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ABSTRACT

This study examined teaching techniques that enhance integration in the development of English language skills in academic lyceum. The researcher used survey design. The overall purpose of the study was to investigate teaching techniques that enhance the integration in the development of English language skills. Both purposive and stratified random samplings were used to select academic lyceum and respondents. The following were the main findings of the study: It was not possible to integrate the four language skills in a 80-minute lesson; respondents attributed the absence of integration of the four language skills to the large class size and time; listening and speaking are rarely given attention.

Emanating from the findings and conclusions the following recommendations were made: teachers should explore the use of a variety of teaching techniques that enhance integration in the development of four basic English language skills when teaching, teachers lay emphasis on techniques that enhance linguistic and communicative competence in the four language skills, the techniques or activities chosen by teachers should reflect integration of the four language skills, and that the skills should not be taught in isolation as recommended in the English language syllabus. Therefore, it is recommended that for the integration in the development of English language skills to be realized, teachers should use techniques such as: group work, discussion, dialogue, debate, hot seating and questions and answer techniques.

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I. STATEMENT OF INTENT

The theme of the research work is “**Integrated approach in teaching EFL classes**“. The current English language syllabus adopts an integrated approach in the teaching of the four English language skills and grammar to go a long way in the reinforcing the implementation of the revised curriculum. Despite all these efforts to make the teaching of integrated English and to help improve the students’ mastery of the English language, there are still many challenges facing the teacher in her/his efforts in the realization of teaching and learning English in lyceum. The main purpose of this thesis was therefore to examine teaching techniques that enhance integration in the development of the four English language skills in lyceum.

The study was very important given the crucial role English language plays nowadays. It was hoped that the findings would serve as a basis for assisting English language teachers adopt teaching techniques which would enhance the integration and development of the English language skills. Secondly, the study could contribute to knowledge of classroom research in the language teaching and learning process. The study would also enable curriculum developers and textbook writers adopt techniques that motivate students to use language skills with confidence. The researcher hoped that the findings of the study would be relevant in teacher education as a whole especially regarding language education, and that it would open areas for further research in this area. It was also hoped that the findings would help the English language teachers to accommodate the approaches and techniques advocated in the integrated English syllabus.

Finally, it was hoped that this study would add to existing knowledge in this area and would form a bank of information for others who may want to conduct similar studies in different environment.

The questions of the research work are following:

1. Which teaching techniques enhance integration in the development of English language skills?

2. Do teachers integrate the four Basic English language skills when teaching?
3. Which language skill(s) do teachers find difficult to integrate when teaching English?
4. Which technique(s) do English languages teachers use to help overcome difficulties encountered?

All in all, we will observe all effective methods to teach both skills and try to elite suitable ones for our students with practical results.

II. LITERATURE REVIEW

The purpose of the literature review in this chapter was to establish a benchmark upon which the problem being investigated was rooted. The literature reviewed, therefore, formed a basis for the study. A review from both the empirical and theoretical Literature is presented in this chapter. The empirical review gave first an over view of trends in English language teaching globally, regionally and finally nationally. The empirical studies located this study in the growing body of Literature on teaching techniques lyceum, where knowledge gaps were identified and therefore a need to bridge them. The English language teaching theory was found relevant to this study. This has been utilized to discuss the teaching techniques and their influence on integration in the development of English language skills when teaching.

2.1. Theories about language teaching and learning

Behaviorists' theory of language learning states that language learning is like any other kind of learning. It involves habit formation. Habits are formed when students respond to stimuli in the environment and subsequently have their responses and reinforcement that they are remembered (Rod, 1997). This means that language learning takes place effectively when students have the opportunity to fully participate and practice and make the correct responses to a given stimulus.

Early research into language learning (both first and second) was heavily depended on the dominant linguistic and psychological paradigms. The typical behaviourist position is that language is speech rather than writing. Furthermore speech is a precondition for writing. This came from the fact that children without cognitive impairment learn to speak before they learn to write and many societies have no written language, although all societies have oral language (Selinker and Gass 2008).

With the behaviourist framework speaking consists of mimicking and analogizing. Basic to this view is the concept of habits. Older people establish habits as children and continue our linguistic growth by analogizing from what we already know or by mimicking the speech of others. In the behaviourist view (Watson, 1924;

Thorndike, 1932; Bloomfield, 1933), language learning is seen like any other kind of learning, as the formation of habits. It stems from work of psychology that saw learning of anykind of behavior as being based on the notions of stimulus and response (Myles and Mitchel 2004).

In behaviourist theory, conditioning is the result of a three-stage procedure-stimulus, response and reinforcement. For example in a classical experiment, when a light goes on (stimulus) a rat goes up to a bar and presses it (response) and is rewarded by the dropping of a tasty food pellet at its feet (the reinforcement). In a book called *Verbal Behaviour*, Bernard Skinner suggested that much the same process happens in language learning, especially first language learning (Skinner 1957).

The baby needs food so it cries and food is produced. Later the infant swaps crying for one or two-word utterance to produce the same effect, and because words are more precise than cries, it gradually learns to refine the words to get exactly what is wanted. In this behaviourist view of learning a similar stimulus response-reinforcement pattern occurs with humans as rats or any other animal that can be conditioned in the same kind of way. In language learning, a behaviourist slant is evident when students are asked to repeat sentences correctly and are rewarded for such correctness by teacher praise or some other benefit. The more often this occurs, the more the student is conditioned to produce the language successfully on all future occasions (Harmer, J. 2007).

The terms, method, approach, procedure and technique have been used interchangeably in language books over the years (Anthony, 1964; Halliday, 1975; Richards and Rodgers, 1986). Changes in language teaching method throughout history have reflected recognition of changes in the kind of proficiency students' need, such as a move towards oral proficiency rather than reading comprehension as the goal of language study. They have also reflected changes in theories as the nature of language and of language learning (Richards and Rodgers 2000). They estimated that some sixty-percent of today's world population is multilingual. Both from contemporary and historical perspectives, bilingualism or multilingualism are the norm rather than exception. It is fair, then to say that throughout history foreign

language learning has always been an important practical concern (Richards and Rodgers 2000).

They argue that for the goals and objectives to be achieved, Educational practices should be well applied and that the effectiveness of teaching and learning is determined by the type of teaching techniques approaches and methods applied.

According to Anthony (1963), approach refers to theories about the nature of language and language learning that serves as the source of practices and principles in language teaching. He says that approach is the level at which assumptions and beliefs about language and language learning are specified. He explains that a theory of the nature of language gives an account of the nature of language proficiency as well as the basic units of language structure. A theory of the nature of language learning gives an account of the psycholinguistic and cognitive processes involved in language learning as well as the condition that allows for successful use of these processes. An approach describes how language is used and how its constituent parts interlock-it offers a model of language competence. An approach describes how people acquire their knowledge of the language and makes statements about the conditions which will promote successful language learning.

In describing methods, the difference between a philosophy of language teaching at the level of theory and principles, and a set of derived procedures for teaching a language is central.

According to Richards and Rodgers (2000), method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approaches. Such include: audio-lingual, direct method, communicative language teaching, Grammar-translated method, the silent way to mention a few. According to Gathumbi and Ssebbunga (2005), methods are seen as a general term includes the theoretical underpinning as well as techniques which are the actual classroom activities. They point out that a number of language teaching methods have been developed over the years as a result of dissatisfaction in the way grammar was being taught, some of which have been vague for the last two centuries, and which are still being used in some parts of the world. The originators

of a method have arrived at decisions about types of activities, roles of teachers and students, the kind of material which will be helpful and some model of syllabus organization.

2.2. Methods include various procedures and techniques

Procedure encompasses the actual moment-to-moment techniques, practices, and behaviours that operate in teaching a language according to a particular method. It is the level at which teachers describe how a method realizes its approach and design in classroom behaviours (Richards and Rodgers, 2000).

Technique is the level at which classroom procedures are described. It is implementation—that which actually takes place in a classroom. It is the particular trick, stratagem, or contrivance used to accomplish an immediate objective.

Technique must be consistent with a method, and therefore in harmony with an approach as well (Anthony 1963:63-7). Anthony (1963) and Richards and Rodgers (1986) elaborate further on teaching style. Their traditional descriptions of classroom teaching within a second language field have used such constructs as “approach”, “method” and “technique” to define specific features of different methodologies that have come in and out of language teaching fashion. They analyze method in terms of “approach”, “design” and “procedure”.

Approach designates both a method theory and the nature of language and its theory of the nature of language learning. Design includes a definition of linguistic content, and a specification of the role of students, teachers and materials. Procedure encompasses the techniques utilized in the classroom. For the purpose of the study,

Anthony’s classification was taken to be sufficient. Teaching techniques are used in this study to be a reflection of the teaching behaviour patterns of English language teachers in the classroom.

According to Richards and Rodgers (1986), some of the questions that prompted innovations and new direction in language teaching in the past included: What should the goal of language teaching be? What is the basic nature of language and how will this affect teaching methods? What are the principles for the selection of language content in language teaching? What principles of organization, sequencing and

presentation best facilitate learning? What should the role of the native language be?

What process do students use in mastering, and can these be incorporated into a method? What teaching techniques and activities work best under what circumstances? The first, second, fourth, fifth, and seventh questions were relevant to this study since they guided the researcher to come up with answers that were based on classroom processes. It was against this background that this study was set out to examine the teaching techniques employed in SLT and the difficulties if any encountered in integrating and developing English language skills when teaching in lyceum. With so many different approaches and methods available many teachers are unsure of which to choose and how to go about making the choice.

Within the general area of methodology, people talk about approaches, methods, techniques, procedures and models, all of which go into the practice of English language teaching. The use and misuse of these terms can make discussions of comparative methodology somewhat confusing. Some methodologists, for example, have new insights and claim a new approach as a result. Others claim the status of method for technique or procedure. Some methods start as procedures and techniques which seem to work and for which an approach is then developed. Some approaches have to go in search of procedures and techniques with which to form a method. Some methods are explicit about the approach they exemplify and the procedures they employ. What the interested teacher needs to do when confronted with a new method, for example, is to see if and or how it incorporates theories of language and learning.

Popular methodology includes ideas at all the various levels already discussed, and it is these methods, procedures, and approaches which influence the current state of English language teaching. Despite the various advice by the educators, research has shown that teachers in most classroom situations today are still controlling, restricting, inhibiting and do most of the talking (lecture). A classroom research like this one was therefore necessary and would yield a bank of information about the phenomenon.

The report encouraged teachers to adjust their instruction to the needs of the particular student and to use activity methods so as to make learning students-centered. The same concern was taken up by the Gachathi report (1976). The report observed that one of the basic requirements in making education relevant to the day-to-day problems of students was to enable the students to observe phenomena of the environment, gather data about them, and interpret the data and then use them to solve problems. The report suggested that teaching methods and techniques should be used to develop ability to gather information by observing the environment by experience as well as the ability to draw vivid scientific references from the observed data.

Teaching of English language skills would therefore require such techniques that would enhance integration and development of these skills to the students. The current English language syllabus, the integrated syllabus, has also called for proper use of teaching techniques, approaches and methods in order to effectively implement the integrated English course.

This in turn was hoped would improve teachers' understanding of the concept related to integrated English language skills which would enable them improve in their performance in teaching. However, feedback from lyceum has continually indicated that there is a problem as earlier stated in chapter one. Despite the recommendations from different commissions and from different educators, English curriculum designers, teachers have not changed much even after undergoing relevant training. The role of the teacher in the context of classroom teaching and learning may be influenced by the techniques and methodology the teacher is following. While not all teachers may see these as trying to implement a particular technique or methodology (e.g. communicative language teaching, a process writing method, whole language method), many teachers may describe their teaching in these terms and many have been trained to work within a specific methodology. Implicitly, in every methodology are particular assumption about the role of the teacher and the technique used and how students should learn.

