

**Integrated Approach to Teaching and Learning English Language in Junior High
Schools, Volta Region, Ghana**

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**A Thesis Submitted in Fulfilment of the Requirements for the Award of the Degree
of Doctor of Philosophy in the Department of Educational Communication and
Technology, School of Education and Lifelong Learning, Kenyatta University**

June 2022

DECLARATION

I declare that this thesis is my original work and has not been presented in any other University/ institution for consideration. This thesis has been complemented by the referenced sources duly acknowledged where text, data (including spoken words), graphics, electronics or tables had been borrowed from other sources, including the internet. These are specifically accredited, and references cited in accordance with anti-plagiarism regulation.

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DEDICATION

This thesis is first dedicated to God Almighty, second, to my children; Bless Enyonam Daniels and Bright Elorm Daniels (twins), then to my late parents (John Yao Adansi and Ruth Agorbretu), finally to my siblings; Josephine, Joseph, James, Edward, Solomon, and Joshua.

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TABLE OF CONTENTS

DECLARATION.....	ii
DEDICATION.....	iii
ACKNOWLEDGEMENTS	iv
TABLE OF CONTENTS	v
LIST OF TABLES	xiv
LIST OF FIGURES	xvii
LIST OF ABBREVIATIONS AND ACRONYMS	xviii
ABSTRACT.....	xix
CHAPTER ONE	1
INTRODUCTION.....	1
1.1 Background to the study	1
1.2 Statement of the Problem.....	6
1.3 Purpose of the study	8
1.4 Objectives of the study.....	8
1.5 Research Questions	8

1.6 Significance of study.....	9
1.7 Scope of the study	9
1.8 Limitation of the Study	10
1.9 Assumptions of the Study	11
1.10 Theoretical Framework and Conceptual Framework.....	11
1.10.1 Theoretical framework.....	11
1.10.2 Conceptual Framework	13
1.11 Operational Definition of Terms.....	17
CHAPTER TWO	18
REVIEW OF RELATED LITERATURE.....	18
2.1 Introduction.....	18
2.2 The Concept of the Integrated Approach.....	18
2.3 Nature of Integrated Methods Used by Teachers of English	20
2.4 Integrated approach in teaching and learning	23
2.5 Extent to Which Teachers Use the Integrated Approach in Teaching of English Language.....	26
2.6 Integrated English curriculum content and approaches	30
2.6.1 Effective methods for teaching	32

2.7 Approaches to Teaching	35
2.7.1 Language Model	35
2.7.2 Cultural Model	36
2.7.3 Personal Growth Model	37
2.8 Learning environment.....	38
2.9 The Importance of Integrative Approach in Teaching and Learning.....	40
2.10 Perceptions of Both Teachers and Students toward Integrated English	64
2.10.1 Perceptions of Teachers Toward an Integrated English.....	64
2.11.2 Perceptions of Students Towards the Integrated English.....	69
2.11 Challenges of Teachers Using the Integrated Approach in Teaching English language	72
2.12 Summary of the gaps from the Literature Reviewed	76
CHAPTER THREE	79
RESEARCH METHODOLOGY	79
3.1 Introduction.....	79
3.2 Research Design.....	79
3.3 Variables	81
3.4 Location of the Study	81

3.5 Target Population.....	82
3.6 Sampling Techniques and Sample Size	83
3.6.1 Sampling Techniques	83
3.6.2 Sample Size.....	83
3.7 Research Instruments	84
3.7.1 Questionnaire for teachers	84
3.7.2 Questionnaires for Students	85
3.7.3 Interview Guides for Teachers	85
3.7.4 Classroom Observation	86
3.8 Pilot Study.....	86
3.8.1 Validity of the Instruments	87
3.8.2 Reliability of the instruments	87
3.9 Data Collection Procedure	88
3.9.1 Questionnaire	89
3.9.2 Interview Guide	89
3.9.3 Classroom Observation Checklist.....	90
3.10 Data Analysis	90

3.11 Logistical and Ethical Considerations.....	92
CHAPTER FOUR.....	93
DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS	93
4.1 Introduction.....	93
4.2 General and Demographic Information	94
4.2.1 Response Rate of Instruments Administered.....	94
4.3 General Information of Participants.....	95
4.3.1 Age distribution on Gender of the Participants.....	95
4.3.2 Information on school category	96
4.3.3 Period teachers had been teaching in the school.....	97
4.3.4 Highest Academic Qualification.....	98
4.3.5 Training of Teachers	98
4.3.6 Subjects taught by Teachers.....	99
4.3.7 Time Spent on Teaching English Language	99
4.3.8 In-service training on integrated approach.....	100
4.3.9 Periods of in-service training for teachers to teaching English language after graduation	101
4.3.10 Teachers Understanding of Integrated English.....	103

4.3.11 Motivation towards learning English.....	104
4.3.12 Time allocated for English language	105
4.3.13 Teachers' Views on Instructional materials English teaching	106
4.3.14 Teachers' Views on Material used in supporting the teaching of English....	108
4.3.15 Teachers' Views on Books used in teaching English language.....	109
4.3.16 Teachers' Views of Assessing Learners in English language	110
4.3.17 Factors that influence students' interest in English	111
4.4 Reliability Results for Variables	113
4.5 Nature of Integrated Methods Used by Teachers of English	114
4.6 Extent to which Teachers Use Integrated Approach in Teaching English Language	124
4.6.1 Use of literature to teach other aspects of English language	128
4.6.2 Speaking Skills.....	129
4.6.3 Listening Skills	131
4.6.4 Reading Skills	134
4.6.5 Writing Skills	136
4.7 Types of Resources used to integrate language skills.....	138
4.8 Level of Integration of Aspects of English language.....	141

4.9 Teachers and Students Perceptions towards the integrated English	142
4.9.1 Teachers' Perceptions towards the integrated English	142
4.9.2 Students' Perceptions towards the integrated English	147
4.10 Challenges teachers face in using integrated approach.....	149
CHAPTER FIVE	156
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	156
5.1 Introduction	156
5.2 Summary of the findings.....	156
5.2.1 Nature of integrated methods being used by teachers of English in teaching English	157
5.2.2 Extent to which teachers use the integrated approach in teaching the English language.	157
5.2.3 Perceptions of teachers and students towards the integrated English.....	158
5.2.4 Perceptions of teachers towards the integrated English.....	159
5.2.5 Perceptions of the students towards the integrated approach to teaching English	160

5.2.6 Challenges teachers face in using the integrated approach in teaching English language.	160
5.3 Conclusions.....	162
5.3.1 Nature of integrated methods used by teachers of English in teaching English	162
5.3.2 Extent to which teachers use the integrated approach in teaching English language	162
5.3.3 Perceptions of Teachers and students towards integrated English	163
5.3.4 Challenges teachers face in using the integrated approach in teaching English language.	163
5.4 Recommendations.....	165
5.4.1 Recommendations for practice.....	165
5.4.2 Recommendations for Policy	167
5.5 Areas for further research	168
REFERENCES.....	169
APPENDICES	195
Appendix I: Introductory Letter for Respondents (Students and teachers)	195
Appendix II: Questionnaire for Students	196

Appendix III: Questionnaire for Teachers	199
Appendix IV: Interview Guide for Teachers	215
Appendix V: Interview Guide for Head of Department	218
Appendix VI: Interview Guide for the Circuit Supervisors.....	222
Appendix VII: Classroom Observation Guide.....	223
Appendix VIII: Permission Letter to collect Data	230
Appendix IX: Hohoe Municipality	231

LIST OF TABLES

Table 1.1 BECE Performance in The English Language For Junior High Schools In Hohoe Municipality	6
Table 3.1: Targeted Population.....	82
Table 3.2: Sample Size	84
Table 3.3: Data Analysis Plan.....	91
Table 4.1: Return Rate of Questionnaires	94
Table 4.2: Age distribution	95
Table 4.3: School Category.....	96
Table 4.4: Period teachers had taught in the school.....	97
Table 4.5: Highest academic qualification of teachers	98
Table 4.6: Training of teachers	98
Table 4.7: Subjects taught by teachers.....	99
Table 4.8: Time spent on teaching English Language	99
Table 4.9: In-service training on integrated approach	100
Table 4.10: Periods of in - service training for teachers to teaching English language after graduation	102

Table 4.11: Teachers Understanding of integrated English.....	103
Table 4.12: Motivation Towards Learning English.....	104
Table 4.13: Time allocated for English language	105
Table 4.14: Teachers' Views on Instructional materials effects on English teaching	106
Table 4.15: Teachers' Views on Material used in Supporting teaching of English	108
Table 4.16: Teachers' Views on Books used in teaching English language.	109
Table 4.17: Teachers' Views of Assessing learners in English language.....	110
Table 4.18: Factors that influence students' interest in English.	111
Table 4.19: Reliability Results for variables.....	113
Table 4.20: Integrated Methods Used by Teachers of English.....	114
Table 4.22: Extent to which Teachers Use Integrated Approach in Teaching English Language.....	125
Table 4.23: Use of literature to teach other aspects of English language	128
Table 4.24: Speaking Skills	129
Table 4.25: Listening Skills	131
Table 4.26: Reading Skills.....	134
Table 4.27: Writing Skills.....	136
Table 4.28: Types of Resources used to integrate language skills (Print materials)	138

Table 4.29: Types of Resources used to integrate language skills (Non-projected materials).....	139
Table 4.33: Teachers' Perceptions towards the Integrated English	142
Table 4.34: Student's Perceptions towards the integrated English	147
Table 4.35: Challenges in using integrated approach	149

LIST OF FIGURES

Figure 1.1: Conceptual Framework	14
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LIST OF ABBREVIATIONS AND ACRONYMS

BECE	Basic Education Certificate Examination
ICT	Information and Communication Technology
JHS	Junior High School
MOE	Ministry of Education
NEAT	National English Ability Test
SPSS	Statistical Package for the Social Sciences
TEPT	Test of English Proficiency writing Test
TIE	Totally Integrated Education
TOEWC	Test of English Writing for Global Communication
T-TEL	Transforming Teacher Education and Learning
TTPCK	Teachers' Technological Pedagogical Content Knowledge

ABSTRACT

The purpose of this study was to explore an Integrated Approach to teaching and learning English Language in Junior High Schools, Volta Region, Ghana. The underlying factor informing this study was the poor performance in students' academics in English language. The integrated approach is crucial in teaching the English language and helps learners improve their language skills. The study was guided by four objectives which were: to establish the nature of integrated methods used by teachers of English in teaching English language in junior high schools in Hohoe Municipality, investigate the extent to which the integrated approach is used by teachers of English, establish the perceptions of teachers and students towards the integrated English and explore the challenges teachers face in using the integrated approach in teaching English language. The study was based on the guidelines of Basil Bernstein's theory and supported by Theodore Frick's Integrated Education Theory. The study employed descriptive and explanatory research designs. The target population for the study was 1382 (10 circuit supervisors, 52 heads of department, 93 teachers of English & 1227 form 3 students) in 55 Junior High Schools. The study used questionnaires, observation, and interview guide to collect data from teachers and students in the Junior High Schools in Hohoe Municipality. Stratified and simple random sampling techniques were used to sample size 422 teachers and students for the study. The study indicated that integrated approach to teaching English Language had a positive influence on learners' achievements and teachers were positive in teaching English Language. The study therefore proposed a model with the aim of making the integrated approach more appealing to students. This means to have an integrated approach in the teaching process, material availability and competence of teachers are two formidable pillars that must be emphasized. The study recommended that teachers needed to integrate language and literature into the teaching of English Language.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Dafouz, Camacho and Urquia (2014), opined that students' performance is actualized when they can write legibly and communicate effectively. Applebee et al (2015) assert that learners' achievement is demonstrated when they can read fluently and think efficiently and critically. Salamonson et al (2018) further postulate that performance of students in schools depends on the amount of reading they engage in and that poor reading culture contributes to poor performance. Hernández and Vargas (2013) revealed that good performance helps students in writing and aids them to become orderly, logical, and original thinkers. There is the need to support students in acquiring new skills which will allow them to communicate their opinions and write effectively.

According to Choi (2015), the integrated approach in South Korean schools improved the students' critical thinking. However, teachers expressed concerns about the integrated system due to its fat content. Ghavifekr and Rosdy (2015) found that teachers who had undergone training on using based teaching method focusing on the learners' attitude improved commitments of two students in technology-centered learning in Malaysia. According to Hall (2015), teachers used the socio-cultural method of teaching frequently in Turkish schools, which entailed the introduction of learners to a new culture and the possibility of explaining the new self. In the view of Xiao (2016), the integrated approach stresses on taking English as a communication tool and integrating the target language

with content and culture. The explanation was done through body language, and the teacher used the English Language to explain in China.

