authentic materials or authentic language teaching is the task-base instruction (TBI), as it has been clearly explained in chapter II. Nunan (1991a) asserts that task-base instruction is as an approach which highlights learning to communicate through interaction in the target language; introducing authentic texts to learning situations; enhancing the learner's own personal experiences, and linking classroom language learning with language activation outside the classroom. Although the course goals are linguistic in nature, they center on the learners' pragmatic language competence.

In language teaching, authentic activities involve both curricular elements, that is: focusing on content that has potential applications in life situation or outside the classroom, and also instructional elements, that is: developing this content through activities that afford students opportunities to use what they are learning for authentic purposes. Aydogan and Akbarov (2014) sustain that the integrated-skill approach, as opposed to merely segregated approach, confronts English language learners to authentic language and challenges the learners to interact naturally in the language. Since language learning is no longer about the mastery of the language itself, but rather the acquisition of the communicative competence by the learners, however, ISA enables educators to relate the classroom activities to everyday life situations. Guinea EFL teachers think that when the skills are taught integrally, classroom language becomes very similar to daily life communication that happens between people outside the classroom. Because integrative teaching of the four skills emphasises on implementing class tasks like: pair/group work; jigsaw; role play; etc. Activities like these import in language classrooms things that exactly happen real life contexts. Then after discovering this teaching method for this first time, as EFL teachers many of them expressed their positive perceptions about the ISA, even if till now very few of those teachers remain attached to the traditional

approach. For instance, a teacher answering to the question, *what do you think about the ISA in term of authentic language teaching?* said this in the data of extract 6:

Extract 6

o *"I think…, I share the views of those who say that ISA is a good approach especially for the contexts of English as a foreign language. During the presentation, the way I saw the class, I can say that with this method implementation, our EFL students are more likely to encounter no difficulties in outside-class discussions. Because I noticed that the ISA seeks to bring into class, daily life realities. And if learners are used with such communicative realities inside the classrooms, they would have no problem when dealing with actual situations in life experiences. In my view, of course there can be some difficulties when we start integrating the macro-skills, since our students lack the English-speaking ability. But I hope this method is welcome, because it can help teachers and students to bridge a certain gap in the teaching and learning process. Not to be so long in my speech, this is what I think of the integrated skills approach".*

With the ISA educators believe that teaching become more realistic as it fosters the real-world language use inside the classroom. According to Ushioda, (2012) the development of learners' capacity to manage their own learning is thus internal to the development of their proficiency in the target language. In its social-interactive dimension the autonomy classroom may be described as a self-transforming 'community of practice' in its insistence on language learning through language use, it shares with mainstream theories of second language acquisition the assumption that spontaneous, authentic use of the target language is a precondition for effective learning.

In language teaching and learning process, if the four primary skills are separated from one another, a language is taught; however, if they are integrated with each other, authentic

communication is taught. Otherwise, as language teachers when we apply the integrated skills approach, it brings advantages to the students, as being exposed to authentic language which challenges learners to interact naturally in the language, realize that English is not just an object of academic interest but also an opportunity for them to interact in an almost real communicative situation. It also brings advantages for teachers who are able to track students' progress in multiple skills at the same time (Oxford, 2001). Moreover, realistic and operative class communication is then hypothetically coming from the integration of the four language skills, where teachers need to design a good classroom atmosphere, suitable activities, cultivate students and handle the problems responsively (Davies & Pearse, 2000).

Moreover, the language skills integration, not only helps students to develop their communicative competence (grammatical/linguistic competence, strategic competence, sociolinguistic competence, and discourse competence), but also it provides students' exposure to authentic language learning environment so that they can interact naturally with the intended language (Kebede, 2013). For instance, in task-based language teaching, students are involved in activities that require comprehending, producing, manipulating, or interacting in authentic language while attention is principally oriented to meaning rather than form (Nunan, 1989).

4.1.5. The ISA Promoting Simultaneous Use of the 4 Skills

When we present the four skills in segregated way, otherwise, if a teacher teaches the four skills individually, one after another, that can help learners to acquire their knowledge of the target language, but it would not help them to use properly their knowledge in real communication contexts. In contrast, the integration of the language skills (integrating or mixing reading, writing, listening and speaking in a lesson) fosters or increases the abilities of language learners to use the language in real-life situations. When the segregated approach is contrived in nature, contrarily the ISA is a simulation of communication in actual contexts of language use. The integration of the four primary language skills (listening, reading, speaking,

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and writing), is so beneficial in the second and foreign language classrooms. Meaningful communication requires the integration of the macro-skills, and also the sub-skills which are grammar, vocabulary, pronunciation. Therefore, it makes sense to teach language in communicative sense in order to promote learners' speaking fluency. Simply because every language learner seeks to be able to interact with interlocutors in real life situations. And no interaction is possible with the use of only one single skill (impossible). Therefore, the necessity of authentic language teaching, and the ISA is the method that includes aspects like: communicative language teaching, classroom interactions, content and task-base language teaching etc.

After assisting to the presentation of the ISA, almost all Saint-André EFL teachers responded that the approach was very helpful for teachers to play their role of monitors in the classroom. Before the ISA presentation, the instructors ignored the approach, which means they were unfamiliar with this method, despite that skills integration sometimes occurs automatically. Their testimonies show that they have not got any chances to be taught how it is possible to teach two or all the four language skills in a lesson session. The teachers appreciated the method, but as teachers of English as a foreign language, they stressed on their ignorance of the ISA. However, as mentioned earlier, skills integration is a natural phenomenon. Because when a teacher begins for instance a reading lesson, automatically another skill would intervene. Skill like listening will systematically be employed, simply because when a student is reading, the teacher and the peer students will be listening to the reading. This natural phenomenon has been recognised and mentioned by some respondent teachers. They supported that ISA is relevant for ESL/EFL learners since it pushes them to improve their 4 skills in simultaneous manner. An illustration is made in the data of the extract 7 where one of the interviewees answers the question: *after attending the ISA presentation as an EFL teacher, how do you perceive this method?*

Extract 7

o *"I think the integrated skills approach is a very good approach in English classroom. Simply because it engages every student in the classroom activity. Also, the thing that I noticed with this method is the way it challenges students to develop their skills 'simultaneously' one after another. Personally, I didn't know about a teaching approach that could combine all these skills together in a single lesson. Before that presentation, if one asked me about skills integration, I would say that it is not possible. Nevertheless, looking at what was being done during the presentation, I can say that sometimes I sued to integrate some of the skills without knowing. In my teaching, I strictly teach the four skills individually, one after another, but sometimes the integration occurs especially with reading and listening or writing. So, to finish, I would like to say that the ISA should figure in the curriculum, to enable all teachers to integrate the language skills".*

When we analyse the view of teacher in extract 7, we understand that despite Saint-André EFL teachers have just discovered the ISA, they are showing up the positive facet of it so far. In fact, one of the proofs that these teachers embrace support the method is that, when teacher in extract 7 attempted to suggest or recommend ISA in the national curriculum. So, all that demonstrate that till now, the teachers maintain perceptions about this approach.

Teachers manifested their interests towards the integrated skills approach, because they noticed that the four skills integration in teaching and learning is the process of designing the instructional platform in order to relate different skills of a subject matter in applicable learning design. "It is very natural that when it comes to integrating skills approach, the skills will be

combined as expected when we use the language in everyday communication and it seems impossible to separate the skills" (Akmal, et al. 2020: 368).