Yalden (1987) advises that, if using language involves the ability to participate in meaningful discourse and if the goal of second language teaching (SLT) is to assist the student to use the language, then how does the teacher intervene in the development of this ability? Supporting the above view, Nunan (1989) says that any comprehensive curriculum that needs to account for both means and ends must address both content and process. He concludes that communicative language teaching (CLT) has had a profound effect on both methodology and syllabi design, and has greatly enhanced the status of the learning “task” within the curriculum. For instance the present 8-4-4 system of education attempts to move towards a more student-centeredness by integrating both English and literature and including the language skills. This study examined various techniques teachers use for this task of making language learning student-centered. From the literature on approaches, methods and techniques in language teaching, it could be noted that the teachers’ command of the methods of language teaching is very important. However, their concentrations were on general methodology. To bridge these gaps, the current research sought to examine teaching techniques that enhance integration in the development of the four basic English language skills when teaching.

2.3. Teaching English Language Skills

According to Gathumbi and Ssebbunga (2005) listening and speaking are normally integrated as they go together. As for skill, Collins’s English Dictionary describes it as a special ability in a task, sport-especially ability acquired by training. They argue that teaching speaking skills therefore entails bringing students from a stage where they are mainly initiating a model of some kind or responding to verbal cues to the point where they can use language freely to express their own ideas. Although speaking as a productive skill is complete in itself, there is an interdependence of oral skills in communication. Oral skills transcend just mere making of verbal utterances. They pointed out that, although in the classroom situation one often finds it necessary to concentrate on developing one of the oral skills rather than speaking or listening, we should not be oblivious of the fact that oral

communication is a two-way process between speaker and listener. They further say that speaking is an integral part of listening since both speaker and listener are constantly changing roles. They also point out that the main goal of the language teacher in striving to improve students' oral skills or interaction skills should be to equip such students with the full repertoire of language skill needed to function with confidence in any situation outside the classroom, where they no longer have any control over what is said to them. For this reason poor skills development would automatically cause breakdown of understanding almost immediately, resulting into nervousness, which in turn may further inhibit the ability to speak. They further point out that unless a student is able to deal with English only in its written form, there is no escape from the acquisition of at least the rudimentary elements of English pronunciation.

Therefore, amount of time should be devoted to practice in the spoken language. Since opportunity to engage in genuine communication in a second language or foreign language learning situations are rare, the teacher has to create opportunities and situations that promote this intentionally. To bridge the gap between the classroom and the real world outside, the teacher can use teaching techniques that promote this, such as role play, dramatization, discussions and communication games among others.

Reading is an important skill that not only helps the students in the mastery of English, but also enhances their performance in other subjects in the lyceum curriculum. The teacher of English should therefore provide opportunities for students to develop the various reading skills in order to undertake successfully intensive reading, extensive reading and comprehension.

According to (KIE 2006), the syllabus presents the content for reading skill in a spiral approach. For example, comprehension skills are covered from Form One to Form Four. The skills taught in Form one includes recall, comprehension and application. In Form Two analysis is introduced and in Form Three synthesis and evaluation are introduced. It is recommended that the teaching of reading be integrated with the teaching of other language skills and grammar. This should be

done through debate or a writing task from an extract of a literary text. Unfortunately, we are getting students who are less and less interested in reading in English language. The effect is that many of them are not fully literate by the time they get to form 4. Some students read the passage casually and then attempt answering the questions from memory.

Students generally tend to be too brief in answering questions. The teacher should aim at training the students to read fluently and efficiently. It is the acquisitions of these skills that will enable the students to undertake extensive and intensive reading in order to develop comprehension.

Writing is the advanced language skill that requires the student to communicate ideas effectively. It trains the students to be organized and to think critically and creatively as he or she responds to situations. The ability to write well is, therefore, essential for success in any academic discipline. Writing is also a lifelong skill. It is part of the personal development skills that are useful beyond the classroom. Teachers should, therefore, engage the students in as much writing sub-skills as possible.

Gathumbi and Ssebbunga (2005) point out that many teachers of writing have long been dissatisfied with the traditional paradigm and its implications for classroom practice. Consequently, research into the intensive and comprehensive studies of the development of writing abilities has aroused the need for a new pedagogy of writing.

In view of these discussions, classroom procedures of teaching writing skills should therefore follow certain principles and techniques which enhance integration in the development of the four language skills which the thesis sought to examine.

2.3. Techniques in Integrating Skills

Read (1991) views the integration of skills in the language classroom simply as a series of activities or tasks which use any combination of the four skills-Listening (L), Speaking (S), Reading (R) Writing (W) in a continuous and related sequence.

She says that the activities in the sequence may be related through the topic or

through the language or through both. She observes that an important feature of the sequence is the interlocking nature of the activities; to a large extent each task develops from those that have come before and prepares for those that are to follow.

The skills are thus not practiced in isolation but in a closely interwoven series of tasks, which mutually reinforce and build each other. She points out that if students are provided with integrated skills practice, it allows for continuity in the teaching/learning programme. Those tasks and activities are not performed in isolation but are closely related and dependent on each other. She also argues that if the four skills are integrated, it will provide variety and can be invaluable in maintaining motivation. It also allows naturally for the recycling and revision of language, which has already been taught and is therefore, often helpful for remedial teaching.

Byrne (1988) stressing on the importance of integrating skills, says that the need to integrate skills in English language teaching has been emphasized and is not a new feature of writing program. He says that many of the communication activities and „fun’ writing integrate talking and writing (and sometimes reading) in a natural way. He therefore, proposes that if the teacher wants to increase the amount of skill integration in her daily teaching and this is worthwhile because it allows the students to use language naturally.

Mathews et al. (1991: 73) justifies integration of language skills by giving two main reasons; to practice and extend the student use of a particular language structure or function and to develop the students’ ability in two or more of the four skills within a constant context.

This, they claim ensures, continuity of the learning program because the activities are closely related either in terms of content and are dependent on each other, the four skills are developed in a realistic situation which allows flexibility, an opportunity is given to the students to use language in different contexts, modes and with different participants. This variety breaks the monotony of having to deal with one variety at a time and finally, there is a linkage of the skills. In support of integration, Gathumbi and Ssebbunga (2005: 66) suggest that classroom procedures

of teaching writing skills should follow certain principles. They argue that, even though the language learning is divided into four skill areas, the skills should not be treated in total isolation of each other. This implies an integrated skills approach that acknowledges the support of other skills even where one skill, like writing is the primary focus.

Since this area is very crucial in any language learning, there was need to conduct a research to establish whether teachers of English language integrate these skills when teaching. The current research therefore, sought to find out teaching techniques that enhance integration and development of English language skills when teaching in lyceum. The classroom observation by the researcher would therefore be very crucial for this study.

Omollo (1990) carried out a research to investigate the techniques and problems in interacting the teaching of English language and literature in English Lyceum. On the extent of integration taking place between Language and Literature, Omollo found that integration was taking place at varied levels. A total of 425 elements of integration were found in the 43 lessons analyzed.

She observed that more language elements (225) appeared in the literature lessons than literature elements (220) in the language lessons. She therefore concluded that integration was taking place and the literature lessons were marginally better integrated than the language lessons. She also concluded that public lyceum teachers had more knowledge and were more willing to integrate than private lyceum teachers.

On the techniques teachers used to teach integrated syllabus, Omollo observed that the instructional strategies which were most frequently used during the teaching of syllabus were expository techniques such as lecture and heuristic techniques such as question and answer based on the text books. Teachers complained of overcrowded classes with large number of students yet none of the teachers observed used group work-the best method to be used for large classes. The other techniques like fieldstrips and resource persons were never used at all during the lesson

observed. Few of the teachers she observed used discussions but for only a small part of their lessons.

She observed that teachers had ignored or were not trained on how and where to use all the teaching techniques. From the methods and techniques used by the teachers, she concluded that the teachers lacked information on the integrated English syllabus and as such, they found it hard to handle the syllabus. Omollo further claimed that one reason why grammar lessons are tedious and meaningless is that all too often they consist of a teacher explaining a few terms and expressions and then asking students to write out a few exercises. Students need to know and identify certain terms, but is far better to relate the structures to contextualized exercises. The students need to hear and see a number of examples of the structure in question to aid in understanding what the teacher is putting across and the more examples the better.

Writing is a very important skill in language study. Other educationists argue that integrating the teaching of literature and English can enhance writing skills. The curriculum developers define writing as the varieties which include narration, description, exposition, discussion, drama, dialogue, poetry, letters (both formal and informal) diaries, notes, instructions, notices, reports, minutes, recipes and dictation, thus writing embraces both literary and non-literary varieties. Curriculum developers affirm that the teaching techniques need to change from the former practice, relying on textbooks and sterile exercise to the modern way of learning grammar in a meaningful context. They recommend that teachers should use group and pair work, which are some of the most effective methods in language learning classrooms. In support of integration, some language specialists have pointed out that integrating the teaching of language and literature is beneficial as far as reading skills are concerned.

Collie and Slatter (1987) observe that in reading literary texts, students have also to cope with language intended for native speakers and thus they gain familiarity with different linguistic uses, forms and conventions of the written mode. They argue that in extensive reading (of novels and plays) students develop the ability to make inferences from linguistic clues and deduce meanings from the context, both useful tools in reading other sorts of materials.

Carter (1982) further maintains that creative writing can spring from the involvement with literary aspects especially when language and literature are taught complementarily. Writing skills such as narration are best enhanced and developed when students read and appreciate literary works where such style and writing are used. The same applies to the writing of poems. The students can be exposed to different patterns of writing poetry through choral reading before they are asked to write their own poems. Dialogues and plays of all types can also be practiced and written by students after having been exposed to a number of plays. Through constant writing practices that the teacher of English can ensure that the format of writing is mastered. Speech is a very important language skill. Human communication depends very much on one's proficiency in and appropriate use of language. Linguist and educationist maintain that the main aim of teaching speaking is to gain oral fluency, the ability to express oneself intelligibly, reasonably, accurately and without undue hesitation.

According to Ministry of Education (MoE) (2005) the English syllabus has been re-organized to effectively address integration where English would be taught through the four language skills and grammar. The content for language and literature was therefore covered under these skills. This meant that the teaching would focus on both the skill and the content. In the teaching of listening and speaking for example, the teacher is required to use content from oral literature and poetry to teach these skills. By doing this, oral literature and poetry would be taught in natural content thus making learning meaningful and interesting. Since the two genres call for reading, they would also be taught under the reading skill. It further states that the syllabus was organized in such a way that none of the language skills should be taught in isolation, and that the teacher should as much as possible integrate the teaching of the skills. For example, while teaching, the teacher may reinforce the mastery of grammar by pointing out instances of effective use of grammatical items already taught and that the teacher may also generate writing tasks and debates from the reading materials. In view of all these, there was good cause for integrating the teaching of English and literature. The main aim was to improve both quality and

performance in English examination. Omollo, Mogaka, Magoma and others did the same on integration. The current study focused on teaching techniques that enhance integration in the development of English language skills in lyceum but in a different location (Gatundu District).

Mogaka (2001) carried out a research to investigate the teaching and learning of English language in the public lyceum. The studies focused on teachers' instructional behaviors and students' participation in lyceum English language classrooms in. His objectives were to determine the classroom interaction patterns in English language classroom and to identify which teaching techniques encouraged student participation. He employed Second Language Interaction Analysis Schedule (SLIAS) adapted from Gathumbi (1995) and interview schedules to collect the data. The results indicated that most teachers dominated the classroom interaction. It was also evident that the teaching techniques used were mainly teacher-centered such as lecturing, and question and answer. The study also observed a tendency by the teachers of English to strive towards covering the syllabus. According to Mogaka, this meant using textbook leaving no room for their own innovativeness and creativity in the classroom. He also found that all the teachers in the study employed at least three different teaching techniques, according to the results from data collected by (SLIAS) category. Despite these results, there were some teaching techniques allowing for student participation while other did not. He observed that the lecturing technique was the mostly used technique because it made delivery of information easy and fast. However, it gave no room for students' participation. He also pointed out that the lecture method by its nature allowed for teacher domination in the classroom. However, in learning, the teacher is not the holder of the knowledge filling the students' empty minds, students need to participate actively in the learning process and must not be passive participants. However, the study did not indicate whether these are some of the factors that contribute to students' poor performance in K.C.S.E. in English examination. It did not also touch on the teachers' teaching techniques and integration of English language skills. The current study, therefore, sought to examine teaching techniques

that enhance integration in the development of English language skills when teaching in lyceum with particular interest.