Leke-ateh et al (2013) stated that an integrated approach used student-centered, activity-based, and process-oriented activities. These activities had improved the performance of learners positively in South African Schools. According to Mbithe (2014), the teaching methods used in teaching, the content of the Integrated English syllabus, and the internal assessment and evaluation influence the performance of English at form four KCSE examinations in High Schools in Masinga, Kenya. According to Babatunde, Benedict and Adu (2016), due to lack of knowledge of social studies teachers in the integrated approach of teaching, the teachers find it challenging to teach social studies in junior high schools in Nkiti, Nigeria.

Besides, according to Miima et al (2017), most Swahili teachers comprehend the advantage of using ICT in educating the use of Swahili despite the challenges associated with teaching it. Moreover, in the view of Barasa, Omulando and Oseno (2014), the main problem of language integration with literature was the high demand for readiness and time. Other difficulties include limited teaching hours, an excess number of learners in classrooms resulting in ineffective learning and use of mother tongues in Kenya. According to Dogo (2016), skills displayed by learners in the classroom seem to be directly related to language use that positively influenced their performance at the junior secondary school level in Nigeria.

In Ghana, Yeboah (2014) revealed insufficient teaching and learning materials, large class size, misuse of instructional time, incompleteness of the English syllabus, teachers' limited proficiency in English, students' negative attitude to the study of English, and lack of supervision among others had led students performing poorly in the Sunyani Municipality in Ghana. Besides, according to Siaw (2016), training teachers in Ghana on teaching methods is considered one of the most elements that enhance the students. Moreover, Torto (2017) reported that teachers within the Cape Coast Metropolis of Ghana could not exercise the curriculum as required due to pedagogical problems. As stated by Akowuah, Patnaik and Kyei (2018), apart from mother tongue challenge, other problems that lead to low performance include poor teaching techniques, insufficient textbooks, language information, and absence of professionalism and advancement of teachers. According to Nketsia (2016), Ghana was not ready to practice this teaching method due to poor teaching environments, insufficient teaching materials, social opinions, and insufficient political drive.

There are various techniques of learning English, for example, role-play method, inquiry-based method, and the reflective method (Torto, 2017). The teacher chooses the appropriate teaching methods by considering the size of the class, goals, content, students' capabilities, and skills according to (Atalar, et al 2015). The methods of teaching the Language determine its workability as part of learners' skills. Integrating Language envisages a situation where the teacher is the facilitator and learners the contributors. According to Dafouz, et al (2014), students' academic performance influence teachers'

methods. Also, Cho and Brutt (2015) reported that teachers faced challenges, such as students' attitudes toward the teacher, inadequate learning time, and small class size. Notably, the researcher explored the integrated approach to teaching and learning English in junior high schools, Volta region, Ghana.

In the view of Hung (2017), Integrated Approach is when learners learn by doing in a learner-centered environment in learner- interest contexts. The integrated teaching approach equips students with language skills (Hung, 2017). Moreover, listening and speaking are significant attributes in social and school life (Short, et al 2017). Teachers of English, teaching in the junior high schools in Ghana, are to teach students using integrated approach to teaching (Akowuah, Patnaik & Kyei, 2018). According to Webster and Son (2015), the integrated approach to teaching is student-centred. According to Dorleku (2013), the approach helps learners collaborate among themselves, and also it facilitates the teaching of the syllabus.

The perceptions of teachers and students depend on their understanding of the integrated teaching approach (Borja, 2016). According to Songxaba and Sincuba (2019), a positive perception absorbs techniques to value, whereas a negative perception dismisses the value. According to Marcellino (2015), the perceptions can vary from positive to negative depending on factors that influence them. Some factors that influence teachers' perceptions are instructional materials, content knowledge, self-confidence, and time.

According to Dashti and Aldashti (2015), the students' perceptions towards a subject have impacts on their performance and their interactions make them appreciate the issue. Dafouz, et al (2014) revealed that students' poor performance sometimes is influenced negatively by strategies used by teachers, the learning environment and the content covered in the curriculum. Menken (2016) believed that students' perceptions towards teacher's teaching approach could influence their academic performance.

Besides, Larsen-Freeman and Anderson (2013) argued that teachers are affected by various challenges while practicing the integrated approach to teach students. This study used the challenges teachers of English face as the intervening variable. According to Webster and Son (2015), incorporating integrated teaching affects learning as teachers pay much attention to English Language as against literature. Language is said to be different and complex as it unleashes someone's beliefs as well as emotions. Initially spoken by most African countries, English became a challenge while teaching it a second Language (Razzak, 2015). Anstrom, et al (2017) contemplated the existence of difficulties in integrating texts and learner's language background.

In Ghana, the English Language is used both as the national communication and the medium of instruction (Adamba, 2018). It means Language is a significant component in the learning curriculum. According to the Basic Education Certificate Examination, the performance of English in Hohoe Municipality Junior High Schools has stood between 6 points and 9 points from 2017 to 2021, as indicated in the illustration Table 1.1. The table below shows BECE results from 2017-2021 performance in the English Language for

Junior High Schools in Hohoe Municipality and the grade points for five consecutive years.

Table 1.1 BECE Performance in The English Language For Junior High Schools In Hohoe Municipality

Year	2017	2018	2019	2020	2021
Average Points	9	9	7	6	8

Source: Basic Education Certificate Examination (2021)

The results in Table 1.1 showed the grade points for five consecutive years from 2017 to 2021. The results indicated that Junior High Schools in Hohoe Municipality had poor performance in English Language. In Ghana, the exams body evaluates students using a scale of 9 where Grade 1 represents the best performance which is excellent, Grade 2 very good, Grade 3 good, Grade 4 average, Grade 5 pass, and Grade 6 - 9 fail, for the lowest performance (Akowuah, Patnaik & Kyei, 2018). The summary of results presented in Table 1.1 indicated below average from 2017 to 2021. Thus, it informed the basis of the current study, to explore the integrated approach to teaching English language and its influence on learners' achievement in junior high schools in Hohoe Municipality.

1.2 Statement of the Problem

Integrated approach to teaching helps learners to comprehend how communication takes place in real life by motivating them with meaningful tasks and activities in all aspects of the subject (Yanik, 2017). Students' performance in the English Language between 2017 and 2021 has been low in most Junior High Schools in Hohoe Municipality (Akowuah,

Patnaik & Kyei, 2018). The average points in English language performance had stood between 6 and 9 points between 2017 and 2021. The 6 points and below indicates poor performance. The poor performance in the English Language at junior high schools in Hohoe Municipality has brought many complaints from education stakeholders such as the government, district directors and parents. The education stakeholders had questioned whether teachers involved students in-class activities to enable them understand what they were teaching, whether teachers used suitable methods in teaching, whether they had adequate content knowledge of the language, or whether they were incompetent (Torto, 2017).

However, the quality of learners' achievement remains a top priority for educators due to the importance of education. The syllabus (MoE, 2012) stipulates that teachers of English use an integrated approach to teaching English Language. It becomes imperative to ask the following questions: What is the nature of integrated methods used by teachers of English in teaching English Language in junior high schools in Hohoe Municipality? To what extent do teachers use the integrated approach in the teaching of English Language? What are the perceptions of teachers and students towards the integrated English in junior high schools in Hohoe Municipality? Which challenges do teachers face in using the integrated approach in teaching English Language in junior high schools in Hohoe Municipality? Against this backdrop, this study explored integrated approach to teaching and learning English language in the junior high schools in Hohoe Municipality.

1.3 Purpose of the study

The study explored the integrated approach to teaching and learning English language in junior high schools in Hohoe Municipality, Ghana.

1.4 Objectives of the study

The following objectives guided the research;

- i. To establish the nature of integrated methods used by teachers of English in teaching Language in junior high schools in Hohoe Municipality.
- ii. Investigate the extent to which teachers use integrated approach in teaching of English language
- iii. Establish the perceptions of; a) Teachers and b) students towards the integrated English in junior high schools in Hohoe Municipality.
- iv. Explore the challenges teachers face in using the integrated approach in teaching Language in junior high schools in Hohoe Municipality.

1.5 Research Questions

- i. What is the nature of integrated methods used by teachers of English in teaching Language in junior high schools in Hohoe Municipality?
- ii. To what extent do teachers use the integrated approach in teaching of English language?

- iii. What are the perceptions of; a) Teachers and b) students towards the integrated English in junior high schools in Hohoe Municipality?
- iv. Which challenges do teachers face in using the integrated approach in teaching Language in junior high schools in Hohoe Municipality?

1.6 Significance of study

The study gives insights to heads of schools in supporting the implementation of the integrated approach to teaching. Also, the findings would help English teachers to adopt better teaching approaches that would increase the understanding of the English language by learners in Ghana. Moreover, the Ghana Education Service would benefit from the strategies suggested by the study on implementing an integrated approach that improves learners' understanding. Finally, the study results would stimulate further interest in academicians and scholars to research more on the integrated approach used by teachers in JHS. The research findings provide additional knowledge on the integrated approach to teaching and learning English language in junior high schools in Hohoe Municipality, Ghana.

1.7 Scope of the study

The general objective of the study was to explore the integrated approach to teaching English language and its influence on learners' academic achievement in junior high schools, Volta region, Ghana. The researcher chose Hohoe Municipality because it is one of the Municipalities in the Volta Region which has registered low performance in the

Basic Education Certificate Examination (BECE) over several years since the integration of literature and Language (MoE, 2012). Additionally, this study was confined to only form 3 students in Junior High Schools. The reason for picking only form 3 students was because they had been in the school for three years and could provide precise data concerning the application of the integrated approach in the schools. The study also sampled department heads because they observe teachers teaching according to what is in the syllabus. Circuit supervisors also see to the policy of the curriculum implementation. The study was focused on the English Language only and not any other subject.

1.8 Limitation of the Study

The researcher's work plan was affected due to the scattered nature of the sampled schools across the study locale. However, this brought additional time and increased expenditure when the researcher visited the schools more than once for the study. The teachers and students were busy during data collection as the schools were in session, which brought a challenge in filling the questionnaires. The researcher reduced this error by booking an appointment with the respondents early and giving them ample time to complete the questionnaires. Moreover, there were restrictions on the schools' movement due to COVID 19 pandemic. Some schools were not permitting outsiders to access the school premises. However, the researcher sought permission from the school administration before collecting the data from the respondents. Further, the respondents were advised to observe the social distancing and put on face masks while filling the printed questionnaires.

1.9 Assumptions of the Study

The following assumptions were made;

1. Teachers of English in junior high schools in Hohoe Municipality are employing various methods in their language teaching approaches.
2. There is a variation in the degree to which teachers in Hohoe Municipality incorporate integrated methods in their English language teaching practices.
3. Both teachers and students have distinct perceptions of integrated English teaching in junior high schools in Hohoe Municipality.
4. Teachers are encountering challenges while attempting to implement integrated approaches in their language teaching methods in junior high schools in Hohoe Municipality

1.10 Theoretical Framework and Conceptual Framework

1.10.1 Theoretical framework

The researcher based the study on Basil Bernstein's theory (1974) as the main theory and was supported by integrated Education theory by Theodore (2017). Basil Bernstein's theory states that language and literature should be taught as a whole, not in part (Sadovnik, 1995). Basil Bernstein's theory further indicates that integration is a subject unit taught rather than in parts. Basil Bernstein's theory shows how teachers need to integrate literature and language in teaching language acquisition skills (Wrightn & Froehlich, 2012). The theory demonstrates that teachers' instructional methods highly determine learners' achievements. Basil Bernstein's theory reveals that an integrated

approach assists the learners in developing their abilities to understand with reasonable ease and talk fluently in classroom discussions and everyday speech (Singh, Sadovnik & Semel, 2010).

Moreover, Theodore (2017) developed integrated Education theory in 2017. The integrated Education theory states that students' activities will aid them in integrating their cognitive in a variety of teaching methods. Learning tasks advance from one level to another and should avoid repetition, but should help the students develop gradually in the English Language and be from simple to complex. Integrated education theory (TIE) spells out some kinds of learning in the education domain: discovery learning, compelled learning, induced learning, and many more (Theodore, 2017). There is a dependency on thoughts, willingness, and emotions during the educational process. The theory of totally integrated education predicts that when three kinds of knowledge integrate, 'knowing that one,' 'knowing how,' and 'knowing that' connect to remain a whole. Students' cognitive intentions and feelings are temporally related; students form solid mental structures (Theodore, 2017). The two theories were relevant/important to the current study. Basil Bernstein's theory shows how literature and language can be taught to develop learners' skills in English language. The relevance of Basil Bernstein's theory is that it indicates that language and literature should be taught as a whole, not in part. Moreover, Basil suggests that teachers' instructional methods determine learners' achievements. The current study aimed to explore an integrated approach to teaching and learning English language in junior high schools in the Volta Region, Ghana. Thus, the theory was

considered appropriate of being utilized in the study as the integrated approach entails the teaching of literature and language together during a lesson. The importance of integrated Education theory in the current study indicates that teachers should use multiple tasks in their approaches to motivate and develop tools in teaching the English Language. This integrated Education theory helped the study understand that teachers' approach to teaching the English Language and students' attitudes can influence their performance. Thus, Basil Bernstein's theory and integrated Education theory were appropriate for the study. The theories proposed by Basil Bernstein (1974) and Theodore (2017) provide significant frameworks for the analysis and comprehension of language teaching dynamics in junior high schools located in the Volta Region of Ghana. The sources offer valuable perspectives on language, education, and inclusivity that are very pertinent to the research subject matter. These insights have the potential to contribute to the enhancement of English language education practices in the region.