During the lesson teaching in classroom where skills are integral, that challenges learners to practise many language skills and it pushes them to become more active than ever. When students practise several skills in written or spoken form, they increase their abilities of language use in everyday communication context. We quickly obtain a true understanding and using the language for communication and also simultaneous use of skills in this method. Asking EFL teachers, they explicitly expressed their perceptions by asserting that the ISA introduction taught them how to help their students to use English for real life communication. Furthermore, Saint-André EFL Teachers believed that the ISA deals with teaching all the four primary skills as simultaneous as possible. In the extract 2 of the interviews data, a teacher showed his satisfaction by emphasising on the way this approach promotes simultaneous development of the students' language learning, 'macro and sub-skills' (listening, speaking, reading and writing; grammar, vocabulary, pronunciation). Another educator was interrogated during the interviews with this question: *what do you have to say about the teaching method that requires the combination of two or more of the four skills in a lesson?* and he replied:

Extract 8

- o *"For me this method is very fruitful in terms of communicative language teaching, and specially the synchronic improvement of the 4 skills. Honestly, I was not aware of this teaching approach, but after what I have seen in the class…uhm, where the approach was presented, I wish I knew that method before. If I knew this teaching approach before, my students would have become very active during the lessons. What I found so special with the ISA, is that, it encourages learners to be engaged in the lessons and use the skills ones after others(simultaneously). For instance, when the teacher explains*

the lesson, the students listen and take notes. After the explanation he asks questions to the students and then they answer the questions orally, or sometimes in written form. At the same time the four skills are integrated simultaneously even if the lesson was about one single skill. In fact, when I think of interactions that occur between people in real life contexts, for me, it is quite impossible to separate the language skills in natural conversation. So, the same should be applied in the process of language teaching and learning".

Considering the extract 8, the teacher showed his previous unfamiliarity of the ISA, and pointed out the fact that this approach pushes students for simultaneous use of the skills. In this extract the teacher is describing how skills integration occurs in classroom activities as well as between people in real world. In the beginning of his speech, the teachers sustained that "this method is very fruitful in terms of communicative language teaching, and specially the synchronic improvement of the 4 skills".

Skills integration is a natural process in teaching and learning language, as naturally in everyday communication, at least two skills would be combined in the process of the language use. Once communication takes place between two individuals, it can be in written or spoken form, two or more skills are already in use at the same time. Because communication is about delivering and receiving message. Therefore, such a process requires more than one language skill, so does the language teaching practice. During the interviews, almost all of the EFL teachers expressed positive insights about the ISA. Nevertheless, they deplored the fact that they were not enough informed about that teaching method. Teachers testified that the ISA is as beneficial for their students and themselves as well, since it demands that students should be at the centre of the language teaching (learners-centred method). Such an instructional method saves them as teachers from being the sole controller in the classrooms.

Contrary to the other teachers, in term of simultaneous development of the four main skills, one of the respondent teachers disagreed with the ideas that integrating all the four skills in a lesson enables learners to increase simultaneously their skills. The teacher rather claimed that such teaching of the language skills can confuse learners. He thinks that when we teach two or more skills at a time, learners would get confused instead of improving these skills. For him, simultaneous teaching of the skills doesn't mean simultaneous melioration of learners' competences in language use. Data in extract 9 illustrates that teacher's view point while responding to the following question: *what insight do you have for the integrated skills approach, in term of 'simultaneous' skills teaching and learning?*

Extract 9

o *"As language teachers, we need to pay attention to the ISA implementation. Because for me, employing (teaching) at the same time skills like reading, writing, listening and speaking in a lesson, is not advantageous for EFL learners. From the beginning of my professional experience as a teacher, I always teach the four skills separately and it works for my students. But when there is a method that requires to combine the four skills, I think, if it is beneficial for teachers to gain time as they can teach many skills at a time, I don't think it can be the same for learners. In my personal views, if a teacher combines two or more skills in a lesson that makes students confuse about which of the skills they are going to learn at that time. When language skills are simultaneously taught in classrooms, I don't think that can help learners to develop simultaneously their skills too. As I said earlier, since the beginning till now I only teach the reading writing and others in separate way. That is why I don't think if one day, I can be capable to change my way of doing so. In fact, I can say that simultaneous teaching of skills is different from simultaneous development of students' competences. That is what I think…. It is my personal point of view".*

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From the extract 9, the teacher has been very different from his other colleagues in terms of perceptions. He firstly attracted the attention of language teachers about the implementation of ISA. The teacher described how discretely he teaches the 4 skills so far. And he said that it always worked with his learners. As in human nature, everyone can have different ideas, opinions or insights into something. Taking into consideration all the instructors' views, it is noticeable that only one tutor got more or less negative perceptions about the integrated skills approach and it is normal.

Referring to simultaneous use of skills, most of the time when students are involved in some kind of cooperative writing in the classroom, of course they will be speaking, listening, writing and reading almost simultaneously. When we avoid isolating the four skills and integrate them during our lessons, it means that we are teaching the students to use the language skills in simultaneous way. Even when students are just working on some single tasks, it almost predicates on the idea of simultaneous use of language skills. Because it is strictly impossible to complete a task successfully in one skill area, without involving some other skills. For illustration, Gautam (2019), in his study accentuates that teaching language through integrated skills approach is more beneficial than teaching through segregated skills approach. Integrating the four skills permits the learners to learn them simultaneously during communication inside and outside the classroom. The simultaneous use of skills can be very rewarding to the learners since they can prosper all the four primary skills uniformly.

Based on the fact, when skills are taught and learnt integrally, they enhance learners' ability to communicate properly with interlocutors in natural contexts. Therefore, EFL teachers consider it as a successful approach in the process of language learning. Teachers assume that when the integrated skill approach is implemented and applied in the language classroom, it challenges teachers to think about how properly and possibly the skills can be integrated and which ones are required to be reciprocally combined. As there are skills that are naturally found integrated

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in real life, such as listening and speaking, or reading and writing (integrating productive and receptive skills). The teachers once again, claimed that the natural way of skills occurrence, in real life contexts should also be applied in the language classroom as well. Importantly, English language teachers' perceptions have a straight effect on the thinking, saying, and doing of the teachers; they (teacher' perceptions) affect their decisions before, during, and after the teaching act; and constitute their professional knowledge (Silva, 2005). In addition, talking about instructors' beliefs towards the ISA, Hinkel (2006) hence, thinks that many L2 teachers and curriculum designers believe that integration of all skills can increase learners' opportunities for purposeful L2 communication, interaction, real-life language use, and diverse types of contextualized discourse and linguistic features, all of which have the goal of developing students' language proficiency and skills.

4.1.6 Summary

From the analysis of the teachers' views on the integrated skills approach in EFL classrooms, teachers perceive the ISA as an approach that could enable them to create better classroom environment. Much more important number of teachers showed their admirations to this approach. In contrast, there was a sole tutor who questioned and criticised the skills integration in language teaching. He testified that since the debut of his professional experience, as an EFL teacher till now, he always teaches the skills separately and that works with his students. The teacher also accentuated that if there is a teaching method which requires skills teaching in integration, it could maybe help teachers to just save their class time, but not for the students to develop their language knowledge.

Almost in all the extracts of the data, the teachers made mention of their previous unfamiliarity to the method. It definitely instructs that these EFL teachers employ the discrete language teaching, when they affirm that the ISA presentation let them discover this approach. And from

these declarations we can have some assumptions that EFL teachers in Saint-André School, teach the 4 skills in isolate way in their various classes. Because their speeches clearly revealed that ISA was a very new approach for them. Moreover, the second section of this chapter will focus on the observation of the teachers' classroom activities, in order to know if the traditional 4 skills are taught discretely or in integrative way.