Mwangi (2004) carried out a research to find out how teachers of English select and utilize instructional resources in lyceum. His main purpose was to investigate some of the constraints that teachers of English encounter in the process of utilizing instructional resources. This is in the line that resources play important roles in teaching and learning of English language. If well utilized, they impact positively in students' knowledge that may result into good performance in English examination.

He used classroom observation schedule as one of the instruments for data collection. He found out that most teachers did not utilize authentic instructional resources or a multimedia approach when teaching English. The researcher felt that these elements together with others that have been discovered through different researches when properly utilized could help in improving the performance and competence of the students in the English language. Mwangi's study was based on resources and utilization of resources. The current study sought to examine teaching techniques that enhance integration in the development of English language skills because I believe this area is crucial in learning of English language.

Kuria (2001) researched on verbal discourse to investigate the cognitive level of question used in English classroom by the teachers of English. She observed various English language teaching areas while collecting the data. The teachers' lessons were recorded, coded and analyzed into their respective redefined categories. Kuria observed that the English language teachers seemed to emphasize on low-level thinking and recall learning among the students and manipulation of information learnt. Teachers of English also predominantly used lower cognitive order question within the lesson, emphasizing on the lower level of thinking. In view of these research findings, it was necessary that English language teachers should be encouraged to use higher order cognitive questions to maximize learning output and to develop higher level of thinking among the students as these are very crucial in

learning of any language and would improve their competency and performance in English language.

Mundui (2002) did a research to describe the practice of teaching spoken English (speaking skills) in lyceum.

One objective of the study was to observe the activities teachers use to enhance students participation. She found out that none of the teachers made use of both authentic materials and audiovisual materials.

Unlike the above-related studies, the current study was interested in the teaching techniques that enhance integration in the development of English language skills in lyceum. It is implicit from the review of the above-related studies that only one study dealt with the aspect of English language skills-speaking skill. This was done in isolation hence the need to carry out the study to include all the four basic language skills.

Ouma (2005) did a research on relationship between achievement, motivation and performance in English composition writing among secondary lyceum students. He observed that students with integrative motivational orientation in language learning, also known as intrinsic motivation, perform better than those with instrumental orientation (extrinsic motivation). He also observed that use of process approaches to composition writing led to better results than product oriented approaches. To establish the existence of any relationship, pupils' performance in the achievement test in composition was correlated with their motivation level as obtained from both the questionnaire and Thematic Appreciation Test. He used Pearson's product moment correlation coefficient for this purpose. Results from the study indicated that though students were highly motivated in composition writing, there was no significant correlation between motivation as obtained through self-attributed motives and performance. Secondly, self-report questionnaire required self-reflection and students tended to overrate the effort they invest in writing practices, which might not be commensurate with their actual performance in writing task. He also attributed it to other intervening personality, lyceum and instructional variables that account for performance in composition writing.

Such may include: intelligence aptitude, resources and quality of presentation among others. It is implicit from the review of the related studies that none had dealt with the aspect of integration of the four basic English language skills. Not considered was the integration and development of English language skills. There was a need to conduct a research to investigate teaching techniques that enhance integration in the development of English language skills when teaching in lyceum. The present study sought to bridge these gaps by exploring which techniques teachers of English use to enhance integration in the development of these language skills. This effort was designed to improve performance in written communication and grammar.

While studies reviewed above were based on questionnaire and interview as the major instruments for collecting the data, the current study included classroom lesson observation schedule to collect the data. Richness of data obtained through observations and interview schedule would permit a fuller understanding of the topic under study.

This chapter has provided an overview of concepts useful in understanding integration, knowledge about integration of language and literature as well as integration of language skills. Research on language skills has also been reviewed.

Their findings have been cited and which point to the fact that research was needed in a wider area particularly in the pedagogy of the four English language skills. The current study explored this possibility in domain of teaching techniques that enhance integration in the development of English language skills in secondary lyceums.

In the following chapter, the methodology for research is presented, the approach and procedure of the refinement and standardization and use of research instruments are discussed.

2.4. The significance of integrating four skills

The ongoing research demonstrates the importance of Integrated skills in teaching English as second language and relies on important data investigated before.

Around the debates of integrating/segregating or segregating in need, the whole language approach (Schurr et al.1995), or sometimes known as holistic teaching (Myers and Hilliard 1997) has become prominent in the recent studies which highlight the integrating of the skills and the technology as the enabler (West 2002) as the dominant teaching approach. Nunn (2006) asserts that the language learning theory has seen a gradual move towards a more holistic view of language use. By referring Schmitt and Celce-Murcia (2002, p.12) he states that, "the last thirty years has seen a move towards viewing language in much more integrative and holistic terms". Nunan (1989, 2005)(Cited in Nunn 2006) considers skills integration as an important feature of language learning, appealing to such notions as interaction, task continuity, real world focus, language and learning focus and task outcomes.

Mohan (1986) states the need for skill integration in language learning since each language skill is not used separately in real life communication. According to Scarcella and Oxford (1992), the combination of theme-based and task-based instruction is the most effective way to teach language in an integrated manner.

As Peregoy & Boyle (2001) state in Chen (2007), "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."

Moreover, Chen (2007) considers that during "the language learning process, listening, speaking, reading, and writing should be treated as integrated, interdependent, and inseparable elements of language."

Peregoy & Boyle (2001) suggest in Chen (2007) that the teacher should integrate opportunities throughout the reading for students to improve their own learning by responding verbally as they read, write, and learn in English. Because it is the integrated use of oral and written language for functional and meaningful purposes that best encourages the full development of second language proficiency. Reading and writing as well as speaking and listening should be integral parts of all language classroom activities because all these processes interact with one another, as

they propose. Teachers are supposed to provide chances and resources for students to involve in authentic speech and literacy activities.

There are different approaches to language teaching regarding skills. A quick review of literature shows us roughly two mainstreams of approaches about the skills; integrated or segregated skills (Oxford 2001). The hot debate of 80s and early 90s was on integration. But this seems to lose its fever. Researchers like Selinker and Tomlin (1986) contend that the best pedagogical decisions for students can be made only by taking into serious account systematic observations of student performance in specific learning situations in which differing integration/ segregated schemes are used. Separating the skills for discrete focus is based on the assumption that there are aspects of individual skills that specific students from specific language backgrounds will need to focus on e.g. intonation difficulties (Nunan 1989). Some researches go even beyond the integration/segregated schemes of skills. Oxford (2001) participates in the topic by introducing the term of tapestry. This tapestry is woven from different strands including the teacher, student, setting, and relevant languages besides the four skills. And Shen (2003) argues about the implementation of 'Language + Communication (L+C) Approach' in which closely integrates linguistic competence with communicative skills and communicative culture in the process of language teaching so that the students' linguistic competence and their communicative skills can be improved simultaneously.

A very important opinion to consider when talking about Integrated-skill Approach is the one that gives Rebecca Oxford (2001). She compares the teaching of English in ESL/EFL classrooms is that of a tapestry in which every aspect of English Language Teaching – such as the characteristics of the teacher or students’ language – is a strand that contributes to form the final goal, which communication.

In order to achieve this goal, Oxford proposes that the “instructor's teaching style must address the learning style of the student, the student must be motivated, and the setting must provide resources and values that strongly support the teaching of the language.” If these conditions are not present within the EFL classroom “the instructional loom is likely to produce something small, weak, ragged, and pale” .

Oxford states that the four essential strands to make this tapestry are “teacher, student, setting, and relevant languages”. She also adds that “the most crucial of these strands consists of the four primary skills of listening, reading, speaking, and writing”, which “also includes associated or related skills such as knowledge of vocabulary, spelling, pronunciation, syntax, meaning, and usage.” When all of these factors are successfully interwoven, it can be said that the Integrated-skill Approach is being effectively used.

According to Oxford (2001), one of the most relevant advantages of using the Integrated-skill Approach is that it “exposes English language students to authentic language and challenges them to interact naturally in the language.” She also comments that exposing students to communicative situations helps them to get an idea of the “richness and complexity of the English language.”

In terms of integration skills Oxford (2001) introduces the word “tapestry”. She argues that this tapestry does not only consist of traditional four skills but additional strands such as the characteristics of the teacher, the student, the setting, and the relevant languages (i.e., English and the students’ and teacher’s native tongue). Further she extends her point by including associated or related skills such as knowledge of vocabulary, spelling, pronunciation, syntax, meaning, and usage. This, according to her, forms the integrated-skill approach. But, on the other hand, the absence of such threads may lead to a discrete, segregated skills-like in a real tapestry “parallel threads not touching, supporting, or interacting with each other” (Oxford 2001:1).

Oxford (2001) states that there are two types of integrated-skill instruction which are Content-Based Language Instruction and Task-Based Instruction:

In Content-Based Instruction, students practice all the language skills in a highly integrated, communicative fashion while learning contents such as science, mathematics, and social studies. Content-based Language Instruction is valuable at all levels of proficiency, but the nature of the content might differ by proficiency level. For beginners, the content often involves basic social and interpersonal

communication skills, but past the beginning level, the content can become increasingly academic and complex.

In Task-Based Instruction, students' basic pair work and group work are often used to increase student interaction and collaboration. For instance, students work together to write and edit a class newspaper, develop a television commercial, enact scenes from a play, or take part in other joint tasks. More structured cooperative learning formats can also be used in task-based instruction.

According to Harmer (2007), productive work should not always be imitative. Students are greatly helped by being exposed to examples of writing and speaking which show certain conventions for them to draw upon.

“Skill integration is a major factor in lesson planning. Weaving threads of different skills and topics is a major art of teachers who plan for a sequence of lessons. Skill integration also happens when students are involved in project work, which may well involve researching (through reading or listening), speaking (e. g .in discussions or when giving a presentation) and writing (e.g submitting a report)” .

In addition, Barbuzza et al (2008) mentions that in recent decades the experts “have realized that by emphasizing what students can do with the language, rather than using the forms of language, EFL instructors can incorporate any or all of the language skills that are relevant into the classroom arena.”

Hungyo and Kijai (2009) explain that the “term integrated means language learning where all four skills take place at the same time and with teacher, student, and setting as playing their roles in the learning.”

According to Brown (2001, quoted in Hungyo & Kijai, 2009), the Integrated-Skill Approach “is a whole language approach where if a course deals with reading skills, then, it will also deal with listening, speaking, and writing skills.”

This approach is considered as one in which “the English language is taught not just for academic but also for communication purpose.” In other words, it considers the communicational goal that every language course should achieve by exposing students “to the richness and complexity of the language” (Hall, 2006, quoted in Hungyo & Kijai, 2009)

According to Jing (2006 quoted in Hungyo and Kijai, 2009), the importance of using this Approach lies on the fact that, when facing a real communicative situation, “more than one skill is used to communicate and integrated skill approach provides opportunities to develop these skills at the same time.”

However, it has widely discussed and accepted that integration of four skills can develop communicative competence (Jing 2006). Because the real life demands from the students not only immersion into the knowledge of language, but also into the knowledge about how to use the language appropriately in communicative situations. Jing (2006) highlights many situations in which more than one language skills are used to communicate in our everyday life. Furthermore, he alleges that integration leads the focus on realistic language and can therefore lead to the students’ all-round development of communicative competence in English.

Hungyo & Kijai (2009) state that one of the advantages of using this approach is that teachers “can build the lesson plan around a theme or a topic based on the interest of students and also on topics that are relevant to them,” which contributes to make lessons more dynamic and engaging for students, who participate in different kinds of activities and interaction. They also state that “According to Oommen (n.d.), language tasks involve more than one skill and so segregated skill approach never quite completes a lesson.”

Hungyo & Kijai (2009) state that the “activities used by teachers in the integrated approach are real-life activities and situations and thus create an interactive learning environment.” In other words, when using the Integrated-skill Approach, teachers face their students with communicative situations that have to as real as possible so that students realize the importance of learning the foreign language.

Schurr et al. (1995) argue that the language use is holistic in the real world. Therefore, when teaching, the students should immerse in reading, writing, speaking and listening. The effective classrooms should reflect the real world holism. The main task of the teachers must be departing from the separatist mentality. It is true that good readers are also good writers but at the other hand, those students are also effective speakers and listeners. So, it is not enough to exercise one or two language

faculties; we need to provide ample opportunities for enhancing all facets of language. Using cooperative learning activities is one of the best ways to accomplish this. Teachers can take advantage of the social nature of reading and writing to promote paired, group and other cooperative learning activities (Myers and Hilliard 1997).