1.10.2 Conceptual Framework

A conceptual framework is a diagrammatical representation that shows the relationship between independent and dependent variables (Summers, 2019). Thus, the conceptual framework is presented in Figure 1.1.

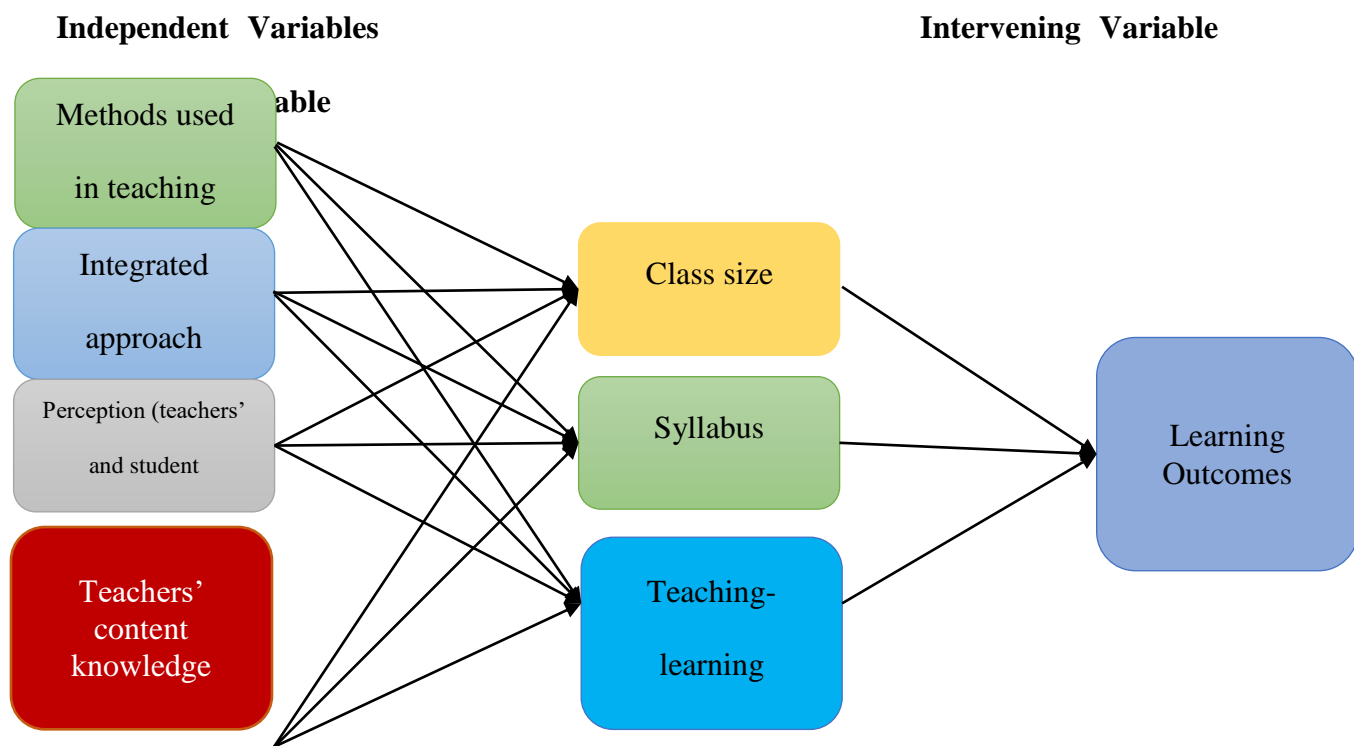


Figure 1.1: Conceptual Framework

From figure 1.1, methods used in teaching English Language, integrated Approach, perceptions (teachers' perceptions and students' perceptions) and teachers' content knowledge were the independent variables. The intervening variables were class size, syllabus, and teaching-learning resources. The dependent variable was learning outcome. The methods used in teaching can influence the extent of understanding of the students (Torto, 2017; Collum, 2012; Golafshani, 2003). Teachers of English choice of teaching

methods is based on; objectives of the lesson, content of the lesson, learning materials, students' capabilities and good classrooms environment (Atalar, et al 2015). The integrated approach of teaching includes listening and speaking effectively, which helps the learners receive and respond to information effectively (Applebee, et al 2015; Uma, Rajani & Usha, 2015).

Integrated Approach envisages a situation where the teacher is the facilitator and learners contribute to learning. The integrated approach to teaching helps students listen, speak, read, and write simultaneously (Jepkuruny, 2014). According to Webster and Son (2015), teachers in most schools had used the integrated approach to teaching the English Language. The integrated approach plays an essential role in understanding the usage of the Language (Sadik, 2018; Gudu, 2015; Hervie & Winful, 2018).

The perceptions of the teachers and students towards the integrated approach of teaching are based on their attitudes. Attitude is a good or wrong reply to an object, situation, or person (Borja, 2016; Hayes, 2009). According to Songxaba and Sincuba (2019), students with a positive attitude toward a subject are motivated to take up the challenges that yield a positive result in their performance. Marcellino (2015) revealed that attitudes could vary from positive to negative depending on factors that influence them. Factors that influence the teacher's and students' reactions include self-confidence and the time taken to understand a concept.

The class size can be based on the number of students. The high number of students in a classroom can discourage teachers. Yen and Halili (2015) revealed that class size discouraged a teacher from using approaches that fit a particular topic effectively since they could not reach all the students at a time. The challenges are obstacles experienced while using an integrated approach to teaching English. According to Salamonson, et al (2018), one of the challenges teachers of English faces when teaching English is class management and the rapid increase in classroom size. Nketsia (2016) indicated that challenges of inadequate facilities, lack of enough preparation, scarce resources and social beliefs are challenges that influence effectiveness of the integration of English.

The integrated approach can increase the students' performance (mean grades) in the English language (Atalar, Yanık, Polat & Tur, 2015). The learners who had sufficient mastery of English skills due to the integrated approach can apprehend the applicability of learning English. The emphasis on using the integrated approach enables students to have adequate English language proficiency (Akowuah, Patnaik & Kyei, 2018). The integrated approach can enable learners to work around problems and solve them through mind activities such as discussing and debating (Golden, 2015). Learners develop interest in English language when teachers use the right teaching methods, motivation and appropriate learning materials in lesson delivery; that eventually enhance learners' academic achievement.

1.11 Operational Definition of Terms

Challenges: According to the study, challenges are obstacles to using an integrated approach while teaching English.

Competency: According to the study, competency is the ability of teachers to teach the English Language using an integrated approach successfully or efficiently

English language: The English Language is used as the national communication and the medium of instruction in Ghana. The English Language has four components in the JHS syllabus: composition, comprehension, literature and grammar.

Integrate: According to the study, integrate is teaching the literature and grammar together during a lesson.

Integrated English: According to the study, integrated English includes teaching grammar and literature concurrently.

Perceptions: According to the study, perception refers to the attitude of teachers and students toward an integrated approach, and it can be positive or negative.

Teaching Method: According to the study, the method is a particular style for achieving or advancing something, especially systematically.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviews the literature on the integrated approach to teaching and learning English Language. The section presents literature on nature of integrated methods used by teachers in teaching English Language, the extent to which teachers use the integrated approach in teaching the English language, challenges of teachers using the integrated approach in teaching English Language and the summary of existing research gaps in the literature reviewed.

2.2 The Concept of the Integrated Approach

The integrated approach can likewise be alluded to as the multidisciplinary approach, which means the educating of ideas across more than one branch of knowledge or approach. Adeyemi (2020, p. 9) makes sense of that in this approach, educators consolidate different strategies, procedures, and specialized gadgets. For instance, language can either be educated inside itself by zeroing in on the four abilities of tuning in, talking, perusing, and composing or across disciplines by coordinating ideas, topics, and thoughts from various subjects. The integrated approach is advantageous to understudies. Langa and Yost (2017), express that this strategy assists understudies with making associations. Lucan (2011) further proposes that the integrated approach is understudy focused in light of the fact that it engages understudies to make associations,

sum up, and move information to an assortment of critical thinking circumstances in reality. Moreover, Adeyemi (2020, p. 12) composes that "the integrated approach gives understudies more thorough discovering that is rich and fascinating". Accordingly, it makes the homeroom climate more pleasant and provocative. Additionally, Knowles and Smith make sense of that the incorporated methodology for educating writing "can work with cooperative advancing as well as assist understudies with becoming autonomous issue solvers" (2011, p. 77).

The integrated educational program association is established in the ever-evolving schooling development of 1930s. It is commended as it creates some distance from the retention and recitation of secluded realities to a more constructivist's perspective on realizing which values inside and out information on subjects. This is viewed as an educational plan association designed towards instructing for move and insightful learning (Perkins, 2009). The presentation of the coordinated English educational program was finished close by the 8-4-4 arrangement of schooling presentation in 1985. The Kenya Organization of Schooling (KIE, 2012) characterizes mix as combining two independent however related elements; to advance one another. KIE further clears up that through openness for writing; students further develop their language abilities. Moreover, superior information on the language upgrades the learners' enthusiasm for in a real sense material (KIE, 2012).

Integration implies that competitors need to dominate the four language abilities of tuning in, talking, perusing and composing. Tuning in and talking really assists the student with

getting and answer data. Subsequently the student can foster the abilities of getting the data by perusing and answering data through composition. Students are supposed to dominate the abilities involved day to day in life like moment composing, updates, decorum, discussion abilities among others. The schedule expects students to relate what they realize in English and writing and what occurs throughout everyday life (KIE, 2012).

2.3 Nature of Integrated Methods Used by Teachers of English

Teachers of English language use teacher-centered method and learner-centered method in teaching English language (Torto, 2017). Moreover, teachers' choices of teaching methods depend on; goal of the lesson, content of the lesson, teaching learning materials, students' capabilities and adequate classrooms (Atalar, et al 2015). Integrated Approach envisages a situation where the teacher is the facilitator and learners the contributors to learning. The English language has four components in the Junior High Schools syllabus: composition, comprehension, Literature, and grammar (Adamba, 2018).

A study conducted by Choi (2015) examined the influence of language teaching practice education in South Korea. The study adopted an explanatory research design. From the research's findings, the evidence showed that South Korea changed its English testing system by adding a writing section to the existing tests. For instance, the study showed some things that had changed, including the National English Ability Test (NEAT), Test of English Proficiency writing Test (TEPT) and the Test of English Writing for Global Communication (TOEWC). The study further revealed that most teachers complained about integrating the two in teaching; hence, most students failed the test.

Ghavifekr and Rosdy (2015) carried out a study examining the integrated approach and effective use of teaching and learning with the help of technology in Malaysia. The research results showed that the use of ICT would be paramount in migrating from traditional to modern learning methods. The study revealed that ICT based curriculum had a strong influence on teachers and learners. The study found that ICT preparation required proper learning by using technology in education. Students' effectiveness of education would promote engaging activities that were professionally developing the career of students. The gap found in the above study was the methods used. Hence, this study adopted an exploratory design and sought to establish the nature of the integrated methods in teaching English.

Xiao (2016) researched the influence of integrated English in China as a foreign language and culture learning. This research utilized descriptive analysis whose findings reported that integrated English served as a communication tool and integrated the target language with content and culture in Chinese Schools; teachers explained concepts through body language and used English Language to explain in China. The research showed methodological and geographical gaps because the research utilized descriptive analysis conducted in China. Moreover, this study focused on methods teachers of English used in teaching the Language.