Apart from teachers' unawareness of the ISA, another common point of the teachers' views revealed in the analysis is that, almost all the teachers manifested positive regards towards the method. They demonstrated how ISA not only motivates students for communication, but also engages them to be more active and take part in the class tasks. They described the way this approach leads language teachers to promote good classroom environment where learners feel free and confident to use English language. The teachers however, claimed that ISA permits instructors to teach authentic language in classes. That is, transferring real world contexts into classroom, which makes no difference between inside and outside-classroom language. In addition, the interviewees sustained that skills integration method increases learners' motivations to learn the language. According to them, this approach is accentuated on language learners' goal which is the ability of communication or speaking fluency. Teachers also made mention of students' synchronic development of the 4 skills etc. Even though, in these various extracts of the data, some teachers came up with some little worries, like potential difficulties of implementing ISA in their classes, but they nevertheless had generally convergent positions in terms of the skills integration EFL classrooms for communicative purpose. To summarize, the analysis of the teachers' interviews revealed that the EFL teachers entirely expressed positive insights and perceptions towards the integrated skills approach, as it is based on communicative competent development.

4.2. Practices of the Four Skills Teaching in EFL Classes

The second section of this chapter deals with the practices of language skills teaching in EFL classrooms. To answer Research Question 2, which is 'what approach do Sain-André EFL teachers adopt to teach the four language skills?' It could either be the segregated or integrated skills approach. Therefore, the method that Saint-André EFL teachers employ to teach the four traditional language skills was identified and then analysed. The teaching method that the data analysis revealed was the traditional Grammar Translation Method (GTM), with a large extent of skills isolation. According to Celce-Murcia (1991: 3), "Grammar-Translation Method is an extension of the approach used to teach classical languages to the teaching of modern languages, whose result is usually an inability on the part of the students to use the language for communication". Also, Jing (2006) asserts that the researchers who adhered to discrete teaching of language skills believed that the ESL/EFL learners can attain complete command over one language skill due to focusing on only one language skill. Further, in the observed classroom, the identified practices were: teaching Reading; teaching Writing; teaching Listening and teaching Speaking. The teaching of these various primary skills, should normally be done in a total integration but not in isolation as it has been found in these classes.

4.2.1. Teaching Reading

Reading is one of the four language skills and a part of the two receptive skills (reading and listening). It involves more than simple reading words or sentences on a printed page. Because it requires understanding the message and meaning embedded in a text.
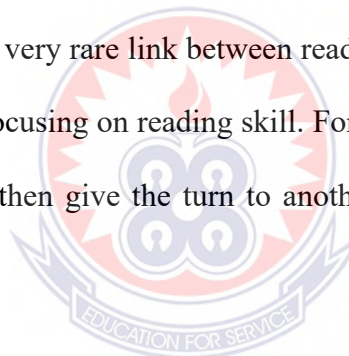
The first lesson observed was a receptive lesson (Reading). In the beginning of the lesson, the teacher informed the students about the type of lesson that was going be studied. He started the warm up of the lesson by letting them know about the skill that the course was going to be focused on, and asked the students to open their pamphlets to the reading page. Those

pamphlets were made from the photocopy of a commercially-produced material titled **'Q: Skills for Success 1'** as the sole original textbook was the one the instructor was using.

It was observed that the material was well-designed for language skills integration, because the texts in the book provides speaking activities after reading. But despite the fact the textbook was designed to integrate the skills, in contrast, the teaching was devoted to a single language skill teaching. In the views of Grellet (1981), reading comprehension and other skills should be presented together in a lesson. She claims that there are few cases in real life when we do not talk or write about what we have read or when we do not relate what we have read to something we might have heard. It's, therefore, important to link the different skills through reading activities.

However, in the class, there was very rare link between reading and the other three skills. All the class activities were solely focusing on reading skill. For example, a student could read an entire paragraph or a half, and then give the turn to another student and so on so forth, as indicated in extract 10.

Extract 10

Teacher: Today we are going to read a very good text. The title is '**My First Journey to England'**. The text is about a young man who travelled to England for the very first time. So, I want a volunteer to read the first paragraph.

Teacher: Okay you Alhassane Diallo.

Alhassane Diallo: (Student reading the first paragraph).

Teacher: Alright!! Thank you. Someone to continue with the next paragraph.

Many students: I Sir! I Sir! I Sir! I Sir! (Implying: 'I would like to read Sir').

Teacher: Okay no need to raise hands. Each and every one of you is going to read, ok? Today again we will see best readers. So, let's start from the first row and continue.

Teacher: Yes, Joseph Kpoghomou, go ahead.

Joseph Kpoghomou: (student reading).

Teacher: Okay! Thank you. The following… go ahead!

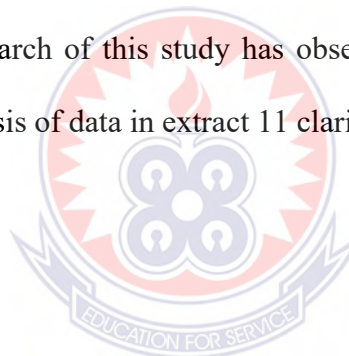Following student: (student reading).

Another student: (student reading).

From the extract 10, it was seen that the lesson was only concentrated on one skill (reading) activity, not other skills. In the class the teacher managed in a way that all the students could read the text without any speaking or writing activity. Such a method of teaching language skills is more or less opposed to the CLT. For instance, the did not initiate any discussion on the reading passage so that another skill could be linked with the reading task. In the lesson, the teacher seemed to be just concerned with increasing the reading ability of his learners, mainly when he said "today again we will see best readers". And that goes in the same line with the views of Dweni, Shawesh and Ellabiedi (2021) who mention that many institutions and educators usually separate the language skills from each other and, traditionally, teach each one in isolation. They think it is easier for the learners to concentrate on each skill alone or it may be impossible to apply all language skills in one lesson. This way of instruction appeared to have a number of problems conflicting the natural way of learning. Once again, a reading comprehension was not taking place, since there was no discussion to test the understanding of the text by the learners, which could challenge them to communicate with each other. And such interaction was reserved for another lesson session as it can be seen in extract 11 below.

4.2.2. Teaching Speaking

Speaking is one of the two productive skills (Speaking and writing), and the most important and dominating of all the four language skills. Through speaking, we produce and transfer information and fill in the gaps of information. People maintain social relationship by communicating with others. So, such communication cannot be done by isolating the language skills (reading, writing, listening and speaking). Chen (2007) sustains that during the language learning process, listening, speaking, reading, and writing should be treated as integrated, interdependent, and inseparable elements of language.

In the contexts of language teaching and learning, it seems like some instructors are not well prepared or informed of the skills integration for the benefits of learners' fluency promotion. Each class session that the research of this study has observed, presented the four skills in sequential separation. The analysis of data in extract 11 clarifies how the skills were discretely taught in the lesson.

Extract 11

Teacher: Now, after a moment of reading activity, we are going to answer the different comprehension questions.

Teacher: I'm going to answer the first question for you. Julienne, read the first question for the class and let me answer it.

Julienne: (the student reads loudly the true/false question)

Teacher: The correct answer is 'true'.

Teacher: Is that the correct answer or no!

All students: Yes Sir, it is the correct one/ answer.

Teacher: OK, good! The second question will be answered by Celestine. Yes, Celestine, go ahead.

Celestine: (the student reads the question and gives the correct response).

Teacher: Do you agree the answer of Celestine?