In terms of technology, particularly in modern ELT classes, we argue that all skills should be integrated (Darn 2006). The core reasons of why technology integration is useful, Lee (2000) points out, under the general context of CALL, experiential learning, motivation, enhancement of student achievement, authentic materials for studying, greater interaction, individualization, independence from a single source of information, and global understanding

III. PROCESS AND PROCEDURE

3.1 RESEARCH PLAN

The research plan encompasses the statement of purpose, the subject, the object, hypothesis, materials and equipment, methods and procedure.

3.3.1. Statement of purpose

The current research is thought to be descriptive. The purpose of this research is to demonstrate the new approaches of teaching Integrated skills through modern, innovative, pedagogical technologies and methods to the second year students of Uzbekistan State World languages lyceum and to find solutions ordeals the teachers may come across during the teaching process.

3.3.2. Method

In this period, the researcher utilized audio-lingual method and interactive white board. The researcher made use of audio-lingual method to show the effectiveness of the Integration of skills in one lesson.

Object

The object of the study is the implementation of innovative technologies and modern pedagogical methods in teaching Integrated skills to the first course students of Uzbekistan State World languages lyceum.

The data of this research is the result from the observation of the implementation of new pedagogical technological devices and innovative methods in teaching Integrated skills. The sources of the data in this research are event, informant, and document.

In this research, the writer uses two kinds of method of collecting data. They are as follows observation and interview. In the analyzing data, the researcher uses qualitative research. To analyze the data, the researcher takes these following procedures analyzing the result of the implementation of modern pedagogical technologies and methods in teaching all four skills of English analyzing the

teacher's problem faced by the teacher when the teacher teaches the basic skills in an integrated way and illustrating conclusion and proposing suggestion based on the data analysis.

Hypothesis

The hypothesis of the current research is that the receptive and productive skills of a language are most effectively and efficiently taught by innovative technologies and methods, which provide with enough consideration the following important points:

1. The age and knowledge of the student and the visual orientation of his educational experience as a benefit or an interference to modern technologies;
2. Parallel development of both active and passive skills with emphasis on the comprehension and production of fluent expressions in normal conversational circumstance.
3. With regard to their procedures for presentation and assimilation of all language skills, containing individual difficulties involved in the mastery of these skills.

3.3.3. The subjects

The present qualification paper was oriented on subjects. They were students who are first year students of Uzbekistan State World Languages lyceum. They were two groups, which are group number 02-15 and 02-16. This lyceum was selected as the principal setting for the research.

Two groups were chosen based on the age specification 16-17 aged. The subject is consisted of 12 students in two groups (table 1 and 2). The researcher could have a chance to conduct her studies on identifying the effectiveness of implementation of new modern technologies and innovative pedagogical methods in teaching integrated skills within two months of the teaching practicum. Before conducting the lessons the researcher collected the information about the students' age, level and general learning strategies by given questionnaires.

Their level was almost the same that ranges B1 level. The main requirement from this method course was to boost their language proficiency with the help of

listening tracks, reading extracts, academic writing strategies and speaking parts. All the students who were supposed to be involved in the experience participated actively.

Table 1. List of students of group 02-15 (control group)

No	Surname	Age	Gender	Nationality
1	Abdulhayeva Oysha	16	Female	Uzbek
2	Abdimurotova Umida	17	Female	Uzbek
3	Akbarova Sevara	17	Female	Uygur
4	Alimov Umidjon	17	Male	Uzbek
5	Arslonova Sevara	16	female	Uzbek
6	Komitov Rustam	16	male	Uzbek
7	Mahdum Yusuf	17	male	Turkish
8	Numanova Durdona	17	female	Uzbek
9	Olimjonova Muhlisa	17	female	Uzbek
10	Usmonov Rahimjon	16	male	Uzbek
11	Xayitov Shoxruh	17	Male	Uzbek
12	Uralova Kumush	17	female	Uzbek

Table 2. List of students of group 02-16 (experimental group)

No	Surname	Age	Gender	Nationality
1	Azizullayev Nizomiddin	17	male	Uzbek
2	Bahodirov Abdullo	17	Male	Uzbek
3	Dusalov Ibrohim	17	Male	Uzbek
4	Karabayeva Zarnigor	16	female	Uzbek
5	Mavlyanova Umida	17	female	Uzbek
6	Maxmudova Xadicha	17	female	Uzbek

7	Saidazimov Baxtiyor	16	male	Uzbek
8	Salomova Sitora	16	female	Uzbek
9	Fahriddinova Soliha	17	female	Uzbek
10	Sharopova Parizoda	17	female	Uzbek
11	Jalmatov Utkir	17	Male	Uzbek
12	Ibragimov Laziz	17	male	Uzbek

3.3.4. The materials and equipment

In order to achieve the effective results of audio-lingual method, the researcher makes use of teaching materials from different sources. The materials consist of not only handouts but also the listening tracks and a ten-minute-video. The distributed handouts are in four different kinds:

- * Logical and funny questions for warm up activity to the theme “A trip to a memory market” (**speaking**)
- * Listening task + working with vocabulary (**listening**)
- * writing the antonyms and filling the blanks (**writing**)
- * Reading the passages and copying it down through listening to the pair (**reading**)

The listening track is recorded by the researcher using the non- authentic material, the material is based on the book “504 absolutely essential words” for intermediate students and activities is prepared by the help of the internet source. The sample of the handouts can be seen in the Appendix.

Furthermore, there are some added materials:

Teacher’s materials:

- a) Lesson plans
- Questionnaires;
 - a) Pre and post questionnaires for students
 - b) Pre and post tests
- Visuals based on the planned topics:

- a) power point presentations
- b) laptop
- c) Loudspeaker
- d) video
- e) interactive white board

The researcher develops questionnaire for the teachers of separate English skills. The purpose of the questionnaire is to identify what levels they teach and what kind of listening and speaking strategies and materials are used to different levels. In addition, in the questionnaire they are asked whether they use different techniques while leading the lesson, their opinions about teaching listening and speaking skills more than the other two skills to improve student's productive skill and the instructors' suggestion of using valuable listening and speaking strategies.(for questionnaire) The questionnaire is not so difficult to complete as it contains only five questions. The instructors just have to write their own points of view. In addition, at the end of each lesson the researcher asks students to write their own feedbacks on a sheet of paper in order to analyze whether the students satisfied from the lesson and which part or activity they liked most and whether it was difficult to accomplish with the tasks.

Questionnaire for students

In order to clarify the aim of the work the researcher conducts four lessons with two different lesson plans and materials.

Observation equipment: A pen, a sheet of paper, recorder. The observer is supposed to take some notes. Later it may assist the investigator while making a lesson plan for the students.

Teaching equipment: Handouts, visual aids, audio recording, a notebook, laptop, loud speaker, white board, etc. All the instruments, which are stated above plays significant role in order to make the investigator's lesson student – centered.

The handouts will be distributed so that the students can take responsibility for their learning and look through the data without the instructor's help. The

video is shown during the lesson order to explain detailed points of the topic. With the help of the listening tasks, the students do the exercises and check with the trainer.

The theme is chosen due to the fact that the topic is suit for integrating all English skills within a lesson and the level of the students' is taken into consideration.

3.3.5. Procedure

a. Variables

1. *The dependent variable of the current research* is to show advantages of using innovative technologies and modern pedagogical methods in teaching Integrated skills at university.

2. *The independent variables* are new methods and innovative technologies, tests, questionnaires and designed tasks according to the principles of modern teaching of Integrated skills.

3. *The moderator variables* are the age, level, goals and the culture of the subjects.

4. At last, the intervening variable is the effectiveness of appropriate tasks in using innovations in teaching Integrated skills.

3.3.6. Experimental steps of the research

Stage one

In the first step, the researcher distributes the questionnaire to the teachers in order to make an appropriate lesson plan with valuable activities. Then, the researcher looks for the suitable sources for the lesson and prepares the lesson plan based on the book “504 absolutely essential words” on the topic “A trip to a memory market”. During a forty-minute presentation of the second stage, both of the groups are introduced with the topic of the lesson and given a few questions based on the theme of the lesson to clarify their background knowledge and the level of the students.

Stage two

At this stage, the researcher divides the students into three small groups and call three volunteers from each group to the board. The researcher reads a list of words which are totally non-related to one another to the first student on the board, he is supposed to repeat the words as many as they remember. This task is given to the students in order to chill them up and brush up on their speaking ability.

Stage three

This following period is dedicated to improving the students listening comprehension. At this stage, the not only enhance their listening ability, but also they are supposed to enrich their vocabulary storage. The researcher distributes the first handout and explain the instruction of the task. There are some new vocabulary and their definitions in a jumble, the students ought to match the words and definitions during listening the track. After the completion of the task, they one by one read the answers.

Stage four

In order to evaluate the students, the researcher questions the first group about their wonders. The novices, one after the other shares their opinions.

Stage five

In order to get more results and check whether the students are able to produce a longer speech the researcher conducts one more lesson with both of the groups. As the aim of the investigator is to identify which strategy is the most effective, the activities of the lesson are mostly indicated at integrated skills.

Stage six

In the following step, the researcher chooses another topic for the lesson, which is interesting for majority of the students. The topic of the lesson is “A cup of humanity”. To start with the lesson, the researcher plays a video on the topic in order to make the students guess ongoing theme and r to get deeper to the topic the investigator asks a few questions from the students. The activities of the plan are based on integrated skills.

Stage seven

Then the researcher distributes the ready – made handouts. There are six extracts about tea and the task the students are supposed to do is to match the title with given passages within 5 minutes. The task is devoted to improve their reading comprehension and practice skimming during the given time.

Stage eight

The investigator jumps to the next activity based on listening skill. The students are provided with the handouts. In the handout there are given 10 tests and they ought to do the test while listening to the track. This very task strengthen their concentration and amend listening ability. After the track the investigator checks the answers and correct the mistakes on the way.

Stage nine

In this phase, after all the tasks are done the researcher asks the students to write feedbacks towards the conducted lesson and distributes the anonym feedback lists. The researcher needs them during her investigation.

Stage ten

In the final point of the study procedure, the researcher collects all the data gathered from the research to analyze and select the necessary materials. In order to get the results of the research, the investigator compares two groups, their attendance, understandings and the materials used during the lessons.

3.2. Data collection

Stage one

As quickly as the researcher collected all the necessary information and stated it in her research work, she started distributing the adapted questionnaire to the teachers of Uzbekistan State World Languages lyceum. The investigator chose teachers from different classes. While distributing the questionnaire, the researcher tried to select most proper teachers who can conduct listening and speaking, reading and writing lessons at university. As a result, the questionnaire was distributed to several teachers who lead the lesson of listening and speaking,

writing, integrated skills and reading. The following questionnaire was given to the English teachers who are at lyceum:

<i>1. What level of students do you usually teach?</i>
<i>2. What kind of activities do you impose use in your lessons?</i>
<i>3. Do you agree with integrating skills in English or segregating them in teaching process?</i>
<i>4. What is the advantage of integrating all skills while teaching English?</i>
<i>5. What is your point of view about using modern technologies in teaching English?</i>
<i>6. What kind of strategies and innovations do you prefer or suggest using while teaching integrated skills?</i>

It took a week to gather the distributed questionnaire from the teachers. When the researcher was acquainted with the answers, she found out that the most suitable and effective ways and methods of teaching integrated skills. In the questionnaire most of the teachers replied that they use the authentic materials which are discussed and analyzed.

In order to analyze whether the first year students practice and develop their speaking and listening skills out of the study campus, the researcher developed and distributed the student questionnaire to the freshmen students. The adapted questionnaire consisted of ten questions with the multiple-choice answers as below:

QUESTIONS	Yes	No	Once a week	Twice a week
Do you have English lesson every schedule day?				
How often do you have writing?				
Do you want reading to be taught every day?				
Do you prefer aspect listening to be taught every day?				
Do you like speaking will be conducted every day?				
Do you have Integrated skills lesson every day?				
What do you think should Integrated skills be every studying day?				

The questionnaire was distributed to two classes of first course students. However, from 80 distributed questionnaires 76 were returned to the researcher. The cause of this was the absence of the students. The questionnaire was lucid for the students that's why the students who answered did not come into difficulties.