Leke-ateh, et al (2013) conducted a research in South Africa to investigate the teaching techniques used in the classrooms after the Ministry of Education had conceptualized and reorganized academic programs to conform to a projected new model for tertiary

education. The method and design of the study followed a qualitative structure of analysis. Randomly, a sample of 20 from 200 teachers' trainees was selected. Data processing followed guidelines on the theoretical framework in the research. The study's findings showed that teachers used literature in teaching English language, hence providing space for learners to be the center of the lesson delivery: thus, improving the academic performance of them. The study also reported problems in selecting schools by trainees and that the trainees lacked proper mentorship on teaching attachment. The invigilators lacked adequate guidance on assessing and awarding teaching attachments. The study used a descriptive research design, but the current study employed an exploratory research design to establish the nature of integrated methods of teaching that promote learners' performance in English.

Abdalmughni (2016) conducted a study to examine the influence of methods used to teach English on performance. The study employed a descriptive research design. The outcome of the study showed that method employed in teaching determined the students' performance. For instance, the study revealed that drama is the most appropriate to teach speaking skills, and it was a recreation of real-life dialogue. The study also showed that drama utilized all communication skills and could bring Literature to the students. The study concluded that drama guided learners to comprehend their life experiences and contemplate specific situations and a deeper linguistics world. The study used a descriptive research design, but the current study employed an explanatory sequential

mixed method research design to establish the nature of integrated methods of teaching that would promote learners' performance in English.

Siaw (2016) researched teaching in Ashanti Region, Ghana. The researcher used both quantitative and qualitative research design. The researcher used structured interviews, observations, and questionnaires to facilitate the study. The data collection process identified factors that influenced performance in Visual Arts School. The researcher chose a sample of 138 respondents from six schools with 120 learners and 18 teachers. The collected findings were analyzed by SPSS 16 (2007 edition) and visualized in graphs and charts. Findings from the analysis indicated better performance in urban schools than rural schools. Factors such as the school's reputation, teachers, and intake of best performers contributed to the success of the Visual Arts department. A study was conducted in Ashanti Region, Ghana, Senior High Schools in Urban and Rural settings, and a descriptive research design was adopted. This study used an explanatory sequential mixed method research design to establish the nature of teachers' integrated methods in teaching English in Junior High Schools to promote learners' academic achievement in English. The current study was conducted in junior high schools, and an explanatory sequential mixed method research design.

2.4 Integrated approach in teaching and learning

The teaching learning approach in integrated approach ought to be complex. The decision and the utilization of inclining approaches not set in stone by the nature and kind of students, the accessibility of showing learning recourses and the encounters circumstances

and encounters fascinating (Cleric, 2015). Integrated English imagines what is going on where the educator is the facilitator and the student are the supporters in learning. Incorporated approach calls for advanced showing procedures like the disclosure strategy, where students find for themselves the ideas or information important to learn. Different systems incorporate critical thinking, conversation, sensation; narrating and pretend among others. Despite the fact that there is no explicit procedure for the reconciliation of language and writing, in practically everything writing the approach is connected in imperativeness to instructing systems that is understudy based, movement based and process arranged. Bassinet and Grundy (2013) allude to the attractiveness of considering the students to be assets and working from the students and working from the learners' store of involvement and natural lovely mindfulness. Similar chiefs have been expected by numerous essayists in various structures Drew (2011) and Katonah (2011) both stress the possibility of the hands-on way to deal with concentrating on writing Harel et al (2015) ask the utilization of understudy jogged learning and gathering work. Barkhuizen (2014) who gives proof from homeroom research that the methodology is, truth be told, liked by learners' reverberations this inclination.

An integrated approach in teaching and learning English Language involves combining different language skills, such as speaking, writing, listening, reading, pronunciation, grammar, and vocabulary, into a cohesive curriculum or syllabus. This approach aims to provide students with a comprehensive understanding of the language and the ability to use it effectively. It also emphasizes the integration of language learning with cultural and

social understanding, character education, value education, moral education, environmental education, and multicultural education. The multiliteracies approach is one example of an integrated approach that focuses on developing students' abilities in various aspects. It is believed that this approach can meet the demands of the times and challenges of English Language Education, enabling individuals to thrive in society and contribute to their country's development Hermayawati, (2021) and Fu. (2023).

An integrated approach in teaching and learning English language offers several benefits. It allows learners to engage in coding, practice online quizzes or tests, improve their speed of answering questions, and enhance their scores in English tests Rintaningrum, (2023). Additionally, it provides opportunities for learners to learn another foreign language, engage in collaborative learning, and develop independent learning skills Fu. (2023). Integrated language learning also enables learners to improve their writing, speaking, listening, and reading skills in English, access online learning resources, and use multimedia presentations for teaching Hermayawati, H. (2021). Furthermore, an integrated approach in English language teaching has been found to have a positive impact on students' learning outcomes and offers more opportunities for exposure, discovery, and use of the target language Havifah, and Khosiyono. (2021). It is especially beneficial for distant students who cannot engage in full-time language study Klímová, and Pikhart, (2020).

2.5 Extent to Which Teachers Use the Integrated Approach in Teaching of English Language

The integrated approach to teaching helps students to listen, speak, read, and write simultaneously (Jepkuruny, 2014). According to Webster and Son (2015), teachers in most schools had used the integrated approach largely in teaching the English Language. The integrated approach improves learners listening and speaking skills effectively, it also helps learners receive and respond to information effectively.

According to Applebee, et al (2015), most schools adopted an integrated approach to a great extent in teaching the English Language to students. Listening and speaking skills play an essential role in understanding the usage of the Language.

Short, Fidelman and Louguit (2017) examined the influence of the Sheltered Instruction Observation Protocol (SIOP) used by English students in their academic results. Students used English in areas of study, and the quasi method was employed. The findings of this research indicated the development of the English Language by the use of SIOP. Since the study was carried out only in New Jersey, the results showed a geographical gap hence; this study was carried out in Hohoe Municipality Volta Region, Ghana.

Hernández and Vargas (2013) carried out research to determine the effects of motivating learners to increase listening skills. The study utilized the descriptive research design. The researcher reported that Integrated Approach had been useful for students, and the teachers used the approach mostly. The students were expected to effectively use the integrated approach in their daily lives, such as; report writing, etiquette, writing minutes

and letters which improved their communication skills. The integrated approach includes the use of novels, poems and drama to pass information. The study also established that an integrated approach aimed at accelerating the development of children's intelligence, thinking ability, and language competencies and helped the learners develop their language proficiency and literary expertise. The study used descriptive design, while the current study used exploratory research design.

Mouza, Karchmer-Klein, Nandakumar, Ozden and Hu (2014) conducted a study investigating the impact of an integrated approach to the development of preservice teachers' technological pedagogical content knowledge (TTPCK). The research established that Literature provided a perfect environment for exposing students to voices and dialects, thus improving listening skills. The study also revealed that reading regularly out loud to learners was beneficial in enhancing the use of the Language in the English classroom. The study showed that stories in the literature textbook and children's stories helped the students to view images that connected the mind to stories, characters, and sequences with utmost accuracy. The researcher conducted the study to examine the effects of the approach in developing teaching based on technology but the current study explored integrated approach to teaching and learning English language.

Mbithe (2014) conducted a study to examine effectiveness of Integrated English on students' academic achievement in English Language at Kenya Certificate Secondary Education, Masinga Division, Kenya. The purpose which led to the research aimed at establishing how the teaching and learning tactics employed in teaching the Language

affected the performance of English, to determine how the content of the integrated English syllabus influenced 27 performances of English at KCSE level in Masinga Division and to establish the extent to which internal assessment of English influenced the language results at KCSE level in Masinga Division. The research employed a descriptive analysis method of research. The study revealed that students could only do simple reading and listening with little ability to use these abilities to correctly explain in detail they process information from a variety of sources. The regression analysis found learning methods of education used in teaching, the content of the Integrated English syllabus and the internal assessment and evaluation influence the performance of English at the KCSE level. In line with Mbithe (2014), this study helped investigate the extent to which the teachers of English used the integrated approach in teaching the language.

Khan, and Soomro, (2022) study focused on teachers' beliefs and practices related to integrative approaches to teaching English language at English Language Tuitions Centers (ELTCs) in Quetta, Baluchistan data was collected through semi-structured interviews and classroom observations with 10 male and female English language teachers from different ELTCs in Quetta city. Thematic analysis of the data revealed five themes: Integrated ELT Approaches, Integrated Classroom Activities, Reasons for Integration of Various Approaches, Impact on Learning the Target Language, and Suggestions to the teachers. The findings indicate a growing acceptance and use of integrative approach to teaching English language by the teachers at ELTCs in Quetta city. This approach incorporates diverse teaching and learning qualities of different approaches within the same

classroom/session. The study suggested that future research should explore the impact of training and experience of English teachers on teaching styles in a post-method era, as well as consider a variety of contexts.

Manyasi, (2014) investigated the use of the integrated approach in teaching cultural practices and English language skills in the novel "The River and the Source" by Margaret Ogola. The findings revealed that teachers focused on analyzing cultural practices separately from integrating literature with language skills, such as listening, speaking, reading, and writing. Punctuation and grammar were also neglected. The instructional objectives mainly emphasized identifying and illustrating cultural issues in the novel, with a focus on the cognitive domain and neglecting the psychomotor and affective domains. The paper highlights the importance of using literature to teach English language skills while promoting cultural literacy in the diverse cultural environment of Kenya. The National Center for Cultural Competence defines culture as an integrated pattern of human behavior that includes thoughts, communications, languages, practices, beliefs, values, customs, courtesies, rituals, manners of interacting, and roles, relationships, and expected behaviors of a racial, ethnic, religious, or social group. The education system in Kenya was reformed to align with the needs of independent Kenya, considering national unity, economic, social, and cultural aspirations.

Tefera, and Mahlalela, (2015) examined the extent to which the Grade 9 English textbook "English for Ethiopia: Secondary English Course. Grade 9 Students' Book (2003)" follows an integrated skills language teaching/learning approach. Content analysis was

used to collect data, with 50% of the textbook's contents analyzed. The study found that most of the language tasks in the Grade 9 English textbook were designed in an integrated manner, meeting the criteria of an integrated skills approach. However, there were some deficiencies in the design of vocabulary and grammar lessons. The study recommended that syllabus writers and language teachers address these deficiencies in the vocabulary and grammar lessons.

2.6 Integrated English curriculum content and approaches

Okwaro (2019) asserted that English is an important subject across the whole school educational program. Notwithstanding the significance English has, it has been performed inadequately at assessments and in both spoken and composed structures. In a concentrate by Magoma (2019) educators of English felt that the substance of English was excessive and they felt troubled by the work they needed to cover. In this manner, they upheld for the division of English and writing. The ramifications here are that the substance to be covered directs the philosophies to be utilized in educating process. The service of Training (1992) advocates for the utilization of procedures that are student focused and they include: bunch work, performance, reenactments and games, conversations and field work. These are strategies that as indicated by educators of English are tedious. Teachers likewise gripe to have an excess of work to check understudy's work. Likewise, various educators were prepared to show English with another subject, for instance, Geology, CRE or Kiswahili among others as uncovered in a concentrate by Okwaro (2019). Thus, teachers are exhausted as they show the subsequent subject, passing on deficient chance to

show integrated English educational plan. The Service of Schooling curricular (2002) coordinates that teachers of English ought to have no less than 28 examples each week.

Abdurrahman (2015) proposed an integrated approach to English language teaching, drawing on theories from Brown's Theme-based Teaching and Banegas' CLIL. The approach emphasizes the importance of relating classroom materials to students' lives and building on their prior knowledge. It suggests that the focus should be on the natural process of language acquisition, starting with listening and speaking before moving on to reading and writing. Comprehensible input is seen as crucial for students' language development. The study also highlights the need to determine the goal or skill to be taught before designing the curriculum. The proposed approach aimed to make English language teaching more relevant and effective for students.

Jones, (2012) asserted that, the goal of combining language instruction with core content has been widely adopted in European schools and universities, and is now being advocated in Australian and New Zealand schools and universities. This approach, known as embedding English in the curriculum, has its roots in Content Based Language Instruction (CBLI) and English for Specific Purposes (ESP). Content and Language Integrated Learning (CLIL) is a development of these approaches, aiming to develop language skills and content knowledge together. The study argues that language is already deeply embedded in disciplinary practice, and writing plays a widely unrecognized role in learning and knowledge creation in the disciplines. The claim has important

implications for integrated approaches to curriculum development, particularly when designed jointly by applied linguists and disciplinary specialists.

2.6.1 Effective methods for teaching

Before instructors settle on the teaching strategies, the substance of the illustration should be surely known. Helping techniques and learning activities that educators intend to utilize ought to be those which will align with the students' behavioral objectives as expressed in the targets of day-to-day example plans. In addition, an assortment of showing techniques which make interest and animate understudy cooperation would be generally fitting. This is on the grounds that similarly as understudies have various characters and demeanors, they additionally have different learning styles.