Boubacar: No Sir, she is not the correct answer.

Teacher: Boubacar, say: 'it is not the right or correct answer'. Repeat!

Boubacar: It is not the right answer.

Teacher: Fanta, do you think Boubacar is right?

Fanta: No Sir, Boubacar is not right. Celestine is right, question number 2, the answer is: TRUE.

Teacher: What do you think class?

All students: Yes Sir, Celestine is right.

Teacher: Okay, that's good! Thank you everyone. Let's continue!

Looking at this activity above which consists of answering the questions from the reading, we can assume that the 'speaking' tasks did not help the students to perform significant speaking tasks as the name implies. Chances were not created to let the learners to significantly communicate with peers and teacher, to defend their responses or ideas. Therefore, CLT was not taking place in that class. Analysing this extract, it can be noticed that the teacher speaks much than the students, and that cannot help students to use the English language to gain the speaking fluency. Such a manner of teaching English language is likely due to the fact that the instructor lacks an appropriate teaching approach or methodology.

However, Hadfield (2008) cited in Bastias, et al. (2011) proposes that teacher can help students to develop their speaking skills by giving them ideas such as asking them to read a text concerning the topic that is being discussed, so that students can manage some vocabulary about it. In order to help student to develop their confidence for speaking, Hadfield (2008) proposes, for example, allow the students to practice in pairs what they want to say so that they will feel more confident to say it in front of the whole class.

Moreover, the teaching of the speaking skills that took place in that classroom, can reveal that till now there are some educators who implement the discrete/segregated skills teaching in English classrooms. One of the remarks during the lesson was that the students were not motivated, because there was no environment where they could feel confident to manipulate the English language to attain the communicative competence. The teacher was the sole controller of the class activity and that decreased students' opportunities to use the language for real communication. It was observed that all the four primary language skills were sequentially separated from one another and each one was labelled for a single lesson, implies that CLT was mostly absent. The illustration of skills labelled with one lesson is seen in each extract as every extract is for one skill, for instance: teaching reading, teaching speaking and listening, like the next extract (12) which is based on teaching writing.

4.2.3. Teaching Writing

Writing skill in second/foreign language learning is a difficult skill for non-native speakers, as writers must balance multiple issues such as content, organization, purpose, audience, vocabulary, punctuation, spelling, and mechanics such as capitalization. Writing has a unique position in language teaching since its acquisition involves a practice and knowledge of other three language skills, such as listening, reading and speaking. This skill has been taught for many years as a product rather than a process. Therefore, teaching writing should be integrated

with reading as both them naturally complete each other. For successful language teaching, ESL/EFL teachers should mix the receptive skill (reading) with the productive one (writing) of the written language. But the remark is that, teachers teach these skills one after the other, and this cannot help for accurate production of the written form the language. Extract 12 demonstrates clearly how EFL teachers segregate writing from reading in his lesson delivery.

Extract 12

Teacher: your attention everyone! Silent! You might notice that so far, we are dealing the language skills. I want you to be very good in all of these skills. Reason why we are taking all of them one by one to study. Now today we are dealing with writing. Then you take a sheet of paper and write down this paragraph.

Teacher: When I'm dictating, and you want me to repeat, I would repeat for you okay?

Students: Alright, thank you.

Teacher: But I would not spell the words for you.

Teacher: (the teacher dictates the paragraph).

Students: (all students write individually).

Teacher: Now it is time to collect the sheets. I hope you people have finished.

Some students: Sir please, a minute.

(After a minute).

Teacher: I think it's ok now!

All students: Yes Sir.

Teacher: (Teacher collects all the sheets to be corrected latter).

From this extract 12, the writing is evidently segregated from reading, and when skills are taught in such a way, the learners would always lack opportunities to communicate in class. it can even be difficult for them to not only learn or discover new vocabularies, but it would not also allow them to practise the pronunciation activities. In this extract the teacher thinks that the fact to separate the writing from the reading would make his students very good writers. Method like this, rather restricts speaking or interactive opportunities in the classroom. While teaching skills like reading and writing, both skills should be following each other in the same lesson, either reading then followed by writing, or writing then reading. Reading and writing enhance each other, that's why they may not be isolated from each other. According to the system theory, the two skills are two complementary parts of the written communication system. In the same insights, Stotsky (1983) indicates that better writers tend to be better readers, which better writers tend to read more than poorer writers, and that better readers tend to produce more syntactically mature writing than poorer readers.
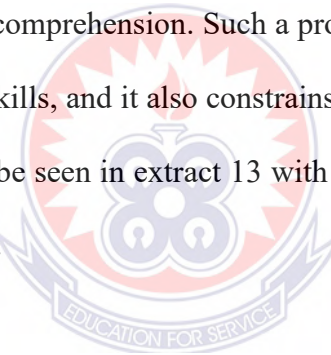
4.2.4. Teaching Listening

Listening skill is one of the four language skills that language learners need to develop in the process of language learning. It is one of the oracy forms of language use and one of the receptive skills. The development of listening skills has long been neglected in language acquisition as it was considered as a skill that would be developed without any assistance. But nowadays, listening skill has attracted linguists' attentions in terms of speech production. Listening as being a productive skill, it provides input in language learning for coming to good terms with grammatical structures, phonological awareness etc.

Like other language skills, listening is not performed in isolation too. Because since it is a receptive skill, it takes place in relation with speaking skill. Otherwise, listening should be always integrated with skills like speaking or writing. Mart (2020: 2) points out that "the

incorporation of listening and speaking can facilitate metacognition development of learners. Metacognitive knowledge involves thinking about the language learning process; hence, learners can regulate and direct their own learning". Further, listening and speaking integration can be used to advance the listening content. For instance, before the listening phase, students stand a better chance of improving comprehension when they are asked to discuss the content for the purpose of perceiving the material.

Listening and speaking can be considered as skills that are difficult or even impossible to isolate. Before one can listen, something or someone might firstly be sending a message to that listener, and the same for speaking. Meaningful speaking practice takes place when there is a target listener who receive the message and sometimes reacts to the message by showing sign of reception or comprehension/incomprehension. Such a process makes listening less or more difficult to segregate from other skills, and it also constrains teachers to integrate it with other language skills. That is what can be seen in extract 13 with the same instructor who has been isolating the other language skills.

Extract 13

|	
Teacher:	Today the lesson is about listening. You are going to listen to a recording and then write down what you would hear. I think is clear!
All students:	Yes Sir!
Teacher:	For this first listening and writing, you would work individually. The second one will be group work.
Teacher:	Okay! Listen carefully. For a sentence, I'm going to play the recording twice, so that you can write all the words. So, let's start!
Teacher:	(Teacher playing the recording once and twice).

All students: (Students writing the sentences).

Teacher: Now is time to collect the papers. You have been given sufficient time to do the writing. Give me your sheets, they would be marked as I told you earlier.