The investigator gives the query for students below, and according to the instruction they are supposed to assess their English lessons and teachers according to the given criteria and put a tick for the mark they give:

ASSESSMENT CRITERIA	1	2	3	4	5
Teaching style					

of your English teachers					
Usage of ICT in English lessons					
New methods of English teaching					
Knowledge of your English teachers					
Practical English lessons					

Stage two

Then, according to the questionnaire consequences, the researcher selected different groups of the same faculty to lead the lesson and to make an experiment of her research plan.

The lessons	The groups	The date
A trip to a memory market	Group 02-15	15.03.2018 / 8:30-10:00
A cup of humanity	Group 02-16	20.03.2018 / 10:00 – 11:20

In order to find out which strategy is effective and suitable for pre-intermediate and intermediate levels in teaching integrated skills in a traditional method or modern innovative method, the researcher chose two classes of first year students of Uzbekistan State World Languages lyceum. As the researcher mentioned in her research plan, one of them dividing into two groups were selected as the subjects of the present study. Nevertheless, the subjects were from the same nationality and their age was between 16-17. As it was planned in the research plan, to identify the subjects' level and the background knowledge, the researcher asked a few

questions logical queries to warm up the students before beginning the lesson. The researcher stated the questionnaire below:

1. If you had only one match, and entered a dark room containing an oil lamp, some newspaper, some kindling wood, which would you light first?
2. A truck driver is going down a one way street the wrong way, and passes at least ten cops. Why is he not caught or punished?
3. An electric train is moving north at 100mph and a wind is blowing to the west at 10mph. Which way does the smoke blow?
4. How can you drop a raw egg onto a concrete floor without cracking it?
5. If there are 6 apples and you take away 4, how many do you have?
6. Some months have 31 days, others have 30 days. How many months have 28 days?
7. What goes up and down, but still remains in the same place?

While the pupils were answering the questions, the researcher divided the subjects into two levels (A2, and B1) due to their response and attendance. In addition, the researcher took into consideration the subjects' age. Therefore, according to the division:

- A2 elementary;
- B1 pre-intermediate

The background information about the subjects:

The experimented subjects are 24 in total. 12 of them are females and 12 of them are males. As, the researcher stated in the table which shows the level of the pupils, it is clear that according to the questionnaire results 4 of the subjects 12 are considered to be the A2 levels (elementary), 13 students are mentioned as the B1 levels (pre-intermediate)

Then the researcher distributed the logical questions in order to make them speak and use their mental ability. The students kindly accepted the current phase of the lesson moreover, they were eager to speak and to find the answers. To manage with the time, before distributing questions the investigator warned the

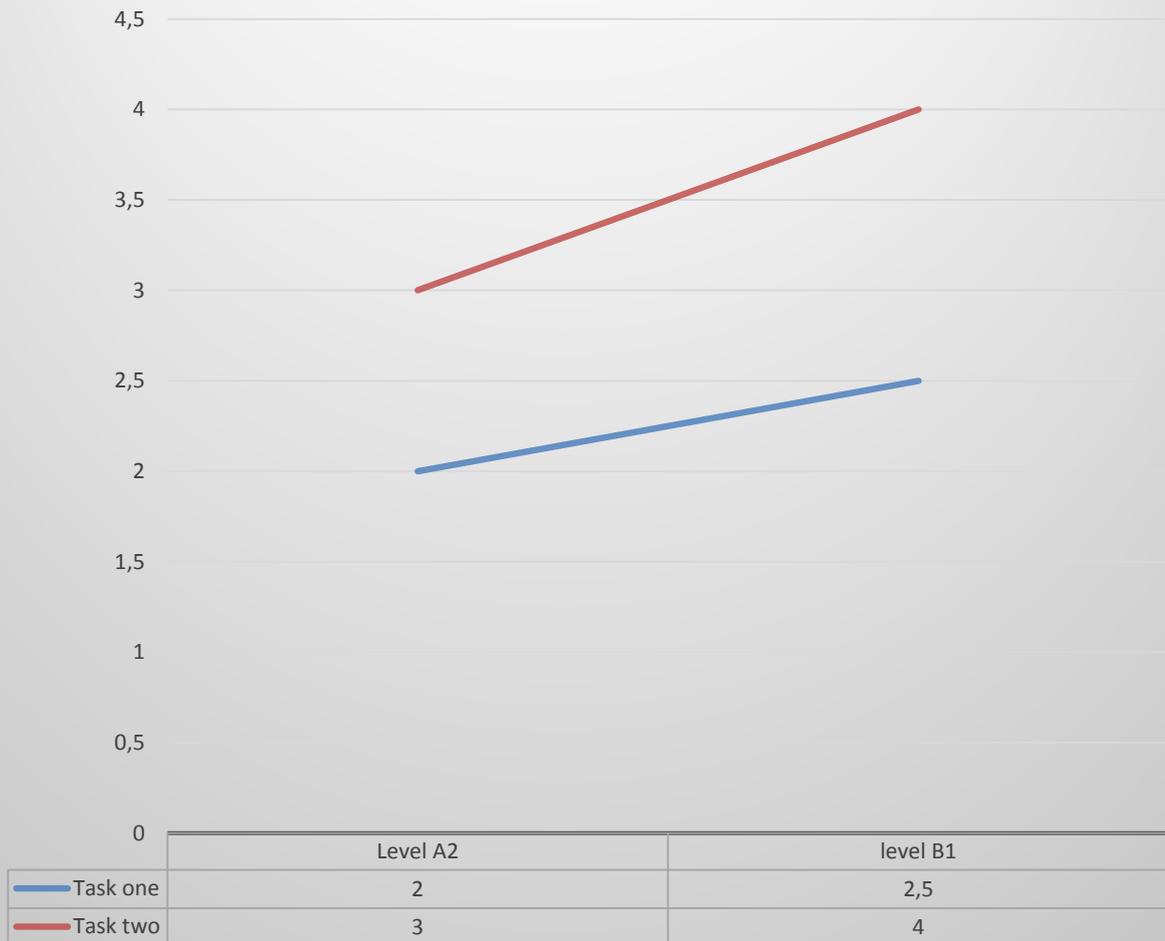
students that for this task they are given only a minute to prepare and think thoroughly. During the task the students worked in small groups which helped to develop their collaborative ability.

Stage two

In the purpose of distinguishing the subjects in the tasks and the strategies, the researcher prepared two different tasks for the second part of the lesson. As it was planned in her research plan one of the classes were distributed the handouts “matching words and definitions”. This task is on the basis of listening comprehension and the track is specially recorded for the lesson by the investigator. The material is taken from the book “504 absolutely essential words. The students were informed with the instructions and then, the researcher put the track 1, which lasted 43 seconds. In the track words and definitions are given in order, yet in the handout the words and definitions are appeared in a jumble. While listening to the track the students simultaneously should have matched them. The students completed the chart by listening to the track. The task took 8 minutes of a full lesson, as the students had to listen to the track twice. After the completion of the task, the students one by one read the answers. Before ending the current part of the lesson, the investigator asked the students to recite the new vocabulary they had just learned. In order to be precise and easy to the students the researcher herself asks the vocabulary. There were no need to ask each student the words, because the words were lucid enough.

In the second group, this stage was also conducted almost the same. But the results slightly differs from each other. In order to show the results of this stage and the differences between the exercises of the first two lessons the researcher worked on a scale that is shown below:

Statistics of the first two lessons



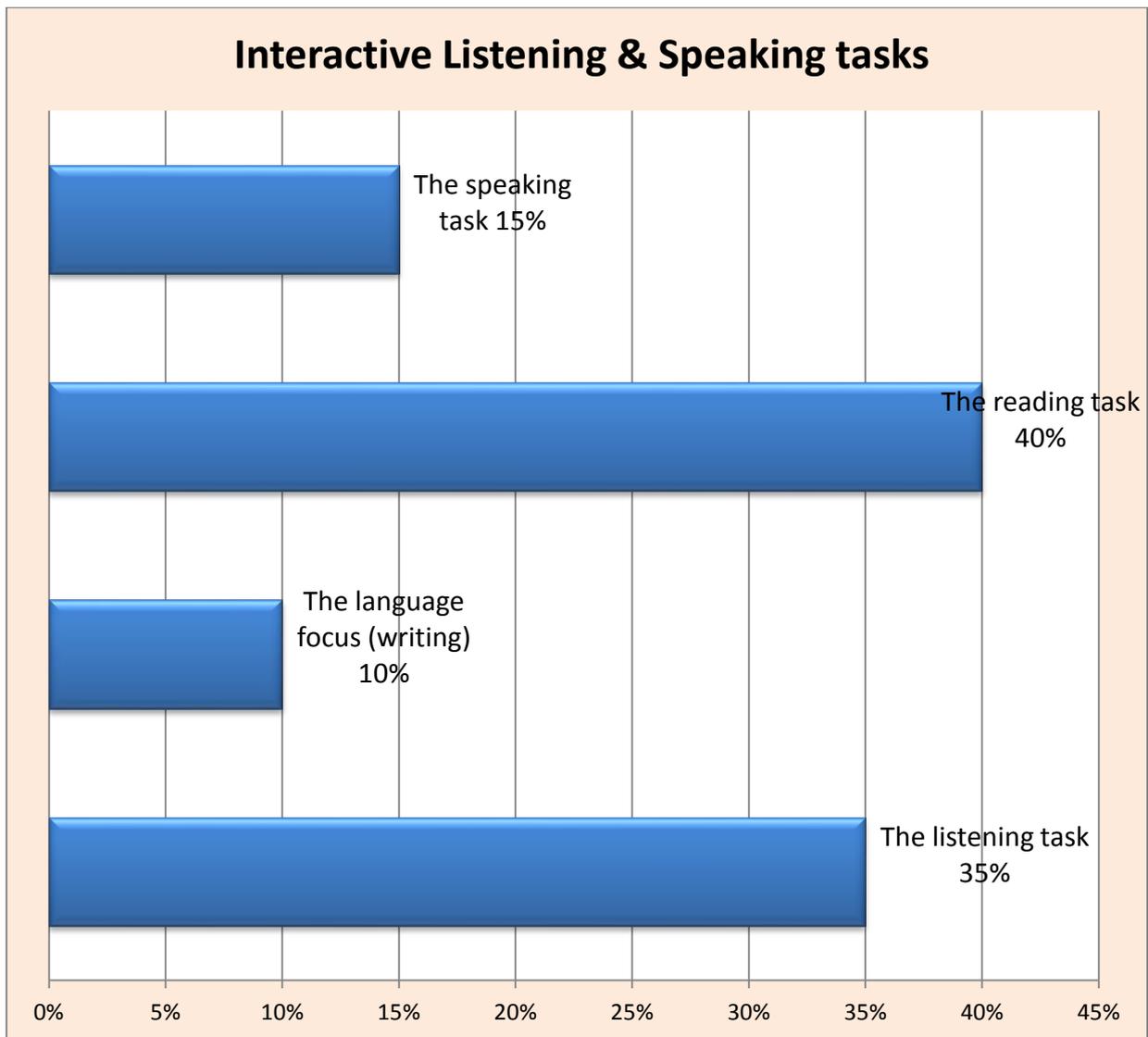
Stage three

After conducting two lessons with the subjects, to identify which strategy was successful for the experimented students more: teaching in a traditional way or implementing modern innovations and new methods in teaching integrated skills, the investigator decided to lead one more lesson in each group. The materials of the lessons were also based on the book “Headway”. Nonetheless, this time the researcher chose the activities for pre – intermediate students. In order to be mesmerizing for the students the investigator selected the topic “A cup of

humanity” and made interactive activities from the authentic material and the internet source. All the tasks in the lesson plan not only adapted for integrated skills, but also encompass grammar and vocabulary. The first task is based on speaking; the students guess the topic while the researcher shows some colorful pictures to them. After realizing the current topic the students are given several questions about “TEA”.