The Incorporated English educational plan embraces a coordinated way to deal with instructing of language. Reconciliation implies that no language ability ought to be shown in disengagement. Tuning in, talking, perusing and composing abilities ought to complete one another. Tuning in and talking abilities assume an essential part in friendly and acidic existence of an individual. One who tunes in and talks can effectively get and answer data. These two abilities likewise contribute fundamentally to the improvement of perusing and composing abilities, it is suggested that they be assessed. Assessment should be possible through correspondence, tuning in, and cognizance, pretend, making addresses, presenting sonnets or even interpretive perusing of concentrates from books (KIE 2002). Talking is a

basic piece of tuning in since talking includes answering what has been heard. This collaboration gives the students a ton of challenges. The teachers of English ought to target assisting students with achieving familiarity and precision in discourse. At the point when students neglect to tune in and talk easily and precisely the neglect to impart, prompting a breakdown in correspondence. Subsequently terrible showing in tests is seen as students can't communicate their thoughts (Gathumbi & Masembe, 2015).

The goal of sentence structure is to improve the accuracy of various natural language processing tasks, such as recognizing textual entailments, modeling sentential semantic content, and choosing words for emphasis in short sentences. Sentence structure provides valuable information that can aid in accurate entailment prediction, encoding sentences into fixed length vectors, and learning structure-dependent phenomena like main clause tense Blake (2007) and Bacon & Regier (2018). Additionally, sentence structure can facilitate translingual communication by exposing it to writers and readers, improving the understandability of machine translation results Igarashi (2014). It also plays a crucial role in emphasis selection, where the rich sentence structure and word relationship information are considered to achieve superior performance Yang, and Lam, (2021). The proper and fast analysis of sentence structures is essential for efficient processing, and the priority of input sentences can be decided using a D-S logic based on the analyzing results of the sentence structures Shigeya. (1990).

Through perusing, the student is presented to new jargon, new sentence structures, and various registers. Perusing likewise familiarizes the student with great models of language

use. The educator ought to devise methodologies that will make perusing intriguing and satisfying. It is suggested that perusing abilities be created through the investigation of writing. The student ought to likewise be urged and worked with to widely peruse. The utilization of perusing to improve the advancement of other language abilities, for example, tuning in, talking and composing is basic. What the reader peruses could frame the premise of their oral introductions or paper composing (KIE, 2016).

Perusing in a conventional educational system is the center of the schedule where there is little perusing; there will be no improvement of the understanding abilities. Execution relies upon the quality and amount of perusing (Gathumbi & Masembe, 2015). Unfortunate perusing culture in many schools has contributed to horrible showing of English. Composing is a high-level language expertise that has far reaching suggestions for the manner in which we think and learn. Composing likewise urges us to be coordinated, rationale and imaginative in thinking. Students ought to be assisted with securing abilities that will empower them to communicate their thoughts plainly and successfully recorded as a hard copy. To find success in any scholastic discipline, the capacity to compose well is fundamental. It impacts our odds of coming out on top, self-awareness and our relations with others. Perusing and composing are firmly related. Students ought to be urged to peruse basically, seeing how language is utilized. Class readers and set books ought to be used as sources of composing undertakings. Different assets, for example, pictures can be utilized to produce thoughts for composing. Indicative and healing activities could be utilized and every individual student's necessities

distinguished and tended to (KIE, 2016). Likewise, students ought to be urged to peruse fundamentally, seeing how language is utilized. Composing undertakings ought to be founded on the student's advantages and encounters. Bunch conversations and other pre-composing exercises might be utilized to demystify composing (KIE, 2016).

Testing and assessing strategies utilized in schools assume a significant part in students' execution. As per Gathumbi and Masembe (2015), a test is a mental and instructive technique intended to inspire specific way of behaving from which one can make derivations about specific qualities of a person. Tests are utilized as symptomatic devices to lay out learners' qualities and shortcomings to pursue informative choices. Testing assumes a significant part in the understudies' assessments execution. Distinguishing qualities and weaknesses can be utilized.

2.7 Approaches to Teaching

As indicated by Carter and Long (2014), the three fundamental ways to deal with teaching writing are the language model, the social model, and the self-awareness model. These are illustrated in the accompanying subsections.

2.7.1 Language Model

The most well-known way to deal with showing writing in the EFL study hall is what Carter and Long (2014) allude to as the language-based approach. This model assists EFL understudies with upgrading their insight into the objective language by dealing with natural punctuation, lexical, and talks classes, by implication preparing for a superior

comprehension of a text and the definition of significant understandings (Carter & Long, 2014). These will work with a reasonable and stylish enthusiasm for a text. Such a methodology empowers understudies to get to a text in a precise and purposeful manner to concentrate on instances of explicit phonetic highlights, exacting and metaphorical language, and immediate and circuitous discourse (Carter & Long, 2014). This approach fits the collection of exercises utilized in EFL educating, for example, the cloze method, expectation works out, confused sentences, synopsis composing, experimental writing, and pretend that are utilized by educators to dismantle artistic messages to serve explicit phonetic objectives.

2.7.2 Cultural Model

The social model assists EFL understudies with managing a scholarly work comparable to the objective culture, like artistic history or sort (Carter & Long, 2014). It expects that understudies investigate and decipher the social, political, scholarly, and verifiable setting of a particular text. This model gives an open door to understudies to investigate social foundation, which prompts a veritable comprehension of scholarly works and urges understudies to comprehend various societies and philosophies comparable to their own (Carter & Long, 2014).

2.7.3 Personal Growth Model

The self-awareness model, or enhancement model, endeavors to connect the language model and the social model by zeroing in on the specific utilization of language in a text while at the same time setting it in a particular social setting (Carter & Long, 2014). This model includes understudies' private, scholarly, and close to home encounters (Carter & Long, 2014). Understudies are urged to communicate their sentiments and conclusions and to make associations between their very own and social encounters and those communicated in the message. One more part of this model is that it assists understudies with creating information on thoughts also, language content and formal schemata through various subjects and themes. This capability connects with the speculations of perusing communicated by Goodman (1970), which underscore the cooperation of perusers with texts. As Cadorath and Harris bring up, "text itself has no importance; it just gives guidance for peruser to develop significance from the peruser's own insight" (1998, p. 188). In this manner, learning is said to occur when perusers can decipher texts and build importance based on their own insight.

From the above conversation, one might say that these three models of showing writing vary regarding their attention on texts. In the language model, texts are utilized as a concentration for syntactic and underlying examination; in the social model, texts are utilized as social relics, and in the self-improvement model, texts are viewed as an upgrade for self-awareness exercises. Each approach has various qualities and shortcomings. For instance, Savvidou (2004) remarks that the social model will in general

be educator focused, and there is little an open door for expanded language works. In this manner, what is required is a coordinated methodology model containing key components of each of the three models so writing becomes open to EFL understudies and generally useful for their turn of events.

2.8 Learning environment

One reason why understudies in auxiliary schools struggle with English is their hesitance in the language (Roy-Campbell & Qorro, 2017). They note that understudies are reluctant to effectively take part in class conversations since educators would censure them or different understudies chuckle at them in view of their absence of capacity to put themselves out there in English (Okwaro, 2019). Notwithstanding, understudies who have had been exposed to English from the beginning of elementary school can adapt to using English as a mechanism of guidance in optional school and their execution will in general be in an ideal situation in appreciation tests led dissimilar to the people who began teaching English from class three and hence have less openness in the language (Roy-Campbell & Qorro, 2017).

The financial foundation of an understudy matters a lot. For example, guardians who support their kids by paying for additional educational cost class after school and purchasing advantageous perusing books assist their youngsters with further developing their English language information and abilities (Roy Campbell & Qorro, 2017). Such open doors assist them with adapting to their scholarly examinations in auxiliary school

involving English as the language of guidance not at all like kids who can't get extra help from their families.

Roy-Campbell and Qorro (2017) research likewise uncovers that kids who had a language foundation of concentrating on English from kindergarten or class one and a home climate that was steady that permitted them to rehearse English with family or with companions, had a positive commitment in assisting them with learning English language while the people who began English afterward (from class three) and normally spoke Kiswahili or their native language at home or with companions showed that their poor proficiency in English was because of the weak foundation from elementary school. It's significant for the learning environment to be favorable for the students to permit powerful instructing and figuring out how to happen (Okwaro, 2019). Nonetheless, this isn't the case in most government optional schools separated from the elements referenced above there are different issues that exist including: stuffed homerooms, scarcely any educating and learning material, for example, course readings and strengthening books, lack of very capable educators and the circumstance varies across metropolitan and provincial auxiliary schools. These are a portion of the issues that this review means to examine later on which may likewise add to the unsatisfactory exhibition and language issue in optional schools (Okwaro, 2019).

2.9 The Importance of Integrative Approach in Teaching and Learning

The integrated approach in teaching is more reasonable and is connected with the existence issues that understudies face in their lives, as the issues understudies face in their lives frequently require tackling the most style and type of information that the understudy learns, and that the move towards association with life and the environment in which he lives rouses and expands his inspiration to learning (El-Sherbiny & Al-Tantawi, 2017). Teaching an integrative approach assists with disposing of the redundancy cycle that portrays the educational plans of separate subjects, which recovers time for both the instructor also, the understudy, doesn't excite fatigue for them, is more prudent in exertion and cash, and information is not part and must be gained through a coordinated educational program in it the analyst and covering, and furthermore coordinated in the effect and the outcome (El-Sherbiny & Al-Tantawi, 2017).

The characteristics of the integrative approach in teaching considers understudies' mental and instructive development, concerning considering their propensities, interests and preparations in what is given to them concerning information, encounters and incorporated data, which makes the inclination and inspiration to concentrate on this data, that is to say, this approach takes the understudies' inclinations as a significant premise from the establishments (Langa & Yost, 2017). Inspecting the issues and points that they need to study, and the parts of movement connected with them brief understudies to give their all to gather the data important to take care of those issues, or to concentrate on these

themes, so that learning is more useful and has an enduring effect since, it is learning in view of their craving and in line with their inclinations.

Utilizing the integrative approach assists with creating the instructor expertly and experimentally, as he finds himself in consistent need to foster himself and enhance his data, to match the perplexing and various data he gives to his understudies. It is feasible to show the significance of the integrative approach, which is characterized as a framework that stresses the investigation of scholastic subjects as a constant study and is coordinated by a mental association in excess of a customary one and doesn't disregard the social benefit that understudies gain from what they study (El-Sherbiny & Al-Tantawi, 2017). The integrative approach is significant, including: 1. Assisting understudies with perusing and see intentionally; 2. Spreading mindfulness among understudies to create their capacities; 3. Graduating laborers in various callings; 4. they need and are mean a lot to them; Associating understudies with information; 6. Connecting points with fundamental abilities, for example, the job of math throughout everyday life, the job of science in surviving troubles, and others; 7. Assisting the understudy with social learning; 8. Assisting the understudy with valuing the job of the instructive foundation and society; 9. Tracking down a harmony among understudies and society (Abu, 2017).

In Integrative approach, Abu-Dahroug's Review (2016) specifies that the individual learns through his first experience the importance of progress and a feeling of control over the environment, implying that individual accomplishment is a significant hotspot for the singular's feeling of self-adequacy (Al-Atoum et al., 2017). The viability of a program in

light of an integrative move toward in fostering some composing abilities among 3rd grade female understudies. The trial approach is continued in this review, where she bound to one trial test to gauge the adequacy of the program when its execution. The review likewise embraced the primary methodology for building the program being referred to and the logical methodology for investigating content of two Arabic language examples. The concentrate on populace comprises of all female understudies of center 3rd grade in UNRWA schools (Al-Atoum et al., 2017). The review test comprises 31 understudies as a test bunch who were chosen arbitrarily. To accomplish the review points, the specialist has arranged a rundown of all composing abilities contingent upon the dissected items in the Arabic language examples. Then, at that point, the scientist has built a test to gauge composing abilities. Based on the test, she has constructed her program with regards to the integrative methodology (Al-Atoum et al., 2017). Subsequent to confirming its legitimacy and dependability measurably, the following has been found:

1. there are genuinely huge contrasts between the typical scores of the female understudies in the trial of composed articulation abilities previously and a while later in favor of the post;
2. The presence of genuinely massive contrasts is between the normal scores of female understudies in the pre and post transcription abilities test for the post.

The Al-Saghir's Review (2018) pointed toward (building an electronic program in relational abilities in view of an integrative methodology and testing its adequacy in appreciation abilities among 10th class understudies). To accomplish the goals of the review, the appreciation test was ready in the wake of really looking at its legitimacy and

dependability, also, the exploration test was picked deliberately. It comprised of (67) understudies from the 10th grade of essential understudies, and they were separated haphazardly into an exploratory gathering comprising of (34) understudies and the control bunch comprising of (33) understudies. Four units of the relational abilities research in the Arabic language were instructed for the 10th grade of essential schooling utilizing the electronic program, while the benchmark group was concentrated on in the customary manner. Subsequent to handling the information genuinely, the outcomes showed an impact of utilizing the automated program in view of the integrative methodology in further developing the appreciation abilities of the 10th grade understudies for the exploratory gathering (Al-Saghir, 2018).