Here in this extract, the instructor labelled the activity as 'listening' activity. However, during that lesson, the practice of two language skills took place within the lesson, that was the practice of listening and writing. Due to the nature of listening skill, it would still be incorporated into other skill(s). As it was observed in the lesson, the listening activity could possibly be integrated with speaking, but it was not. Instead, it was incorporated into writing skill. Once again, extract 13 has showed that if there are some of the skills that are possible to segregate and the activity remains meaningful, listening seems to be a skill that, it is not possible to not being associated with other skills. That is the reason why even if an instructor is not used to the integrated skills approach, he/she would probably integrate the listening skills at least for some extent.
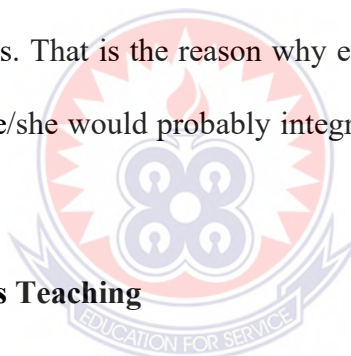
4.2.5. Pair/Groupwork in Skills Teaching

Teaching English language and specifically the language skills, pair-work or group-work consists of putting students in pairs or groups, in order to work collaboratively to solve problems or perform some tasks. These activities are CLT activities, and they enable students to overcome their fears and anxieties to communicate in front of their peers and teachers. Pair-work makes student feel that he/she is working or speaking with only a partner, not the whole class. Doing so, would enable students to feel free and have confidence to potentially participate in a large group or the whole class activities. It is obvious that if learners are not used with pair-work or group-work activities, they can hardly perform some tasks in front of the entire class. Cole (2005), declares that in language classroom, oral interaction can stem from pairs speaking sequentially and students can learn from listening as well as speaking. The

stronger students can assist the weaker students in a heterogeneous class and the same or different tasks can be used with students of different language ability.

During the first listening activity, the students worked individually to do the tasks. In the class, two skills were put into practice and that were listening and writing. The teacher whereby mentioned that in the second lesson, he would put the students in groups. It is very probable that the groupwork tasks would lead the students to interact and practise speaking and other skills. Putting students in groups would foster the practice of more than two skills, because such activity challenges students to communicate meaningfully in classroom. Learners are likely going to be listening, writing and speaking during the lesson. During the observation, the tasks in extracts 13 and 14 were the two teaching activities where the language skills were integrated with each other, since the previous skills teaching were totally separated from one another. Then, the teaching in extract 14 is presented as follows:

Extract 14

Teacher: I hope you guys are ready!

All students: Yes Sir, we are ready.

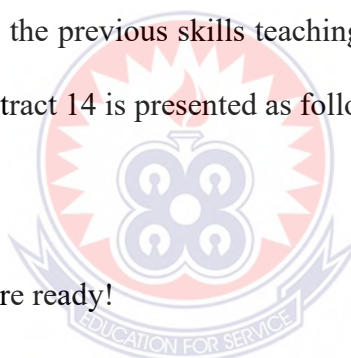Teacher: We are still continuing with the listening activities.

Teacher: But contrary to the last tasks, you need to be seated in groups of four students. Is it ok?

All students: Yes Sir, it's ok!

Teacher: As usual, I will play the recording. You should listen to it carefully and each one of you should write down the paragraph. The recording is about just a paragraph.

All students: No problem, Sir! We are ready.

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Teacher: After writing the paragraph individually, you would compare them and discuss until you get the correct paragraph in each group. And then you copy it to be the groups' work that I would collect for the correction.

Each group: Ok Sir, it's understood. We are ready!

Teacher: Now let's start!

Teacher: (Playing the recording as possible as the groups request).

Groups: (Writing the paragraph).

Teacher: Now we stop here. I think every group member has written the paragraph.

Groups: Yes Sir, we did our best.

Teacher: From now, you have ten minutes to discuss about the various writings and decide to copy the correct paragraph for the groups.

Teacher: After the ten minutes time I would collect the sheets. So, hurry up!!

We can see in this extract that the listening tasks that the teacher attempted to teach, was not just limited to listening skill like it was seen in the teaching of reading, writing. During the task, other skills like writing and speaking also took place as well, even if the teacher was continuously saying that the activities were about listening. At the first stage for instance, when the students were asked to listen to the recording and write down the message, effectively two skills (listening and writing) were directly interwoven. Secondly, when the learners were also asked to discuss about the sentences they had written, so that they could decide to copy the correct paragraph, that was also another skill practice that was taking place at that moment and it was speaking skill.

4.3. Conclusion

According to Hinkel (2010) in real life situations, it is rare for language skills to be used in isolation, for instance, both speaking and listening comprehension are needed in a conversation and, in some contexts, reading or listening and making notes (writing) is likely to be almost as common as having a conversation. The central innovative characteristic of the communicative approach in second or foreign language teaching was the integration of the four macro-skills and their components. Today, the principal goal of all language learners is to gain communicative ability in the target language. And to reach that goal, language teaching and learning should be based on CLT. Integrated skills approach is a teaching method that favours communicative interaction inside classrooms and increases students' speaking fluency. Richards, Platt, and Weber (1988: 144) define the teaching of integrated skills as: "the teaching of the language skills of reading, writing, listening, and speaking in conjunction with each other as when a lesson involves activities that relate listening and speaking to reading and writing". In the contexts of both second and foreign language teaching and learning, students are confronted to several issues. Among these situations, there are the language skills teaching methods which can be either discrete or integrated. This issue of skills teaching methodology needs to be taken into account. EFL teachers mostly segregate the four language skills while delivering their lessons. When tutors continue to teach the four language skills in discrete manner like it was happening before the 1970s, for instance 'Grammar Translation Method' (GTM), students would always fail to attain the language learning goals, e.g., acquiring communicative ability or speaking fluency.

In conclusion, this chapter has discussed data in answering the two research questions in details. These questions cover the perceptions and attitude of Saint-André EFL teachers, towards the integrated skills approach (ISA), as well as their practices in teaching the four language skills in language classes. Therefore, finding revealed that lots of   EFL teachers are

not familiar with the integrated skills approach, but despite that, they have nevertheless positive perceptions for the ISA. In the contexts of English as a foreign language, the language skills are usually taught in isolation and might be due to teachers' unfamiliarity of the approach. EFL teachers sometimes explain the cause of skills segregation by the fact that the skills are mostly labelled individually in the curriculums or syllabuses. For instance, a course can be labelled: 'Reading Course', Writing Course' and so on. However, discovering this approach for first time, the teachers demonstrated their acceptance of the method and testified that they always teach the skills in isolated ways unless sometimes they integrate the them for insignificant extent, as some skills are naturally connected. Teachers' teaching practice observation made clear that EFL teachers continue to implement the segregated skills teaching method in their classes and that is largely different from CLT. This is probably due to teachers' unawareness of the integrated skills approach.

CHAPTER FIVE

SUMMARY, FINDINGS AND RECOMMENDATIONS

5.0. Introduction

Every human language learning demands the mastery of the four skills and consists of being able to use these skills following strategies in a context. Klimova (2014: 87), asserts that "the four skills are both the goals and the means for communication". For the teaching of English to be successful, the four skills, reading, listening, speaking and writing, should be integrated in an effective way. These skills should be taught in a way that helps students meet the standards that their instructors set for them and develop their communicative competence progressively. All ESL/EFL teachers should work purposefully to create the necessary condition and environment for students to learn effectively and reach the desired outcomes or the communicative competence.

The two oracy skills (listening and speaking) are skills that are highly interrelated and work simultaneously in real life situations. Therefore, the integration of these two skills consists of fostering effective spoken communication. Such integration promotes real-life interaction, and purposeful communication. However, the two literacy skills (reading and writing) are also interrelated and they are tools that help language learners to achieve an effective written communication form of language. Students need opportunities to develop their reading and writing skills in order to become competent users of the written form of language. Developing students' competencies in reading and writing requires exposing them to authentic reading materials and writing tasks.