Stage four

In the this phase, the two groups are supplied with the hand-out based on reading, there were six extracts about interesting facts on tea. While the students were reading passages and matching the titles, the investigator played a song. The reason for that was to enhance their concentration. This activity was really fun for them and a new technique for the lesson. After the answers of them were checked by the researcher, she distributed the next activity and explained the instruction to them. This very task was focused on grammar and vocabulary. There were given in the hand –out “7 TEA IDIOMS” with definitions and below them are given related sentences to fill the gaps with idioms. The task was completed within a few minutes. Then they jumped to the next activity which listening was dominant. They listened to the track which lasted 3:31 minutes and simultaneously did the tests about “LYCEUMS OF TEA”. The students did their better as comparison with the previous experimental lesson. The researcher illustrated the following diagram to show which exercise influenced more on the students:



Stage five

At the end of the first lesson, the researcher asked the pupils to write feedbacks towards the conducted lesson. The researcher used them during her investigation.

In the last step of the research procedure, the researcher collected all the data assembled from the study to analyze and pick the most needed ones. The investigator compared the two experimented groups, their attendance, understandings and the achievements in order to get result of the current research. The results of the data are given in the section results and discussions.

IV. RESULTS AND DISCUSSION

Data on the integration of four basic English language skills were collected using both structured and non-structured questionnaire and classroom observation schedule respectively that also targeted the English language teachers in the sampled lyciums. Ten English language teachers were observed live while the results recorded. Another ten teachers answered the questionnaire. The specific focus of the study was to examine whether teachers of English integrate the four language skills when teaching, which included techniques, activities and resources. Views and suggestions from the respondents were also sought. The data collected on language skills found difficult to integrate constituted problems experienced by the English language teachers within each language skill.

Questionnaires (See Appendix A) were used to collect the data and targeted English language teacher teaching forms one and two. Ten teachers were provided with the questionnaires which they filled and collected after the exercise by the researcher. It was found out that listening and speaking skills were difficult to integrate. Teachers also reported that listening and speaking skills are in most cases ignored simply because they are not tested in the National Examination. Data on the techniques used by English language teachers to help overcome the challenges encountered when integrating the language skills were collected using both the structured and semi-structured questionnaires. Views from the respondents were recorded and the results discussed. Teachers attributed the problem of integration to the many students enrolled in classroom. It was reported that classroom activities such as group work was not easy with 70 and above students present in classrooms.

Time allocation for the English lessons was also cited to hinder integration of the four English language skills. Teachers, therefore, suggested that the maximum number of students per class be strictly 24. They also said that time be increased to 80 minutes, that is, all English lessons be double lessons or be increased to 9 lessons to 8 lessons.

This would increase time for the many number of activities required such as group work, role play, discussions, which are presumed would enhance the integration in the development of English language skills.

Information covered two factors about lyceums used in the research namely; category and type of lyceum. Under the category of lyceum, there were provincial and district lyceums. Under lyceum type there were boys, girls and mixed (boys and girls). This information is summarized in Table 4.1 below:

Table 4.1 Frequency and Percentage of category and type of lyceums used in the research

Category	Type	Frequency	Percentage
Public	Boys	1	10
	Girls	1	10
District	Boys	2	20
	Girls	2	20
	Mixed	4	40
TOTAL		10	100

N = 10

Table 4.1 above gives a summary of frequency and percentage distribution of category and type of lyceum used in the study. Majority (40%) of the lyceums were district mixed lyceum. Mixed lyceums were those that had both boys and girls. The least category (10%) was the provincial lyceum.

Table 4.2 HODs-English Information Data

Variable	Category	F	%
Gender	Male	3	30
	Female	7	70
	Total	10	100
Professional Qualifications	Dip. In Education	1	10
	B.Ed	9	90
	M.Ed/ MA	0	0
	PhD	0	0
	Total	10	100
	0-4	0	0

Teaching Experience	5-9	1	10
	10-14	2	20
	15 and above	7	70
	Total	10	100
Age Brackets	26-30	0	0
	31-35	1	10
	36-40	6	60
	41 and above	3	30
	Total	10	100

N= 10

Table 4.2 gives a summary of frequency analysis of heads of English departments (HODs) in terms of gender, professional qualifications, teaching experience and their ages in this study data. In terms of gender, the results show that seventy percent (70%) of the HODs who participated in the study were female while 30% were male.

It also shows that the majority ninety percent (90%) of the HODs had a Bachelor of Education degree and only one HOD ten percent (10%) had a Diploma in Education. None of them had received any higher degree certificate. In terms of teaching experience, the results show that majority (70%) of these HODs had taught for more than four years. Those who had taught for between 5-9 years constituted ten percent (10%), those who had taught for between 10-14 years constituted twenty percent (20%) while those who had taught for 15 years and above constituted seventy percent (70%). In terms of age brackets, majority sixty percent (60%) of HODs were aged between 36-40 years, 30% were aged 41 years and above while 10% were aged between 31-34 years. There was no HOD aged between 26-30 years. The researcher examined these variables because he considered them important assuming that HODs- English are the quality assurance officers who ensure the English curriculum is properly implemented. Based on these facts, the results reveal that those HODs were mature in age, experienced enough in terms of teaching to ensure English language teachers are using appropriate teaching techniques and integrate among language skills because it was assumed the

HODs had a bank of knowledge in the area of teaching techniques that enhance integration of skills in English language when teaching.

In the questionnaire, teachers' background was sought. Though not very important in the research, it was hoped that this information would provide some information that would be crucial to the researcher. The results are summarized in the table below:

Table 4.3 English language teachers information

Variable	Category	F	%
Gender	Male	3	15
	Female	17	85
	Total	20	100
Professional Qualification	Dip. In Education	1	5
	B.Ed	17	85
	M.Ed/ MA	2	10
	PhD	0	0
	Total	20	100
Teaching Experience (Yrs)	0-4	2	10
	5-9	5	25
	10-14	7	35
	15 and above	6	30
	Total	20	100
Age Brackets (Yrs)	21-25	0	0
	26-30	3	15
	31-35	5	25
	36-40	7	35
	41 and above	5	25
	Total	20	100

N = 20

Table 4.3 gives a summary of frequency analysis of English language teachers related to gender, professional qualifications, teaching experience and their age brackets. The ages of the 20 teachers of English were distributed as follows: 21-25 (0%), 26-30 (15%), 31-35 (25%), 36-40 (35%) and those who were 41 years and above were twenty five percent (25%). Based on gender, eighty five percent (85%) were female while fifteen percent (15%) were male. Their lengths

of teaching were also distributed as follows: 0-4 (10%), 5-9 twenty five percent (25%), 10-14 (35%) and those with 15 years and above were thirty percent (30%). Although these variables were not the main focus of the study, the researcher felt that they were important and have been known to affect the way teachers teach. They could therefore help answer some of the questions not captured in the research instruments but which could help yield important information. The result reveals that out of the 20 teachers of English who participated in the study, eighty five percent (85%) were female while their male counterparts constituted only fifteen percent (15%). It also shows that majority eighty five percent (85%) had a Bachelor of Education degree with specialization in English and Literature. Two English teachers ten percent (10%) had Masters of Education degree while only one teacher five percent (5%) had a Diploma in Education.

The first objective of this study was to examine teaching techniques that enhance integration in the development of English language skills. In the question, the researcher wanted to find out the frequency of use of the various teaching techniques used by English language teachers.

To achieve this objective, data was collected using questionnaire which was administered to English language teachers who did not participate in classroom observation schedule.

The item had various activities and techniques teachers used in teaching. These activities included: Group work, drills, use of tongue twisters, games and registers, reading newspapers among other activities. The results were rated according to degree of use in which it was applied.

Above gives a summary of frequency and percentage distribution of activities used by English language teachers to enhance integration in the development of the four English language skills. The main focus was on the activities teachers of English language used in each language skill. In the questionnaire, teachers were asked to grade each one of the activity against the skill according to the frequency with which they used it using a circle (o) using

the four scales given as; frequently, occasionally, rarely and never. The results show that majority sixty percent (60%) frequently used pair work, thirty percent (30%) used it occasionally, ten percent (10%) used it rarely in order to enhance integration in the development of English language skills while none indicated never used it.

Ninety percent (90%) of English language teachers frequently used a variety of genres and register and skim read texts in classroom in order to integrate and develop reading skills, ten percent (10%) used it rarely. Eighty percent (80%) of English language teachers correct students spelling mistakes as well as used newspaper reading, and helped students give talks in class in order to integrate and develop writing skills when teaching, 20% used it occasionally, no response for rarely and never respectively. This is in support of Gathumbi and Ssebbunga (2005) who state that when reading literary texts, the skillful reader also possesses the ability to visualize the scenes and events the world conjures up. The students know that literary text is nothing but blank marks on paper until they are re-created by a reader's responsive mind. Eighty percent (80%) of English language teachers frequently used write and correcting students' spelling mistakes in order to integrate and develop writing skills; twenty percent (20%) used it occasionally, no response for rarely and never respectively. As per listening skills, eighty percent (80%) of the teachers frequently used student talk in classroom as well as reading newspapers in order to enhance integration in the development of listening skills. Interesting enough, sixty percent (60%) of the respondents indicated they rarely used media to integrate and develop listening skills while forty percent (40%) indicated they never used media. Mundui (2002) found that none of the English language teachers made use of both authentic materials and audio-visual materials. Her research was on description of practices of teaching spoken English (speaking skills) and one of her objectives was to observe the activities teachers of English use to enhance students' participation.

This section of the item in the questionnaire required the teachers of English language to indicate the frequency of use of a particular resource in their respective classrooms using a four point scale by checking if she/he used it frequently, occasionally, rarely or never. This question was divided into print and non-print materials. The analysis of the responses and the interpretation are given in table 4.4 below:

Table 4.4: Resources used to enhance integration in the development of language skills.

Resources	Frequently		Occasionally		Rarely		Never	
	F	%	F	%	F	%	F	%
1) Print Materials								
Hand outs	1	10	6	60	2	20	1	10
Magazines/Newspapers	3	30	3	30	4	40	0	0
Text Books	10	100	0	0	0	0	0	0
Extracts	6	60	2	20	1	10	1	10
Class Readers	5	50	4	40	2	20	0	0
Periodicals	1	10	3	30	4	40	2	20
Dictionaries	9	90	0	0	0	0	1	10
Other Reference Books	5	50	2	20	2	20	1	10
2)Non-Projected Materials								
Models	0	0	4	40	3	30	3	30
Realia	2	20	3	30	3	30	2	20
Charts	2	20	4	40	4	40	0	0
Graphs	0	0	4	40	6	60	0	0
Cartoons	0	0	3	30	6	60	1	10
Flash cards	2	20	2	20	4	40	2	20
Diagrams	0	0	2	20	3	30	5	50
Pictures	0	0	1	10	3	30	6	60
Photographs	0	0	1	10	3	30	6	60

N. =20

Table 4.5 above gives a summary of frequency and percentage distribution of resources used by English language teachers to integrate and develop English language skills when teaching. The results show that one hundred percent (100%) English language teachers who participated in the study used English language syllabus textbooks frequently as an instructional resource to integrate and develop the language skills. Ninety percent (90%) used dictionaries frequently to integrate and develop the language skills. Sixty percent (60%) used hand-outs frequently and another sixty percent (60%) indicated they used extracts frequently to integrate English language skills when teaching while forty percent (40%) indicated they used class readers occasionally. Fifty percent (50%) of the teachers indicated they used other reference books other than those in the syllabus as supplementary to integrate and develop English language skills. It can therefore be said that the most frequently used print media in lyceum by English language teachers are no doubt use textbooks, one hundred percent ((100%). On non- print materials, a sizeable percentage of English language teachers, the results show that they rarely or never used these resources.

Mogaka (2001) observed a tendency by English language teachers to strive towards covering the syllabus. According to Mogaka, this meant using textbooks leaving no room for their (teachers) own innovativeness and creativity in the classroom and also denying the students active classroom participation. The current study confirmed Mogaka's observation which found that English language teachers strive to achieve the syllabus, with this it is very difficult to effectively integrate and develop English language skills, hence weakening acquisition and development of these language skills by the students. This may reflect negatively in their general performance in English language where they require these skills to perform different tasks in English language. These results show that non print materials are not popular in use among the English language students. Use of these non-print materials help in reinforcing what is being taught by arousing the students' interests.