In Self-Adequacy, Abid's (2016) Study distinguished the impact of the zeroed in list methodology on creating scholastic self-adequacy among first transitional understudies in science. The analyst picked the trial plan with incomplete control for the trial and control bunch with pre furthermore, posttest. The examination test size becomes (56) understudies isolated into two gatherings. It was picked arbitrarily, where bunch (B) was shaped to address the trial bunch that will be considered by the engaged rundown system, and gathering (A) to address the benchmark group that will be concentrated on in the typical manner. The analyst fabricated the Scholastic Self-Productivity Scale, which comprises of (47) things dispersed into four areas. The consequences of the study showed that there are measurably huge contrasts between the trial and control gatherings in the variable of creating scholarly self-adequacy in favor of the trial bunch.

Al Badayer's (2017) study distinguished the adequacy of the blog inside logical missions in learning and scholastic self-effectiveness for transitional 2nd grade understudies in physical science. The flow research was restricted to moderate and secondary school understudies of the General Directorate of Schooling in Qadisiyah Governorate/Afak Locale Training, for the scholastic year 2016-2017. The populace of the review comprises of six schools containing PC labs. The analyst embraced the trial plan with fractional control for two identical gatherings, exploratory and control, with a post-test for accomplishment what's more, scholastic self -viability. As indicated by this plan, the concentrate on example (Gharib Tous Moderate School for Young men) was picked arbitrarily. It comprises of 101 second middle of the road level understudies conveyed into three classes, two divisions were decided arbitrarily to address the trial gathering and it included (30) understudies who concentrated on the logical subject utilizing the electronic blog, and the other was the benchmark group which included (30) understudies who concentrated on a similar subject in the standard manner.

The analyst has planned 134 conduct goals for the illustrations. The analyst arranged (18) instructing plans for the trial bunch and similarly for the control bunch. With respect to the two examination apparatuses, (1) an accomplishment test comprising of (40) things of the various decision type with four other options, and (2) a scale of scholastic self-adequacy comprising of (40) things were ready. The psychometric properties were confirmed by utilizing (Microsoft Succeed 2010) and (SPSS 21) program. The outcomes showed that there are measurably huge contrasts for the trial bunch in the accomplishment

test. The greatness of the distinctions is equivalent to the greatness of the autonomous variable impact (electronic blog). The outcomes additionally show that there are measurably huge contrasts for the exploratory gathering in the proportion of scholastic self-adequacy. The size of the distinctions is nearly equivalent to the size of the autonomous variable impact which has an extensive factual worth (0.856). The two past examinations in Integrative approach concurred with the ebb and flow research in its utilization of the trial strategy, where as Abu-Dahroug's review focused on the viability of a program in light of the integrative approach in fostering some composing abilities among the 3rd grade understudies, while Al-Sagheer's review planned to fabricate a modernized program in perception abilities for 10th grade female understudies. The two examinations concurred in the sort of the apparatuses utilized in building the accomplishment test, whether for composing abilities or appreciation, while the two examinations varied in their tests.

Abu-Dahroug's example comprised of 3rd grade understudies, while Al-Sagheer's example comprised of 10th grade understudies. The ebb and flow research took its example from understudies of the School of Training in the Islamic College. The aftereffects of the two past examinations are practically the equivalent. The momentum examination could conceivably concur with the two past examinations. This is what the scientist attempts to do. The two past examinations In Self-Adequacy concurred with the ebb and flow research in taking on the exploratory approach, whereas Abid's (2016) study explored the impact of the zeroed in list methodology on creating scholastic self-adequacy

among first-year middle of the road understudies in science, while Al-Badiri's (2016) study inspected the viability of the electronic blog inside the logical undertakings in the accomplishment and scholastic self-adequacy of second-year transitional understudies in physical science. The two concentrates on varied in the quantity of their devices and their factors; the Abid's review depended on the self-viability scale comprising of (47) things, while Al-Badiri's review is based on the accomplishment test and the inclination scale comprising of (40) things. The two examinations likewise contrasted in their tests, Abid's review test comprised of 56 understudies from the 1st middle of the road level, while Al-Badiri's review test included 60 understudies from the subsequent moderate grade.

Various examinations have been completed with an end goal to work on the educating and learning of writing in English in Nigerian optional schools. Dahiru (2020) explored the difficulties optional teachers in Yobe and Borno States looked in the educating of Writing in-English and its effect on college confirmation necessities. The investigation discovered that the subject was not shown in most optional schools due to socio-social variables, inaccessibility of qualified educators, and orientation issues. Plus, a few heads of schools look at writing as an immaterial school subject. These elements prompted understudies' disappointment and, by suggestion, failure to concentrate on courses in the college that require a credit in Writing in-English. Ichu (1989) likewise revealed that the issue of showing writing in Nigerian optional schools incorporates deficiency of educators, significant expense of the writing texts, and absence of educating learning assets. In any case, the concentrate just requested the assessment from educators and understudies

without truly figuring out the degree to which understudies really have the suggested texts. In one more concentrate by Danner and Musa (2019), the helping techniques utilized by educators to show the Shakespearean show were examined. The outcomes demonstrate that factors like long stretches of showing experience, responsibility and kind of preparing in any case, educators were not powerful in that frame of mind of instructing. This is like the discoveries of a previous review completed in Benue State by Adelabu and Nder (2013). They revealed that instructors' strategy for showing English and writing were insufficient and, thus, inefficient. Moreover, Timothy and Obiekezie (2019) found that Nigerian pre-administration instructors were ill-prepared to educate verse. In Ibadan city, where the current review was completed, there had been a previous examination by Ezeokoli and Igubor (2014). Utilizing the clear overview research plan, they explored the degree to which SS2 understudies had the endorsed composition texts and whether this impacted educators' instructive practices. The outcomes uncovered that numerous understudies didn't have the endorsed texts and that educators were not unique in that frame of mind of instructing. As such, the degree to which understudies had the text didn't cause instructors to shift their educating techniques. The review made a hole, by neglecting to research why educators couldn't expand their techniques for instructing much under various settings.

The explored writing focuses to a more profound issue in writing in-English study halls that requires further examination. Viable educating of any school subject is reliant upon a few typically related factors, like the accessibility of qualified and roused educators,

school offices, and educating learning assets, including course books for instructors and understudies, educational materials, and a favorable climate. Educating learning assets, particularly reading material, work with the instructing growing experience: dynamic cooperation of understudies, uplifting outlooks, and expanded learning results (Sigilai, 2013). Educators utilize the reading material as guides for illustration arranging and conveyance. In any case, in many Sub-Saharan African nations, including Nigeria, youngsters learn in unfortunate conditions dispossessed of the fundamental learning materials, particularly course books (Humphreys & Crawford, 2014; The African Association, 2015; Rueckert, 2019). Ouane & Glanz (2011) detailed that most schools in Africa endure shortage of value instructive materials, including course readings. Concentrates on completed in various African nations, remembering for Kenya (Sigilai, 2013), Zimbabwe (Mupa & Chinooneka, 2015), Tanzania (Lyimo et al., 2017), and Nigeria (Abdu-Raheem, 2016; Dahiru, 2020; Tofi and Onuminya, 2019), all detailed deficiency of the fundamental educating learning assets, including qualified educators, course books, and school supplies. The Government Service of Training (FEM, 2015) detailed that there was constant lack of essential and junior auxiliary school center subject educators in each Nigerian State. Non-accessibility of course books and learning assets in many schools is ascribed to unfortunate financing of training (Humphreys & Crawford, 2014; FEM, 2015; UNICEF, 2017; Rueckert, 2019). Also, many guardians can't manage the cost of the expense of tutoring because of neediness. Writing in-English understudies might find it more troublesome on the grounds that they need to purchase a few books for

the three classifications. Absence of instructing learning assets influences the nature of educating and adds to inconsistent admittance to essential schooling, disappointment, class reiteration, dropout, and propagation of ignorance (Humphreys & Crawford, 2014; UNICEF, 2017; Rueckert, 2019; Nigeria Training in Crises, 2019). Birger and Brar (2015) add that the non-accessibility of course books keep students in Sub-Saharan Africa from growing great understanding propensities and denies educators of the truly necessary instructing support. Subsequently, numerous students leave school without dominating the essential capabilities in education, numeracy, and fundamental abilities (African Association, 2015; World Bank, 2018). Although there are events where the Nigerian legislatures gave free course books to understudies (FEM, 2015), writing reading material were excluded — presumably on the grounds that it's anything but a cross-cutting center subject. In any case, in Writing in-English study halls, course readings are not simply strengthening or educational materials. They are, somewhat, the focal point of the instructing educational experience. This implies that understudies who don't have or peruse the texts may not comprehend what is being instructed.

Past investigations have shown that Library and Data Science Coordinated Language Showing Approach is compelling in language educating. For instance, the concentrate by Sysoyev (2009) was on the utilization of Library and Data Science. Coordinated Language Educating Move toward in instructing punctuation to ESL understudies in Russia, with center around structure and significance. The subjects were 10 undergrad worldwide understudies from Russia, Ukraine, Taiwan, and China, whose TOEFL scores were lower

than 500 places. The examination comprised of three stages: investigation, clarification and articulation (EEE). At the investigation stage, students looked at specific sentences and found a syntactic example under the teacher's oversight. In the clarification stage, the educator made sense of unequivocal standards, while in the articulation stage the understudy involved new designs in association and in delivering significant expressions. At last, an evaluative survey was managed toward the finish of the examples to decide the mentalities of the understudies towards the new technique for syntax educating. The outcomes showed that the understudies liked to learn L2 syntax involving the EEE technique rather than the structure based or meaning based approach as it were. The concentrate by Sysoyev (2009) is not quite the same as the current concentrate in plan. Sysoyev utilized an evaluative poll to get its information, yet this study utilized a semi analyze.

Along these lines, Dakhmouche (2018) explored the utilization of integrative language in showing scholastic composition. The example for the review comprised of 90 understudies and 16 educators in the Division of English, Mentouri College, Algeria. The information for the review was gathered through educators' and understudies' poll. The investigation of the information uncovered that both understudies and educators considered language structure as a significant perspective to foster in figuring out how to compose furthermore, that relating sentence structure guidance to the educating of composing would be especially useful not just in accomplishing precision and clearness in communicating a thought, yet in addition in giving students admittance to different

primary variations to figure out this thought. The concentrate by Dakhmouche (2018) utilized a semi exploratory plan. Likewise, the concentrate by Ongong'a, Okwara and Nyangara (2010) researched the utilization of coordinated approach in educating and learning at the auxiliary school level in Kenya. The outcome of the review showed that the integrative methodology was underutilized and that there were insignificant levels of reconciliation in English examples. The review, nonetheless, didn't lay out the impact of this move toward on understudies' accomplishment and interest in English language structure. It is, in this manner, in light of the need for an instructing approach that overcomes any barrier between the structure and the significance-based approaches and the need to close the current lacunae that this study was imagined.

Along these lines, the showing approaches utilized in showing language structure can be impacted by the orientation of the understudies. Zoghi, Kazemi and Kalan (2013) are of the view that orientation is a significant component that impacts second language obtaining. Matoti and Lekhu (2016) characterize orientation as a mental term that portrays the qualities and conduct expected of guys also, females. Fischer, Schult and Damnation (2013) declare that females are more intelligent than guys and accordingly perform better compared to guys. A review did by Bichi and Sule (2015) viewed that as females performed better than expected better compared to guys in both rustic and metropolitan schools, who performed less than ideal. Notwithstanding, the concentrate by Attah and Ita (2017) uncovered that orientation has no huge effect on understudies' scholarly execution in English language. It appears hence that the specific impact of orientation on language

accomplishment isn't clear. The impact of orientation might rely upon the techniques or approaches utilized in showing the understudies, subsequently this study was ready to decide the impact of Library and Data Science integrated Language Teaching Approach on male and female understudies' accomplishment in English punctuation.