The integration of the four language skills in language teaching and learning remains a crucial approach to further students' speaking proficiency. According to Rahman & Akhter (2017: 36), "implementing integrated skills approach in English language classes can have some upper

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hands in contrast to segregated skills approach, because skills integration allows language students to use these skills simultaneously during communication". Therefore, it is of huge importance to explore the perceptions and the practices of EFL teachers in teaching the traditional skills. The main findings of the present research are obviously based on the research questions: (1) What are the perceptions of Saint-André English teachers about the integrated skills approach, in the teaching of the traditional four language skills? and (2) What approach do Sain-André EFL teachers adopt to teach the four language skills?

5.1. Summary of Findings

The findings of this study have been categorised based on the two research questions which sought to find out how Saint André EFL teachers perceive the integrated skills approach, and the methods they employ for teaching the primary four language skills (reading, writing, listening and speaking). Therefore, the discussion and the analysis of the data were guided by theoretical framework of communicative language teaching (CLT) to explore teachers' perceptions about ISA and their practices for the language skills teaching. This framework offered a detailed analysis and discussion of the data on this research.

However, the discussion and analysis of data that were performed to reach to the findings, were purposefully based on the investigator's subjective understanding of EFL teachers' insights into the ISA, mainly their practices of skills teaching in terms of communicative language teaching. As a result, the appropriate research design that was needed for this investigation, was case study, and qualitative research approach was implemented. According to Creswell & Creswell, (2018: 41), "qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. It is also an approach that produces findings not arrived by means of statistical procedures, instead the findings are derived from real-world settings".

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In this study, to arrive to the findings, the analyses of the data were strictly descriptive. Saint André Secondary School, in the urban city of Labé in Guinea Conakry, was the site for the data collection. The researcher firstly presented the integrated skills approach (ISA) in a class session, before interviewing the EFL teachers in term of their perceptions about the ISA. He also observed three class sessions which were held by one of the teachers, in order to understand how those instructors, deal with the language skills teaching in the language classes.

The first section of the data analysis attempted to provide answer for the first research question. The tutors' perceptions were identified throughout their view points about the ISA. On the onset, it was demonstrated that EFL teachers perceive the ISA as an approach that is beneficial for teachers as well as students. It was revealed that EFL teachers were discovering the integrated skills approach for the first time, and at the same time they expressed 'positive thoughts' about the method. And this finding coincides with what was revealed by: Akmal, et al. (2020); Fishbein and Ajzen, (1995) on the ISA for teachers' perceptions and attitudes. These authors declare that the major part of Educators has positive perceptions and attitudes towards the integration of the four skills in classroom activities. The data analysis pointed out that the teachers were satisfied with the ways ISA engages students in classroom interaction, which would make them competent users of English. Skills integration in language teaching, challenges learners to practise the language actively. That push them to pass from passive students to become active ones in the learning process. This finding sustains that, teachers while seeing their students engaged in all the classroom tasks, were very impressed with the environment that was created in the class.

Skills integration encourages interaction at every stage of class activities. Since skills integration promotes learners' interactions inside and outside the language classroom, it effectively has positive impacts on language learning for communicative purpose. It gives learners chances to receive comprehensible input and output. One of the findings was that ISA

implementation in lesson teaching develops authentic language teaching. This is in the same vein with Kebede (2013) who mentions that skills integration provides exposure to authentic language learning environment so that students can interact naturally with the intended language. Likewise, Oxford (1994) declares that from an integrated language skills teaching and learning perspective, communicative tasks such as information gap tasks and role play tasks have vital importance. Because these activities enable students to practise integration of two or more language skills at a time. They actively engage students in the process of teaching-learning the integrated language skills in classrooms, and create an authentic language learning environment that facilitates positive student-to-student and teacher-to-student interactions.

Another finding from the study was 'classroom time saving' that ISA promotes during the lesson teaching. When the language skills are associated with each other, it leads to teaching time management. With such a teaching method, where two or more skills are being practised at a time, instructors can save their teaching time. For instance, when a skill like reading is followed by writing task, it definitely permits language teachers to perform two or more skills for a reduced time of lesson. In contrast, when teachers are used to take language components and skills individually to teach, however, they would end up by realising that the time was not enough to perform the planned activities. As one of the interviewees said "*Sometimes I get confused and nervous by the way the time doesn't allow me to achieve what I plan to do".* When teacher breaks the language into skills and components and focuses on one skill or component at a time, he/she does not have sufficient time to cover them all. On the other hand, when skills are presented in an integrated fashion, there is sufficient time for practice and communication (Tajzad & Namaghi, 2014).

One of the concerns of integrated skills approach is that, language should be treated as a means of interaction/communication, not just an academic subject where students are only interested in passing exams. Good implementation of ISA enables learners to communicate properly and

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gain significant motivation to learn the target language. In this study, the EFL teachers while giving their viewpoints about the integrated skills approach, declared that when language skills are presented in integrated fashion, it helps teachers and students to:

- ✓ Create good classroom environment
- ✓ use language in simultaneous way
- ✓ increase learners' motivation and self-confidence
- ✓ save classroom time
- ✓ authentic language teaching and learning.

Moreover, the integrated skills approach, according to Tajzad & Namaghi (2014: 95) "focuses on meaning rather than form; communication rather than language; fluency rather than accuracy; reading for information rather than mastery of language forms". This means that ISA is an approach that reduces learners' stress and pushes them to be free while using the language. Students communicate to share their point of views about a given topic, and they therefore have a certain friendly relationship with each other, which furthers the reduction of stress and anxiety.

The second section attempted to answer the second research question. Therefore, the teaching methods that the instructors use to teach the four language skills were presented from the data of the classroom observation. The findings revealed that EFL teachers don't have enough information about language skills integration. The dominant teaching approach found for the skills teaching was the discrete language teaching approach. A method that does not promotes CLT, as the instructors break down individually the four primary skills and the sub-skills. For example, reading lesson was purely separated from the three other skills and the same was done for writing and others. However, the skills integration that was found was very insignificant to enable learners to gain the communicative ability, or the spoken and written forms of English.

To sum up, it can be clearly mentioned that the EFL teachers showed positive perceptions about ISA after discovering it for the first time. In contrast, their skills teaching practices were contrary to ISA and CLT.

Since this particular chapter was devoted to the summary of the whole study, it provided information on the conclusion of the work which established the main points raised in this research. It also presented issues on the implications of this work and these issues are pedagogical and theoretical implications. Some suggestions were furthermore given by the researcher for further studies on the integration of the language macro-skills specifically in Guinea Conakry and also in all ESL and EFL contexts in the world.

5.2. Pedagogical Implications

As we know that Guinea Conakry is a francophone country where English is used as a foreign language, through this work, instructors in all levels of English teaching would be aware and equipped with the current language teaching approaches. The findings of this research, would inspire all English teachers to follow the path that has been traced by modern linguists, who recommend the language teaching for communicative purpose. Teaching language for communication, does not allow teachers to break the language primary and sub-skills during the lessons. Instead, it requires the integration of the language skills, in order to give opportunities to learners to communicate/interact with peers and tutors inside and outside classrooms. Knowing English teachers' perceptions about ISA is important, as their classroom practices are influenced by their perceptions. Teachers need to combine the receptive and productive skills to let the students become active, so that they can take part in lessons, and also enjoy all the class tasks. When the teaching is done that way, the students would become competent users and fluent speakers of the English language.