It is said that we retain eighty percent (80%) of what we see and hear but only fifty percent (50%) of what we hear. By using these resources to teach language skills, the students are able to conceptualize teacher's explanation of abstract ideas. It is also worth noting from the above results that English language teachers in Gatundu District have not varied and fully utilized these instructional resources which could enhance integration in the development of English language skills when teaching. Some of the resources seem to have been over utilized against others such as text books, class readers, dictionaries and other reference books outside those in the syllabus but which teachers said are used as supplementary resources. Instructional resources such as text books are not teaching substitutes and therefore should be used alongside various techniques in order to realize the lesson objectives. In support of this sentiment, Richards and Rodgers (2000) argue that for the goals and objectives of teaching and learning to be achieved, educational practices, participatory method should be well applied and that the effectiveness of teaching and learning is determined by the type of teaching techniques, approaches and methods applied.

One of the items in the research questionnaire was meant to find out the frequency of use of various teaching techniques in integrating and developing English language skills. In this regard the researcher through an item in the teachers' questionnaire sought to establish the frequency of use of various teaching techniques.

Table 4.5 Techniques which enhance integrating and developing English language skills

Technique	Always		Occasionally		Rarely		Never	
	F	%	F	%	F	%	F	%
Group Work	8	80	2	20	0	0	0	0
sions	9	90	1	10	0	0	0	0
Dialogue	9	90	1	10	0	0	0	0
Demonstration	6	60	3	30	1	10	0	0
Lecture Method	5	50	3	30	2	20	0	0
Language Games	2	20	7	70	1	10	0	0

Role Play	7	70	3	30	0	0	0	0
Dramatization	5	50	5	50	0	0	0	0
Story Telling	5	50	5	50	0	0	0	0
Exercises/Assignments	9	90	1	10	0	0	0	0
Questions Answers	4	40	4	40	2	20	0	0
Drills	2	20	8	80	0	0	0	0

Total=10

Table 4.5 above gives a summary of frequency and percentage distribution of the teaching techniques English language teachers used to enhance integration in the development of language skills. The results show that English language teachers used some techniques more than the others. Discussions, dialogue, exercises and assignments and question answer were the most commonly used techniques ninety percent (90%), indicating that they used them always. Eighty percent (80%) always used group work, and seventy percent (70%) always used role play as summarized in the table above. Fifty percent (50%) shows that they used lecture method always. A good percentage of teachers of English indicated that they used drills occasionally eighty percent (80%) and language games seventy percent (70%) occasionally. Despite the fact that the lecture as a teaching technique does not cater for realizing the aims of teaching, a number of circumstances can call for its popularity, such as class size, limited resources which at times forced the students to share textbooks in some lyciums, and these are some of the problems which were highlighted by teachers in responding to teachers' questionnaires. The researcher can confirm this from the results from the observation schedule. Some classrooms were overcrowded in terms of students per each class, up to 70 students. But apart from these limitations, the lecture method has got some advantages:

Ayot and Patel (1987) point out that lecture method as a teaching technique can be applied to explain certain difficult and theoretical points which cannot be demonstrated. They also say that lecture method can be used in summarizing and recapitulating certain generalizations and principles at the end of the lesson. These activities, however, were lacking among the lessons

observed, as lecture method was used throughout the lessons. The researcher found out that majority, eighty percent (80%) used lecture method. This was noted during live lesson observations.

The second objective of this study was to find out if teachers of English language integrate the four basic English language skills when teaching. To achieve this objective, data was collected using classroom lesson observation schedule. The major focus was mainly teachers' teaching techniques and whether teachers of English language integrate these language skills. The results showed that all teachers employed at least three or more different teaching techniques. Despite these results, there were some techniques allowing and enhancing integration and development of English language skills while others did not. Those that allowed integration and development were: Group work, discussions, dialogue, role play, language.

However, during the lesson observation, it was found that the lecture technique was commonly used because it made delivery of information easy and fast. Commonly recorded teaching techniques at the introduction and lesson development were questions answers, lecture method, and to some extent discussions. All the English language teachers observed used a variety of teaching techniques ranging from two different ones to an integration of three different techniques such as; demonstrations, dialogue, discussions, lecture, group work, and exercises/assignments. Out of the ten English language teachers observed, majority, eighty percent (80%) used lecture technique, while the remaining twenty percent (20%) used questions and answers and group discussions.

Data collected through this instrument contradicts earlier one by teachers' questionnaire, where teachers indicated that they rarely used lecture method. As cited before, this is a serious limitation that would influence the overall outcome of this research. The researcher therefore concluded that teachers of English language still dominate and control their classroom interactions. The research findings affirms the observation by Flanders (1975)

who recorded that 70% of the talking in the average primary and secondary classrooms is done by teachers. Similarly, out of ten (10) lessons observed and analyzed, integration of the four English language skills were recorded from two teachers, representing twenty percent (20%) of the total number of teachers who participated. Majority eighty percent (80%) did not integrate the four language skills. When asked to comment on such instances, the teachers reported the following challenges: workload- number of lessons per week, time allocation especially single period of 40 minutes, shortage of instructional resources- books shared up to among four students, class size, in some situations, 70 students in a one streamed classroom in lyceums with more than one stream as well as mother tongue influence. As a result, the teachers resort to teaching of grammar, where teacher talk is the main activity. As a result, the teacher used either one or two skills when teaching grammar. The researcher observed that listening and speaking were not given the prominence (not integrated) or ignored altogether, representing forty percent (40%) of the total respondents. Twenty percent (20%) integrated the four language skills when teaching while twenty percent (20%) did not integrated the four language skills when teaching. It was found out that speaking and listening skills are ignored by teachers of English. Teachers attributed this to the fact that speaking and listening skills are not assessed in the national examinations. From the findings, the researcher concluded that teachers do not integrate the four English language skills when teaching, a technique limiting their development in the students.

According to MoE (2005), the English language syllabus has been reorganized to effectively address integration where English language would be taught through the four language skills and grammar. In support of this, Mathews et al. (1985:73) justify integration of the four language skills by giving two reasons: to practice and extend the students' use of a particular language structure or function and to develop the student's ability in two or more of the four skills within a constant context. On the same sentiments, Gathumbi and Ssebbunga (2005: 66) argue that, even though the language learning is divided

into four skills areas, the skills should not be treated in isolation of each other. Looking at importance of English language skills and with the emphasis on how to teach them effectively, the researcher supports integration in teaching them, as this is believed is the only way students can be motivated to learn and develop the skills.

The third objective of this research was to find out which language skill (s) teachers found difficult to integrate. Teachers were asked to state language skills they found difficult to integrate. The responses recorded and the frequency showed the level of responses. The frequency indicates how many times the responses were recorded.

Table 4.6 Language skills difficult to integrate

Skill(s) difficult to integrate	Frequency	Percentage
Listening	14	70
Speaking	3	15
Reading	2	10
Writing	1	5
Total	20	100

N=20

Table 4.6 above gives a summary of frequency and percentage distribution of English language skill teachers found difficult to integrate when teaching. This item appeared in both English language teachers questionnaire (TQ) and the HODs'-English interview schedule. Teachers were asked which language skill(s) they found difficult to integrate. Based on the results, majority, seventy percent (70%) indicated that listening skill was difficult to integrate, fifteen percent (15%) speaking, ten percent(10%) reading while only five percent (5%) cited writing to be difficult to integrate.

Results show that speaking and listening were difficult to integrate by English language teachers when teaching. Teachers attributed this to the fact that wrong forms of spoken English have over time, become institutionalized in society. They also said that in lyceums, both teachers and students are drawn

from different ethnic groups, speaking a variety of either related or non-related languages, and that these languages do not have similar sounds to those found in the English language. As a result a great deal of confusion occurs in the process of the teacher's bid to teach and develop these two skills and therefore ignored all together. Teachers also listed the following as challenges affecting their teaching and integrating language skills: (1) Teachers felt that the time given for integration of skills was not enough to enable them teach them effectively. Due to this they could not use the recommended techniques or improvise some resources, (2) some teachers complained that since they trained on specialized in one area(English or Literature) they found it difficult to teach the other area which they had no interest,(3) some teachers complained of lack of knowledge on integrated skills leading to poor lesson preparation. They also said that speaking and listening calls for a lot of involvement of the students.

Teachers explained that, given the class size and time, it was not easy to group student for various activities which initiate speaking and listening and that forty minutes is so short to include many activities such as discussion, demonstration, language games among other activities. This affirms Lucantoni's argument that speaking as an second language skill is often neglected in the classroom, sometimes because teachers themselves may lack confidence in speaking in the target language or because it is not tested in the final examination (Lucantoni, 2002).

Bwire (2007) conducted a research to investigate student competencies and proficiency in English Listening Comprehension in selected lyceum. On coverage of listening skills, Bwire observed that analysis of the integrated English books in use revealed that the coverage of listening skills and listening comprehension materials was inadequate (1.63%) coverage compared to other language skills. She also found that available materials were too brief to help students develop meaningful listening competencies and proficiencies in listening skills.

According to Bwire, the percentage distribution of the four language skills in the integrated English book 3 was found to be very imbalanced, with only (9.52%) of 21 units for listening and 1.45% of 133 sections dedicated to listening and 0.99% of 252 pages for the same. Yet the skills of reading and writing had the bigger share of concentration, taking 100% of the average in the integrated English language course book and Grammar taking 80%. On adequacy of listening materials, through the content analysis, it was found that the recommended secondary lyceum books for English for students and for teachers' guide book were lacking the materials and coverage of the listening comprehension skills, relegating it to the bottom and taking it for granted. The coverage favoured other skills, (especially reading). Students had little exposure to listening exercises, considering that in form one, only three (1.21%) pages of listening comprehension exercises were used (2.53%) pages in form two and (1.05% in form four. She said that this would obviously make students disinterested in listening skills, a possible factor contributing to the observed low listening comprehension proficiency of form three students.

On instructions for the teacher/developing listening skills using other materials Bwire (2007) found that in addition to minimum provision of exercises that would be useful for listening comprehension, there was lack of the direction for the teacher on how to use these materials. She said that it seems that it was expected that teachers would use their discretion to make use of the provided exercises to train students in the listening skills and that the reading and speaking exercises would easily provide opportunity for listening practice, but these were not consciously brought out as listening activities and instructions to teachers were lacking. She concluded in general that listening skills were found to be inadequately incorporated in the syllabus and insufficiently covered by the then secondary lyceum course books of integrated English. Yet the questionnaire results showed that most teachers (90.45%) confessed that they relied heavily on the integrated English books. She also found that students' competencies and proficiency in the subtest and test total levels in students' listening

comprehension in English were generally below average-they were found to have between poor and very poor proficiency in ability to draw inferences, deduce meaning of unfamiliar words, and predict outcome and paraphrase. On factors that influence the listening comprehension proficiency of the students in lyceum, Bwire observed that the major factors that came out clearly were the inadequate attention paid to the teaching of listening skills in terms of methodology, teaching materials and lack of assessment provision. She also found out that the listening skills were given less coverage in the syllabus because they were not examined both at lyceum level and in the national examination.

Bygate, (1995: vii) says that the importance of speaking cannot be underestimated as our students often need to be able to speak with confidence in order to convey their ideas opinions and feelings in most of their most basic transactions. Teachers cited the following as the major causes of challenges: that there is a temptation to lean on what the teacher is more competent in and avoids activities that would involve speaking, difficulty in understanding the English language by the students due to the location of the lyceum, mother-tongue influence, which results in mispronunciation of sounds, such as words with sounds / r / and / l /, for example, learn and run. Both students and teachers had difficulties in a particular sound, resources that would be used to involve the students in speaking were lacking in many lyceums especially most mixed lyceum, content being too broad and in which case lack the integration of the four language skills, class size, where the teacher was unable to involve the students in such activities which involve speaking.

To address such phenomena and for better integration, teachers suggested the need for enough time for English language lesson, proper preparation by the teacher and fair teacher- student ratio that is, maximum thirty five students per class, be considered.

This section also covered the problems if any, teachers faced when using technique that enhance integration in the development of English language skills. The problems that were discussed cut across those that affect the integration in

the development of English language skills when teaching. They include: Number of students per stream for those classes with more than one stream (70-100 students per stream), forty minutes is not enough to accomplish the required activities, and the space in the classrooms among other problems. Teachers reported that such problems limit the necessary activities which can enhance the integration in the development of the four language skills.