This concentrate by Robert Prophet and Nandkishor Badede (2016) was on the impacts of changing the language utilized in the science assessments in junior auxiliary schools. The review demonstrates the way that language can be a hindrance to understanding assessment questions especially the phrasing of the inquiries in science assessments. Understudies concentrating on in provincial schools appear to be more impacted since their language abilities in English are restricted because of absence of chance to foster them dissimilar to those in metropolitan schools. These specialists utilized an example of conclusive year junior optional understudies who were getting ready to sit their Lesser Declaration Assessments and who were regulated two distinct tests. The primary paper was set on the first assessment inquiries from Junior Authentication Coordinated Science Assessment and the subsequent paper contained improved on type of inquiries in light of the first assessment questions. The consequences of the grades showed that understudies further develop their presentation while questions phrasing is more rearranged. The fundamental goal of inspectors while setting assessment questions whether various decision, short or long exposition question papers ought to be to guarantee students can grasp the importance of an inquiry. Interesting points incorporate length of the inquiry, utilization of more straightforward words in questions, change of tense, less utilization of

superfluous words and improving on linguistic design of the inquiries since the language of science is as of now complex in itself. Thus, this will assist understudies with working on their presentation in assessments.

Howie (2013) conducts a review relating to what language and other foundation factors mean for the exhibition of understudies in science in South African optional schools. This study is an optional examination in light of the exhibition of the Third Global Math and Science Study-Rehash (TIMSS-R). 8000 South African understudies in 200 distinct schools were tried in math and science as well as English which was a public choice. The TIMSS-R was finished in 1998/99 under the sponsorship of the Global Relationship for Assessment of Instructive Accomplishment (IEA) South Africa being one among 38 nations that partook in the review. The consequences of the test were considerably low including other emerging nations like Morocco, Chile, Indonesia and Philippines. Research affirms that capability in English language corresponds with their accomplishment in science; understudies with high scores in arithmetic likewise performed well in the English test directed while those with low scores didn't. Discoveries of the concentrate additionally show that understudies who came from homes where either English or Afrikaans was spoken accomplished better scores in both Arithmetic and English tests unlike to the people who didn't. The low English language capability is additionally firmly connected to understudies' absence of books to use at home (Howie, 2012). Likewise, the normal English grade was extremely low and the general English abilities were poor. Different impacts remember area of the school for country or

metropolitan regions, teachers' mentalities and conviction and responsibility add to math accomplishment as well as understudies' financial status somewhat. English language unequivocally affects the accomplishment of science; hence, it should be focused on additional consideration as a subject and as a mechanism of guidance.

Through integrative instructing and learning, understudies can foster a more profound comprehension of content and to work on comprehension of a perplexing issue (Leonard, 2012; Becker & Park, 2011). This approach can help understudies in the combination and reconciliation of information. In like that, they could secure the capacity to tackle issues with a moral aspect. Additionally, it could support their basic, imaginative, and unusual reasoning (Ivanitskaya et al., 2012). Integrative teaching approach permits understudies to prepare successfully by taking care of issues from various fields and to acquire a more profound and more precise information that can be applied to reality. This approach plans understudies for the course of deep-rooted advancing as it obscures the customary limits between subjects (Lake, 2014). Integrative learning has ended up being one of the vital procedures for understudies' prosperity. Specifically, integrative learning sets them up to answer complex issues in view of interdisciplinary associations, experiential information, and co-curricular getting the hang of (Rossing & Lavitt, 2016). As per Mill operator (2015), "integrative learning alludes to various integrative limits: the utilization of hypothesis to rehearse, the capacity to interface abilities and information from one course to address and investigate issues in another, and the ability to reflect and distinguish associations made after some time". Integrative showing utilizes interdisciplinary

methodologies and it is centered around applying genuine situations. It likewise affects the improvement of the understudy local area (Abraham & Shih, 2015). Tani, Juuti and Kairavuori (2013) bring up that "various disciplines have various perspectives on world and developing's comprehension individuals might interpret the world, and thus it is critical to comprehend the viewpoints they use". An integrative showing approach is an excellent answer for various logical items in subjects, for example, science, physical science, topography, math (Johnson & Dasgupta, 2015). In the science subjects, various connections can be tracked down in satisfied managing the issue of ecological security (Abdullah, Halim 7 Shahali, 2011). As per Clark and Linn (2010), "information joining includes a unique course of connecting, interfacing, recognizing, coordinating, and organizing thoughts regarding logical peculiarities. These thoughts incorporate realities, designs, layouts, sees, speculations, models, and representations.

Tracking down successful informative methodologies to show composing expertise has been a main issue for instructive researchers and educators. A portion of these procedures incorporated the utilization of various learning speculations; the reliance on new innovations like the web and cell phone. One of these systems is integrative methodology which depends on the ideas and presumptions of Dewey contending that the entire life is integrative in nature; implying that one component finishes the other and each can't be isolated. At the end of the day, there is a need to incorporate such components to make an entirety. Scientists have profited from these suspicions, particularly in language educating, which incorporated the mix of various language abilities while focusing on the

advancement of a particular sub-skill (Dahrouj, 2016). Sakhelashvili (2016) upheld such thought and called for involving integrative methodology as a successful showing strategy in the different school subjects. It gives students the chance to connect with the different substance regions in some random school subject while chipping away at coordinating them entirely. In this sense, educators can work with understudies by blending the different educational program parts in a strong construction while every part satisfies explicit abilities to arrive at a specific degree of dominance. The utilization of integrative traces all the way back to multiple hundred years as it was introduced by various language researchers during that time. It returned some other time in the 1960's because of various exploration concentrates by Hilda Taba and other language researchers. In the 1980's and because of the emphasis on creating higher request thinking abilities, there was another interest in involving integrative approach in showing language as language obtaining scientists guaranteed that language learning ought to be an integrative cycle as the two educators and understudies ought to foster a philosophy and substantial originations in that to get familiar with a language, you ought to dominate the four fundamental language abilities (Muhammad, 2018). In the equivalent vein, Murthy and Slam (2015) fought that the possibility of integrative methodology is certainly not another one in showing first and second language, yet the last improvements in language securing speculations have propelled researchers to zero in more on such a methodology as a method for assisting students with successfully dominating the four language abilities simultaneously. Hilda Taba (referred to in Aydin, Unver, Alan & Saglam, 2017) was a trailblazer in the

utilization of integrative methodology in language educating and learning and called for educators and understudies to representative such educational plan in the different scholarly settings. In her integrative educational programs she guaranteed that the accompanying presumptions ought to be thought about: Learning is a social cycle and this connotes the requirement for social cooperation among educators and understudies; learning is a straight interaction; the viable work of social conditions to advance learning among understudies; the need to foster current educational plans adjusting to the high level learning hypotheses; taking into account language overall which implies that instructors and understudies ought to take the language advancing as a far reaching coordinated process requiring a lot of exertion by both.

Ibrahim and Al-Deleamy (2013) contended that integrative showing procedure is one of the educational projects utilized in showing various dialects as it in view of a fundamental suspicion that language abilities can't be isolated from one another and ought to be instructed simultaneously. In a similar line, Djakaridja and Ismail (2016) propose that integrative showing in language learning and helping is a way of thinking as well as being a strategy for offering understudies chances to master different language abilities simultaneously. For Ryan, Glodji, Hobbs, Stragel and Williams (2015), integrative educating depends on a few principles; the most significant is to show understudies a language in view of their experience information, giving different perusing encounters as being important for correspondence process which remember for expansion to perusing, talking, tuning in and composing; empowering understudies to involve their language

abilities recorded as a hard copy and creation; rousing understudies to involve materials from the general climate for of learning. Educators can embrace various types of integrative methodologies in instructing composing. For instance, Jubran (2017) contended that the utilization of cycle - item approach can allow understudies numerous important opportunities to procure both familiarity and exactness in the creative cycle. It can likewise utilize the qualities understudies have recorded as a hard copy a particular sort of texts. Besides, the educator can control these two significant elements of language abilities guidance so as the two educators and understudies are effectively taken part in learning - showing circumstance zeroing in on the possibility that dominating composing requires an integrative collaboration between the psychological cycles in the composition to deliver a composed message ready to satisfy the prerequisites of brilliant composition. In the equivalent vain, Alnassir (2011) required an integrative view for educating and acquiring language expertise. As a language is a pith to find the reasonable coordination of students' day to day routine exercises, educators should utilize what understudies have in their experience collection to fabricate learning exercises adjusting to the idea of language itself. Almosa (2003) further states that showing language abilities doesn't satisfy the fundamental suppositions proposed by various learning hypotheses which express that language can't be taken independently and should be instructed all in all. Subsequently, this review endeavored to recognize the impact of integrative educational strategy in showing youngster writing on advancing seventh graders composing abilities at Irbid governorate in Jordan. In light of the scientist's field insight, they noticed that

youngsters writing is a viable device to be utilized involving integrative methodology in showing understudies, particularly in the early grade levels, for example, 7th grade designated language abilities as they are more ready to obtain such abilities assuming integrative methodology is actually utilized by planning efficient growth opportunities. Different investigations have been directed to look at the impact of an assortment of showing strategy on composition. For instance, In Saudi Arabia, Alnassir (2011) concentrated on the impact of involving coordinated approach in showing Arabic perusing and composing abilities among 6th grade understudies. An example adding up to (62) male understudies was chosen and haphazardly doled out into two review gatherings. The first included (31) male understudies showed perusing and composing abilities utilizing integrative methodology and introduced the trial bunch, while the second was control (N = 31) and was shown utilizing the conventional educating strategy.

The posttest perusing and composing abilities scores demonstrated genuinely huge contrasts between the exploratory and control gatherings, for the previous. While Alnooh (2015) focused on examining the effect of utilizing coordinated way to deal with the educating of composing abilities among optional understudies of English as an unknown dialect in Saudi Arabia. The review test comprised (60) auxiliary level female understudies circulated into two equivalent gatherings, exploratory and control bunch. For information assortment a poll and pre and posttest was utilized. The review uncovered a positive effect of the coordinated methodology in further developing composing execution, inspiration and mentality towards writing in English. Abu Dahroj (2016)

analyzed the viability of an integrative methodology-based program in creating Arabic composing abilities among essential grade understudies. The example of the review added up to (31) 3rd grade female understudies whom were presented to an integrative methodology in light of educational program. To check the impact of the guidance program, Arabic composing abilities pre-posttests were administrated to the understudies toward the start and fruition of the review. The review results found genuinely massive contrasts between understudies' pre-posttest Arabic composing abilities, for posttest. Abu Hamda and Al-Khawaldeh (2017) utilized an example of (70) male and female 3rd grade understudies to concentrate on the viability of dynamic learning on understudies perusing and composing abilities. The review reasoned that there were measurably huge contrasts between the trial gathering and control bunch in perusing and composing in general and the sub-abilities of these two language abilities. One more concentrate by Muradi (2018) endeavored to recognize the most pervasive difficulties looked by instructors while educating composing. An example of (19) past examinations were found and content dissected. The discoveries of the review showed that showing Imla' (spelling) was the main test announced by instructors, trailed by Insya (Piece) with high trouble levels. The review presumed that composing is difficult to instruct since it contains different sub-abilities meaning mindful concentration by the two understudies and their educators. Container Daymoon, Canister Sa'd and Ja'far (2018) concentrated on the impact of involving narrative movies in showing composing articulations ability. To accomplish this goal, (83) understudies were haphazardly chosen and relegated into two review

gatherings. The first was exploratory shown utilizing narrative movies and included (42) male and female understudies, while the second was control and was shown utilizing the conventional informative technique. The consequences of the review demonstrated measurably huge contrasts in the mean scores of understudies composing articulation posttest, for the exploratory gathering showed utilizing narrative movies. By investigating past examinations, it tends to be reasoned that the point of certain examinations (for example Alnassir, 2011) was to uncover the impact of involving coordinated approach in showing Arabic perusing and composing abilities among 6th grade understudies, while this review plans to research the impact of kid writing put together integrative educational program with respect to advancing composing abilities among seventh graders. Likewise, past examinations utilized different understudy tests for instance Abu Dahroj (2016) utilized an example of 3rd grade female understudies and Alnooh (2015) utilized an example of optional level female understudies, while the ongoing review utilized an example of seventh graders.