The researcher believes that this study provides schools authorities with significant messages about teachers' practices. When school authorities are aware that the EFL teachers mostly isolate the four skills, some relevant actions would be taken. The findings revealed that teachers break the skills because some of the textbooks are made to teach the language skills in discrete way. So, from the results of this work, school authorities would provide teachers with appropriate teaching materials which are designed to promote communicative language model. As they (teachers) strictly follow what they find in the teaching materials, when the textbooks are designed to integrate the language skills, teachers would follow that way of skills integration. The study could also help school heads to establish, improved requirements for the employment of language teachers. That would let them have skilful tutors in their schools who could be informed of the failure of the traditional teaching approaches (audiolingual method; grammar translation method; etc.) which gave place to the new ones like communicative language teaching (CLT). Once again, from the findings of this study, heads of schools would make sure that the instructors in their schools provide students with activities that challenge them (learners) for inside-class and outside-class interactions.

In addition, teachers' trainee schools as institutions that work in the sense of pedagogical development of English language, would seek to make useful guidelines for language instructors. That is to update or review the curriculums of the schools, so that the English programmes could be adapted to current realities. Nowadays, language teaching and learning are no longer based on the mastery of the language components. It is rather based on the attainment of the written, and especially the spoken ability of the language.
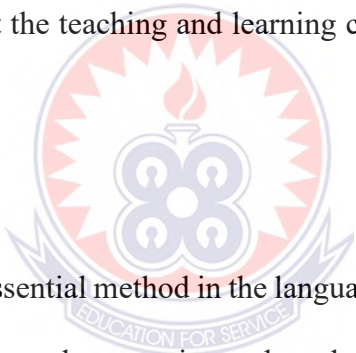
5.3. Suggestions for future Research

This work is considered as the beginning of other researches that should be carried out in the domain of implementing the integrated-skills approach to the teaching of the language skills in

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Guinea EFL classrooms. The study was conducted in Saint André Secondary School in Labé, the middle region of Guinea Conakry. Due to the limited time and financial issues, the research was limited only to one of the schools in the region.

Future studies should explore all the schools that employ English language programmes in order to obtain overall conclusions concerning EFL teachers' practices in classes. It is also pertinent for future researchers to conduct studies in the secondary schools of the other regions of the country. Another area where studies should also be carried out, is the tertiary level of the educational sector. Because there are urgent needs to design researches in the universities of the country to examine the teaching methods, that some of the English tutors in the secondary level benefited of. In addition, future work should be done to evaluate the curriculum content. This could be beneficial to adapt the teaching and learning contexts to the current realities of the country.

5.4. Conclusion

Integrated skills approach is an essential method in the language teaching and learning process. It pushes instructors not to segregate the receptive and productive skills in ESL/EFL teaching. The implementation of ISA in class, challenges language learners to mix language skills as it naturally happens real life. This method goes to the same line as CLT and it doesn't show any distinctions between in-class language use and out-of-class communications. It places an important emphasis on the fact that teaching the four traditional skills (listening, speaking, reading and writing) should be done with total combination or integration of the four skills. It further constrains language teachers to follow the routes for the communicative goals targeted for the language proficiency.

The basic goal of second language teaching and learning, according to Abdrabo (2014), is to develop learners' communicative competence. That is: linguistic competence, sociolinguistic

competence, discourse competence, and strategic competence as a whole language approach, whereby all language skills are treated in an interrelated approach. He equally reveals that practitioners contend that the heart of effective language learning is having all language skills, whenever possible, integrated as they occur in actual language use. Therefore, skills integration is important even inevitable for teachers and students in second or foreign language acquisition, as it furthers the development of communicative fluency. For instance, when teachers integrate language skills and let the students manipulate the English in the class rooms, that can accelerate the teaching and learning process. Teachers should be aware of the significance of students-centred model, which creates speaking opportunities for learners during the courses. That is the reason why they should encourage the students to become independent learners by enhancing the quality of instruction; leaving out the routine and monotonous tasks which are designed just to fill class time.

Pardede (2019) affirms that if the integrated skills approach is implemented well, it is not only effective in improving students' language skills and/or language components, but it also supports the students and teachers as well. Employing the ISA is synonym of employing CLT, and it is necessary that the teachers have both competence and belief that the approach can work effectively for increasing communication. The integrated skills approach requires a good understanding of discourse. In this regards, English language teachers should integrate the skills to make classroom environment convivial, where students overcome their stress and anxiety in order to gain confidence to use the language for meaningful communication.

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APPENDICES

APPENDIX A

TEACHERS' INTERVIEWS ABOUT INTERGATED SKILLS APPROACH

Extract 1.

o *"I was very impressed by the way the students were interacting with each other, and with the teacher during the presentation of integrative skills teaching, as they were not caring of making mistakes. I saw many of my students who hardly speak in class, reacting to the answers of their classmates, and I found that very interesting. Despite that, students were not used to such a method of teaching, but I found them so comfortable with that teaching method which pushes them to make use of more than one skill at a time. The classroom environment put the children at ease and they were obviously engaged to communicate during the lesson than they usually do. I definitely sustain such a teaching method that leads students to forget about anxieties and stress".*

Extract 2

o *"The integrated-skills teaching approach in that EFL classroom constrained the learners to do tasks cooperatively and friendly. I think all of us the teachers who were present, we appreciated it. But for me, I don't think when I would try to implement this approach, my class can be so interactive like that, ... I don't think so. For me, implementing this approach requires enough experiences before one can do that. Of course, during the session the students seemed to enjoy the lesson because of the environment that was created in that classroom. But my remark is that the integrated skills teaching is not something easy. A teacher cannot implement it if he/she is not trained to do it. Right now, I am not able to teach listening, speaking, reading and writing in integral way because I am used to teach the four skills individually".*

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Extract 3

o   *"In the past, ... I mean before this method I had a view that my students should read and read to develop their grammar and vocabulary knowledge. As it can be seen, learning the meaning of words requires too much time for my students. Sometimes I get confused and nervous by the way the time doesn't allow me to achieve what I plan to do. But after this class session with the ISA, where the reading precedes either the speaking or the writing, also where learners don't need to focus time on all the small details of the text that was read, I can, without any doubt say that the ISA saves enough time. After the class, I realised that if we integrate the skills in a session of lesson, it is possible to cover some relevant language components".*

Extract 4

o   *"In my classroom, the thing that is difficult for me to control is the lesson delivering time. Class time managing has always been my challenge. The method I usually apply takes me a lot of time and that makes my students not to be concentrated on the lesson. For instance, when I teach writing, as the focus is only on that skill, I spend much time with it. Sometime there is no time for reading, to let the students practise the pronunciation activities. One day, one of my students asked me: "Sir, at the beginning of the course you said that we would now cover all this passage today, but we haven't again". To that kind of remark, I simply replied by that: don't worry.... next time if we work hard, we would cover it and continue to another part. As I have said earlier, teaching time managing has always been my nightmare. But with the ISA I hope everything would be in good order".*
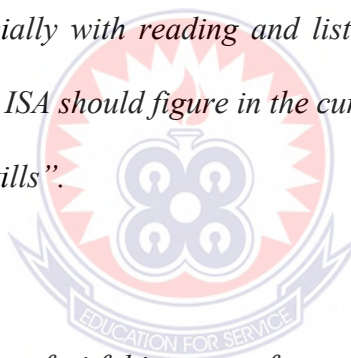
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Extract 5

o *"First of all, let me mention that I was not familiar with the ISA before this presentation that you made. But after observing what was happening in the class, I can say without any doubt that this approach gives students desires to learn English language. The language skills that we used to teach individually, when I saw how you integrated them, there was a total stimulation in the class. This method not only motivates students, but it also makes learners and instructors to be very active during the lessons. To answer your question, I can say that ISA implementation significantly motives and engages English learners to get involved in the classroom activities".*