The final research objective was to find out which teaching technique English language teachers used to overcome the challenges encountered in integrating and developing language skills. On their part, teachers mentioned several activities and teaching techniques they did to sustain the integration of the four language skills in the classroom such activities would include: (1) group work, (2) discussion, (3) dialogue, (4) creating a friendly atmosphere, (5) demonstrations, (6) language games, (7) role play, (8) dramatization, (9) story-telling, (10) drills, (11) questions answers, (12) exercises and assignments, and hot seating. In hot seating, the teacher presents a scenario involving some characters and then asks a student to assume the role of one character. Other students then ask him or her interrogative questions to account for his/ her behaviour.

The teacher divides the class into four groups and assigns the names of prominent people to each of the role of the assigned character they have been given. The teacher can use the method to teach interrogative sentences and to integrate the four language skills. In role play, the teacher picks two or more students from the class to act the roles of certain characters. The teacher can use this to teach speaking and listening skills, just to mention a few examples. It was also noted that reading proficiency and therefore speech proficiency acquired through intensive reading of the literary texts could also help develop the four language skills in lyceum. It was also suggested that the content of integrated skills material was very crucial in helping to improve the proficiency in the four language skills, hence need to use familiar content such as students' own composition and within factual information.

This implies that techniques for improving students' speaking and listening proficiencies. In the discussion, students are given the opportunities to get involved by participating in learning. Group discussions help in the integration of skills as it is during the activities, that the students have a chance to improve their listening, speaking, reading, writing skills. This supports the assertion that discussion is one way of getting students to talk (Gathumbi and Ssebbunga, 2005: 25).

Other responses showed that to some extent they used question and answer technique, exercises and assignments and dialogue in order to integrate the four language skills when teaching. No teacher indicated that she or he used story-telling technique to overcome the challenges of encountered in the integration of English language skills when teaching. However, story-telling technique has been found as the effective way of developing the speaking skills since students have to speak and listen and in some cases using paralinguistic cues (Gathumbi and Ssebbunga, 2005: 28). The results also showed that role-play was not popular among many English language teachers and its role is much neglected by these teachers as a teaching technique. Role-play helps in the development of speaking skills; when its crucial role is required Gathumbi and Ssebbunga (2005).

On assessment, teachers saw the need to include speaking and listening skills in the lyceum assessment tests and national examinations. This would improve the attention given to speaking and listening skills by teachers. Results from lesson observations revealed that the following are the evaluation techniques: Question and answer, oral question, oral exercises, written exercises (take home), reading and answering passages (comprehension). Some of these were given during the lessons or as take home assignments.

The content analysis revealed that the English language teachers did not provide sufficient teaching techniques that enhance integration in the development of the four language skills.

Discussions on the main findings of this study were also discussed. It has shown that the provision and integration of listening and speaking skills in

teaching were wanting just like writing and reading skills. A number of factors that affect integration of the four language skills when teaching are outlined and several insights into issues on teaching these skills brought out. Inferences generated from this chapter will be highlighted in chapter 5 where conclusions and appropriate recommendations about the improvement of the four language skills are presented in addition to suggestions for further research.

V. FINAL REFLECTIONS

This chapter gives a summary of the study. It highlights the findings of the study, the conclusions drawn from it and the recommendations. Suggestions are also made for further areas of research.

The purpose of this thesis was to examine teaching techniques that enhance integration in the development of English language skills in lyceum. The research was guided by the following:

- 1) To examine teaching techniques those enhance integration in the development of English language skills
- 2) To find out whether teachers integrate the four English language skills when teaching
- 3) To find out which language skill(s) if any teachers find challenging to integrate when teaching
- 4) To find out which technique(s) teachers use to overcome the challenges encountered in language skills integration

Three instruments were used namely: interview schedule, questionnaire, and classroom lesson observation schedule-questionnaire for English language teachers who didn't participate in the classroom lesson observation, interview schedule for HODs-English, classroom lesson observation schedule for English language teachers who didn't participate in the questionnaire. The questionnaires elicited the Respondents' biographical information, and their views on the teaching techniques that enhance integration in the development of English language skills. Open-ended and closed-ended items were used in the questionnaires. Interview schedule was used to elicit HODs views, and their involvement levels in English department, and their suggestions on the future of integrated English language. Instruments were piloted in lyceum outside the research sampled to determine reliability and validity of the instruments. Data were obtained and analyzed using descriptive statistics (frequencies, percentages) and presented in tables. Data was supported with

relevant table and direct quotes.

From the results, all the teachers in the study used at least three or more activities in the teaching of English language skills namely: 1) pair /group work, 2) tongue twisters, 3) write and correct spellings, 4) write a variety of notes among other activities. Despite these results, there were some activities that enhanced the integration and development of the four English language skills. Use of group/ pair work, use of print from the environment, use of wide range of genres and registers, reading newspapers and listen to talks as well as students giving talks in class were the most frequently used activities to enhance integration and development of language skills according to the results. Results also reveal that majority sixty percent (60%) of the teachers observed did not employ the use of media in their teaching in order to enhance integration in the development of especially speaking and listening skills. On resources used by English language teachers, results showed that all English language teachers one hundred percent (100%) used English text books as instructional resources. Also available for use as resources were dictionaries, handouts and extracts.

It is clear from the research evidence that in virtually all classroom contexts implicit learning takes place but it is enhanced by drawing attention of the student, explicitly, to English language skills, vocabulary and grammar embedded in them. Explicit teaching of any sort, whether it is language skills, grammar or vocabulary, seems to result in improvement in tasks which are directly related to that kind of teaching technique, but not to overall free and creative performance. There was little evidence for the efficacy of explicit skills integration in English language teaching by majority of the teachers who participated in this study. From the classroom lesson observation, it was found that teachers took long time out from meaning-based interaction, usually at the beginning of a topic (introduction), and explaining the rules of the language through examples and paradigms. It was observed that students had to listen or take notes as the teacher lectured hence students were passive participants. Although the exercise and assignments technique was commonly used, and that it gave a chance to students' participation,

it was basically designed by the teacher. The teacher had to answer questions posed by the student in those related to an activity being done. This limited the extent to which students could ask question, hence hindering integration in the development of English language skills.

Language learning involves exposure to the basic skills namely: 1) listening, 2) speaking, 3) reading, 4) writing, 5) grammar and vocabulary imbedded in the skills. It is therefore the teacher's responsibility to see that all the skills are practiced. All the teachers in the study taught a variety of language skills ranging from two different ones to an integration of the skills. However integration of four language skills was only recorded in two instances, twenty percent (20%) of the total observed. Majority, eighty percent (80%) of the teachers observed didn't integrate. Many teachers observed chose simple grammar items to teach. This limited the students' active participation in classroom interactions. At least two, writing and reading skills were integrated, just by nature of their presence in the topic taught.

It was also observed that speaking and listening were difficult to integrate. Teachers also cited that discussion was the most commonly used technique to help overcome the problem of integrating speaking and listening skills.

Emanating from the findings discussed above, the following are the conclusions:

(a) That the English language teachers were professionally qualified and had long teaching experiences and therefore expected that these teachers were well versed with the integration of English language skills, and be able to adequately utilize teaching techniques which would enhance integration in the development of English language skills in lyceum.

(b) That the HODs- English were mature teachers of English language in terms of age with a bank of experience to ensure English language teachers under their mentorship employ appropriate teaching techniques to integrate and develop English language skills appropriately.

- (c) That the English language teachers sampled for the study had both adequate educational background and teaching experience.
- (d) Speaking and listening skills were found to pose challenges to integrate and in most cases were ignored by the English language teachers in their teaching.
- (e) Teaching techniques enhancing integration in the development of four language skills in the classroom were inadequately incorporated in the teaching processes. The teaching processes lacked activities and tasks for integrating the four language skills, rendering the process an unimportant position and taking them for granted.
- (f) English language teachers continue to use predominantly expository techniques while students centered methods such as group work, dramatization, simulation games, discussions, role play and many others are not being used in the teaching/learning of integrated syllabus.
- (g) That out of ten (10) teachers observed, only twenty percent (20%) integrated the four language skills while majority eighty percent (80%) did not. It may therefore concluded that teachers of English language do not integrate language skills when teaching, and that speaking and listening skills were difficult to integrate.
- (h) That lecture as a teaching technique was the most frequently used by those teachers observed. This technique does not enhance integration in the development of English language skills questioning the efficacy of lecturing to integrating the four language skills.
- (i) The teachers felt that the time for integration of skills was not enough to enable them teach it effectively. Due to this they could not use the recommended techniques or improve some resources to enhance integration in the development of language skills.

The conclusions drawn from the findings of this study have prompted the following recommendations: Teachers should offer students a range of activities which incorporate and promote implicit and explicit process; these would improve development of the four language skills in the students.

1) English language Teachers' Preparation and Professional Development a) Pre-service and in-service teacher education should provide sound grounding in structure of English language as well as features of the four language skills and the teaching of these skills.

b) Constant monitoring and evaluation, coupled with frequent in-service courses, workshops and seminars through quality assurance office should become a common feature in the teaching of English language since it is the central means of ensuring the teaching techniques that enhance integration in the development of language skills in lyceum English course at Forms 1 and 2.

c) Participatory teaching methods, teaching techniques and approaches should be adopted so as to update the current English course on the integration in the development of the four English language skills.

d) Teachers should explore and use a variety of techniques that enhance integration and development of skills and lay emphasis on teaching that enhance linguistic and communicative competence in all the four language (especially speaking and listening) skills by exposing students to a variety of activities and tasks in these skills.

e) The Ministry of Education to constantly monitor and evaluate the delivery of the integrated English course, the amount of time allocated to English lessons to give it more time. The focus of such monitoring would be to determine, assess, and evaluate the success of the delivery of each aspect of the syllabus of the course, with particular emphasis on the integrating the four language skills. This would be undertaken with a view to providing strategies for addressing the challenges these teachers face in delivering the integrated course.

f) Extra time allocation on the timetable with increase of demands of the teacher of English to teach and assess the oral skills. It would suffice to allocate more time to English lesson from eight to nine lessons in a week in order to give integration of skills more (especially speaking and listening) attention.

Due to the limited scope of this study, the researcher was not able to carry out extensive research. However, it was hoped that the study would raise challenges

that would lead to further research in many areas that were not covered. The following are areas for further research:

(a) Since this was a descriptive survey, it could be replicated probably using a different research design such as experimental design in lyceums within a bigger context.

(b) There is much need by both the teachers of English as well as the curriculum developers of English language syllabus to give emphases on the use of the four language skills for the purpose of communication; giving the teaching of these language skills their authenticity.

(c) Research related to the nature of the present study should be conducted to cover lyceum in different in order to discover the problems that impede the integration of English language (especially speaking and listening) skills.

This chapter has provided an overview of the main conclusions drawn from the findings of the study. Relevant recommendations regarding the teaching techniques that enhance integration of four language skills and factors affecting the same have been put forward with the hope that they will be implemented by the concerned.

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VIII. APPENDIX

i. Print materials.

Materials	Frequently	Occasionally	Rarely	Never
Hand outs				
Magazines				
Textbook				
Extracts				
Class readers				
Periodicals				
Dictionaries				
Other reference books				

ii. Non projected materials (please put a tick against the level of use)

	Frequently	Occasionally	Rarely	Never
Models				
Realia				
Charts				
Graphs				
Cartoons				
Flashcards				
Diagrams				
Pictures				
Photographs				

Further suggestions/comments _____

Section IV: Teaching Techniques and Activities

- (a) Indicate with a tick (✓) the level of frequency you use the following.

Methods in teaching and integrating language skills

Methods	Frequently	Occasionally	Rarely	Never
i. Group work				
ii. Discussion				
iii. Dialogue				
iv. Lecture Method				
v. Demonstrations				
vi. Language game				
vii. Role play				
viii. Dramatization				
ix. Story telling				
x. Drills				
xi. Exercises				
xii. Others (specify				

(b) Which method (s) do you find useful for development and integration of language skills from (a) above?

i. _____

ii. _____ iii.

iv, What difficulties if any do you encounter in teaching integrated English?

(c) Which skill (s) do you find difficult to integrate?

(d) Which method (s) have you used to help overcome the difficulty if any

_____?

Thank you for your participation