Extract 6

o *"I think…, I share the views of those who say that ISA is a good approach especially for the contexts of English as a foreign language. During the presentation, the way I saw the class, I can say that with this method implementation, our EFL students are more likely to encounter no difficulties in outside-class discussions. Because I noticed that the ISA seeks to bring into class, daily life realities. And if learners are used with such communicative realities inside the classrooms, they would have no problem when dealing with actual situations in life experiences. In my view, of course there can be some difficulties when we start integrating the macro-skills, since our students lack the English-speaking ability. But I hope this method is welcome, because it can help teachers and students to bridge a certain gap in the teaching and learning process. Not to be so long in my speech, this is what I think of the integrated skills approach".*

Extract 7

o *"I think the integrated skills approach is a very good approach in English classroom. Simply because it engages every student in the classroom activity. Also, the thing that I noticed with this method is the way it challenges students to develop their skills 'simultaneously' one after another. Personally, I didn't know about a teaching approach that could combine all these skills together in a single lesson. Before that presentation, if one asked me about skills integration, I would say that it is not possible. Nevertheless, looking at what was being done during the presentation, I can say that sometimes I sued to integrate some of the skills without knowing. In my teaching, I strictly teach the four skills individually, one after another, but sometimes the integration occurs especially with reading and listening or writing. So, to finish, I would like to say that the ISA should figure in the curriculum, to enable all teachers to integrate the language skills".*

Extract 8

o *"For me this method is very fruitful in terms of communicative language teaching, and specially the synchronic improvement of the 4 skills. Honestly, I was not aware of this teaching approach, but after what I have seen in the class…uhm, where the approach was presented, I wish I knew that method before. If I knew this teaching approach before, my students would have become very active during the lessons. What I found so special with the ISA, is that, it encourages learners to be engaged in the lessons and use the skills ones after others(simultaneously). For instance, when the teacher explains the lesson, the students listen and take notes. After the explanation he asks questions to the students and then they answer the questions orally, or sometimes in written form. At the same time the four skills are integrated simultaneously even if the lesson was*

about one single skill. In fact, when I think of interactions that occur between people in real life contexts, for me, it is quite impossible to separate the language skills in natural conversation. So, the same should be applied in the process of language teaching and learning".

Extract 9

o *"As language teachers, we need to pay attention to the ISA implementation. Because for me, employing (teaching) at the same time skills like reading, writing, listening and speaking in a lesson, is not advantageous for EFL learners. From the beginning of my professional experience as a teacher, I always teach the four skills separately and it works for my students. But when there is a method that requires to combine the four skills, I think, if it is beneficial for teachers to gain time as they can teach many skills at a time, I don't think it can be the same for learners. In my personal views, if a teacher combines two or more skills in a lesson that makes students confuse about which of the skills they are going to learn at that time. When language skills are simultaneously taught in classrooms, I don't think that can help learners to develop simultaneously their skills too. As I said earlier, since the beginning till now I only teach the reading writing and others in separate way. That is why I don't think if one day, I can be capable to change my way of doing so. In fact, I can say that simultaneous teaching of skills is different from simultaneous development of students' competences. That is what I think…. It is my personal point of view".*

APPENDIX B

TEACHING OF THE FOUR LANGUAGE SKILLS

Teaching Reading

Extract 10

Teacher: Today we are going to read a very good text. The title is '**My First Journey to England'**. The text is about a young man who travelled to England for the very first time. So, I want a volunteer to read the first paragraph.

Teacher: Okay you Alhassane Diallo.

Alhassane Diallo: (Student reading the first paragraph).

Teacher: Alright!! Thank you. Someone to continue with the next paragraph.

Many students: I Sir! I Sir! I Sir! I Sir! (Implying: 'I would like to read Sir').

Teacher: Okay no need to raise hands. Each and every one of you is going to read, ok? Today again we will see best readers. So, let's start from the first row and continue.

Teacher: Yes, Joseph Kpoghomou, go ahead.

Joseph Kpoghomou: (Student reading).

Teacher: Okay! Thank you. The following… go ahead!

Following student: (Student reading).

Another student: (Student reading).

Teaching Speaking

Extract 11

Teacher: Now, after a moment of reading activity, we are going to answer the different

comprehension questions.

Teacher: I'm going to answer the first question for you. Julienne, read the first question

for the class and let me answer it.

Julienne: (The student reads loudly the true/false question)

Teacher: The correct answer is 'true'.

Teacher: Is that the correct answer or no!

All students: Yes Sir, it is the correct one/ answer.

Teacher: OK, good! The second question will be answered by Celestine. Yes, Celestine,

go ahead.

Celestine: (The student reads the question and gives the correct response).

Teacher: Do you agree the answer of Celestine?

Boubacar: No Sir, she is not the correct answer.

Teacher: Boubacar, say: 'it is not the right or correct answer'. Repeat!

Boubacar: It is not the right answer.

Teacher: Fanta, do you think Boubacar is right?

Fanta: No Sir, Boubacar is not right. Celestine is right, question number 2, the answer

is: TRUE.

Teacher: What do you think class?

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All students: Yes Sir, Celestine is right.

Teacher: Okay, that's good! Thank you everyone. Let's continue!

Teaching Writing

Extract 12

Teacher: Your attention everyone! Silent! You might notice that so far, we are dealing the language skills. I want you to be very good in all of these skills. Reason why we are taking all of them one by one to study. Now today we are dealing with writing. Then you take a sheet of paper and write down this paragraph.

Teacher: When I'm dictating, and you want me to repeat, I would repeat for you okay?

Students: Alright, thank you.

Teacher: But I would not spell the words for you.

Teacher: (The teacher dictates the paragraph).

Students: (All students write individually).

Teacher: Now it is time to collect the sheets. I hope you people have finished.

Some students: Sir please, a minute.

(After a minute).

Teacher: I think it's ok now!

All students: Yes Sir.

Teacher: (Teacher collects all the sheets to be corrected latter).

Teaching Listening

Extract 13

Teacher: Today the lesson is about listening. You are going to listen to a recording and then write down what you would hear. I think is clear!

All students: Yes Sir!

Teacher: For this first listening and writing, you would work individually. The second one will be group work.

Teacher: Okay! Listen carefully. For a sentence, I'm going to play the recording twice, so that you can write all the words. So, let's start!

Teacher: (Teacher playing the recording once and twice).

All students: (Students writing the sentences).

Teacher: Now is time to collect the papers. You have been given sufficient time to do the writing. Give me your sheets, they would be marked as I told you earlier.

Pair/Groupwork in Skills Teaching

Extract 14

Teacher: I hope you guys are ready!

All students: Yes Sir, we are ready.

Teacher: We are still continuing with the listening activities.

Teacher: But contrary to the last tasks, you need to be seated in groups of four students. Is it ok?

All students: Yes Sir, it's ok!

Teacher: As usual, I will play the recording. You should listen to it carefully and each one of you should write down the paragraph. The recording is about just a paragraph.

All students: No problem, Sir! We are ready.

Teacher: After writing the paragraph individually, you would compare them and discuss until you get the correct paragraph in each group. And then you copy it to be the groups' work that I would collect for the correction.

Each group: Ok Sir, it's understood. We are ready!

Teacher: Now let's start!

Teacher: (Playing the recording as possible as the group request).

Groups: (writing the paragraph).

Teacher: Now we stop here. I think every group member has written the paragraph.

Groups: Yes Sir, we did our best.

Teacher: From now, you have ten minutes to discuss about the various writings and decide to copy the correct paragraph for the groups.

Teacher: After the ten minutes time I would collect the sheets. So, hurry up!!