Incorporating language abilities gives more intentional and significant advancing at all levels. Also, it works with to intelligent educating and correspondence. It likewise carries assortment into the homeroom, when the educators foster study hall directions by incorporating language abilities agreeably (Murphy, 2014). Assuming the understudies utilize integrative methodology, they might figure out how to work the language and they can share the gained information to the others essentially (Waterway, 2019). Carrying out of all language abilities advances language acquiring and influences the L2 information on

students decidedly (Peregoy & Boyle, 2017). At the point when the language abilities are coordinated in language educating, language learning draws nearer to the manner in which we do, in actuality (Sanchez, 2010). This implies language combination is fundamental to impart in viable and effective manner, all things considered, and integrative the abilities can give adequate advantages to showing English, it is prudent strategy in real homeroom circumstance regardless of its higher requesting for educators (Jing, 2016). Coordinating the four abilities stresses the emphasis on practical language and can, thus, create students open capability in English (Jing, 2016). Nunan (2019) accepts that incorporation of language abilities is vital to each day correspondence, language teaching_ growing experience and undertaking results. (Schurr et al, 1995) laid out that the language use is comprehensive in reality, this requests from the Language educators to give students an environment where they can drench in perusing, composing, talking and tuning in. As per Hungyo and Kijai (2009) as referred to in Elena and Lorena (2011) expressed that one of the upsides of utilizing this approach is that educators can set up the illustration plan around a subject or a point in light of the interest of students and furthermore on themes that are pertinent to them which adds to make examples more unique and appealing for students, who partake in various types of exercises and conversation. However, as per Oxford (2001) as referred to in Elena and Lorena (2011) one of the most benefits of utilizing the coordinated language showing approach is that it uncovered English language students to bona fide language and moves them to cooperate normally in the language. She additionally remarks that presenting understudies to informative circumstance helps

and engage to them of the lavishness and intricacy of the English language. Mohan, (2016) states that every language expertise isn't utilized independently in everyday and genuine correspondence, so ability combination is pivotal point in language learning. The powerful homerooms should apply all language abilities very much like this present reality correspondence; this alludes to involving helpful learning exercises as one of the most incredible ways of understanding this (Arslan, 2018). He communicates that a language educator involves coordinated expertise in study hall, it gives to the students' potential chances to collaborate normally in the language easily. This serves to them advance their correspondence, increment their advantage towards the language as well as a way to finish the assessment. For the most part a few researchers thought and examination discoveries show that expertise incorporation enjoys many benefits. For example, Strang, 2012 accepts that ability combination assists the students with becoming dependable over their language abilities. It establishes a dynamic and energizing homeroom climate (Richard-Amato, 2016) and Empowers students to have a more reasonable admittance to legitimate language learning (Myers and Hilliard, 1997). Mitrofanova and Chemezov, 2011), noticed that language mix might increment understudies' language learning inspiration and prompts better appreciation of the material by understudies. Besides, this approach permits educators to keep tabs on understudies' development in various abilities simultaneously and advances the acquiring of genuine substance. It is propelling to understudies, the utilization of coordinated expertise approach into the EFL study hall, where the educator is utilizing real materials,

is probably going to ensure outcome in language learning Oxford (2001). Adeyemi (2020) as referred to in Supaporn, (2015) communicates that coordinated language showing approach furnishes understudies with more extensive discovering that is rich and fascinating. It makes the homeroom environment more pleasant and provocative. Besides, integrative language expertise showing approach might assist an educator with making the illustrations dynamic, including the understudies in differed exercises and communications, which can set out a lot of open doors for understudies to take part in class and increment their inspiration to learn English. It additionally assists the understudies with learning English uninhibitedly and comfortable way (Oxford, 2001).

2.10 Perceptions of Both Teachers and Students toward Integrated English

The section included a review of the literature regarding perceptions of both teachers and students toward an integrated English

2.10.1 Perceptions of Teachers Toward an Integrated English

Teachers of English had some perceptions towards the integrated English concept. According to Menken (2016), teachers' opinions towards the integrated English are based on the perceptions of teachers. As stated by Applebee, Langer, Nystrand and Gamoran (2015), a positive perception involved deciding acceptance which indicated the advantage of the target to take up its benefit. In contrast, unfavorable is the disadvantage of ignoring the subject and weakens its strong attitude.

Cherobon (2016) investigated the teacher characteristics that influenced an integrated English structure in government high schools in Kenya's Nandi East Sub County. The objectives of the study were to determine the impact of instructors on IEC implementation; the impact of teaching techniques on IEC implementation; the impact of teachers' experiences on IEC use; and the impact of teachers' perceptions on IEC application. The study included 24 secondary schools, 24 principals, 24 department heads, 48 English teachers, and 3,000 students. The sample consisted of 12 principals, 12 department heads, 24 English teachers, and 300 students. The study concluded that not enough time was allotted for integrated English instruction; hence, teachers were unable to teach students effectively. Teachers' opinions toward IEC were negative because teaching IEC was difficult and they tended to believe that teaching IEC was not a simple undertaking; they also wanted a revision of the IEC curriculum. In her study, Vicky (2016) cited insufficient time for teaching integrated English and curriculum modification as variables affecting the teaching of integrated English.

Similarly, Fleming, Bangou, and Fellus (2015) researched how English as a foreign language influenced teacher-candidate's belief about Language. The research employed a descriptive research design. According to the findings, A study by Fleming, Bangou, and Fellus (2015) found that teachers' perceptions of language were shaped by a combination of their own preconceived notions, interactions with their colleagues, course textbooks and lectures, and practicum experiences. As teachers progressed through their careers,

their beliefs about language were formed and expanded. The teachers' perceptions as they progress in their professions should be extensively studied, according to the study.

The study examined how English as a foreign language influenced teacher-candidate's opinion about Language and utilized a descriptive analysis method. From the discussions above, this study focused on some intervening variables such as; class size, syllabus, teacher content knowledge, and many others, which affected the integrated approach to teaching the English Language.

Collum (2012) researched to examine the influence of teachers' perceptions and opinions of direct teaching on learners' success in studying in Virginia State cites. The study's findings established that professional burnout could happen over time, leading to emotional disorders resulting in negative emotions. The study recommended improving on attitudes of the teachers; there was a need to train them when implementing a program and would significantly affect their attitude towards the innovation. The study examined the teachers' opinions and perceptions of direct teaching on learners' success in Virginia State cites. However, this study established teachers' perceptions towards the integrated approach to teaching the English Language in Hohoe Municipality Volta Region Ghana.

Mosa (2014) conducted a study to examine teachers' opinions on English as a foreign language (EFL) education in Saudi Arabia. The research findings reported that the teacher's roles in planning the English Language development project were minimal. Teachers and learners were not well prepared for the new reforms. The study findings

revealed teachers' needs for professional training, which greatly affected the teachers. The study examined teachers' perceptions of the integrated English as a foreign language (EFL) syllabus in Saudi Arabia. Thus, this current study established teachers' perceptions towards an integrated approach to teaching the English Language.

Qasem and Viswanathappa (2016) surveyed to analyze teachers' opinions regarding using the ICT instructional involved instructing them by using the entwined education method. The researcher carried out a study on a representative of 60 science teachers in Yemen. The researcher issued a questionnaire to examine the in-service teacher opinions 31 in combining ICT in instructional design with 25 items. He employed T-test and ANCOVA tools to analyze and process findings. The study results showed the existence of a significant distinction in teachers' perceptions towards incorporating ICT, most cases within the group that learned through the combined learning method. The researcher conducted the study to analyze teachers' understanding of integrating ICT instructional methods through the new approach. In contrast, this study was conducted to explore integrated approach to teaching English language and its influence on learners' academic achievements.

Miima, Ondigi and Mavisi (2017) carried out research to determine teachers' opinions on blending ICT with Swahili learning in Kenyan High Schools. The research adopted a survey design technique. Forty-five teachers were chosen as representatives of the research. The researchers utilized questionnaires and structured interviews gathered data. Data recorded process study used descriptive analysis methods. The findings were

arranged and visualized in tables and graphs. The research findings proved that most of Swahili instructors comprehended the advantage of blending technics to study Language but were unwilling to utilize several problems. The above discussions examined the teachers' understanding of integrating technology in Kiswahili lessons in Kenya; however, this study explored integrated approach to teaching English language and its influence on learners' academic achievements.

Basweti (2014) investigated factors influencing blended English learning in Transmara West district, Kenya. The following objectives guided the study: examining how teachers' characteristics (age, teaching experience, and gender) influenced the use of integrated language in government schools; analyzing how integrated English curriculum instructional strategies affected its application; analyzing the impact that evaluation strategies had on the use of integrated systems in high schools; and determining the sufficiency and appropriateness of the curriculum support materials used. The study used a method of descriptive analysis. Twenty English teachers in government schools, 265 Form 4 students, and 20 head teachers at government high schools made up the sample population. Data was gathered by Basweti (2014) using questionnaires and interview schedules. Basweti (2014) analyzed quantitative data using the Statistical Package for Social Sciences (SPSS). The study's findings showed that curricular support materials, instructional materials, evaluation procedures, and teachers' characteristics (age, teaching experience, and gender) all have an impact on combined English acquisition. According to the study's findings, poor English textbooks, few lessons, students' perceptions and

behavior, and a lack of quality in-service training were among the factors affecting how well the program was implemented. Basweti (2014) used a descriptive research approach to assess integrated English in Kenya's Transmara West district. In line with the ideas above, this study investigated the perceptions of teachers towards integrated English.

2.11.2 Perceptions of Students Towards the Integrated English

According to Songxaba and Sincuba (2019), students with positive perceptions toward a subject are motivated to take up the challenges that yield a positive result in their performances. Marcellino (2015) revealed that perception could vary from positive to negative depending on factors that influenced them. Some factors that influenced the students' reactions included self-confidence and the time taken to understand a concept. Also, according to Menken (2016), adequate facilities and learning materials could change the perceptions of students towards integrated English.

Koros, Indoshi and Okwach (2013) carried out research to determine learners' perceptions in techniques utilized by teachers in teaching integrated approaches in high schools in West Pokot County of Kenya. The purpose of the research was to examine the learners' perceptions of techniques utilized in the education of writing and contrast learners' conceptualization of techniques employed in writing skills. The rewriting was 31 teachers of English and 2580 form four students. The sample size included 31 teachers of English and 334 form four students were chosen by simple random sampling technique. The data was gathered by using questionnaires and later processed using mean and test. The

research findings showed that learners indicated a negative attitude towards teaching and learning English writing skills, which was not statistically distinct. Koros, Indoshi and Okwach (2013) examined learners' perceptions towards the methods used in teaching and learning English writing abilities in high schools in West Pokot County of Kenya but this study examined students' perceptions of the integrated English in junior high schools in Hohoe Municipality, Ghana.

Uma, Rajani and Usha (2015) controlled research to determine the effect of learners' perceptions about blended education in an undergraduate medical program. The study utilized an experimental study design. The results of the research established that the blending of learning behavior improved a moral discipline to students together with their challenges and facilitated to encourage education which stimulated a better comprehensive idea of victims' challenges; raised encouragement ranks in learners; more effective learning due to the use of learning resources; a lot of details on education goals, like the use of creative and critical thinking; and improvement of employee coordination using better learning materials. Although Uma, Rajani and Usha (2015) examined the influence of a learner's opinion on blended learning curriculum in the medical field, this study established students' perceptions towards an integrated English.

Jepkuruny (2014) studied on evaluation of the use of the High School Blended Business Studies curriculum in Baringo District. The students utilized Jepkuruny (2014) informative analysis survey and natural method. Stratified sampling was used to divide schools into provincial and district schools. The schools had divisions: 'mixed,' 'Boys' and

'Girls' schools. Simple random sampling helped choose 520 learners from 10 high schools out of approximately 2160 studying Business Studies. The interview manual was vital in gathering data from Business Studies teachers and Department chairpersons for technical subjects and Creative Arts. The research outcome established that the use of secondary school blended business studies curriculum in the Baringo District had been faced with difficulties because of the content to be covered, creating a negative attitude towards the subject. The above study was the evaluation of using the High School Blended Business Studies curriculum in Baringo District. In line with the above, this study explored an integrated approach to teaching English and learners' academic achievement in junior high schools in Hohoe Municipality, Ghana.

Moja (2016) carried out a study that examined the learners' perceptions towards learning English and the impact on academic success. The research employed a descriptive research design. From the study's outcome, Moja (2016) established assertions made by students that teachers' methods of teaching determined their perceptions toward integrated English. Moreover, Babatunde, Benedict and Adu (2016) performed an inquiry to find out the opinions of students on the idea about blending social studies learning structure. The study was conducted with 80 social studies students' secondary schools' level in Ekiti state, Nigeria. Adu (2016) employed a tool to determine how far the students received the idea of integrated education. The outcome did not appeal to the students' integration system. The researcher encouraged the teachers to be creative to promote students in

classes and the country at large. The outcome indicated a contextual gap because the review aimed at determining students' ideas on the integration program.

2.11 Challenges of Teachers Using the Integrated Approach in Teaching English language

According to Salamonson, Everett, Koch, Andrew and Davidson (2018), one of the challenges English teachers face when teaching English is class management, and the rapid increase in classroom size; that limits teachers to engage learners in conversations and social networking. Besides, Yen and Halili (2015) revealed that class size would discourage a teacher of English from using approaches that fit a particular topic effectively since he cannot reach all of them before time. According to Yang (2015), another challenges a teacher can face using the integrated approach to teaching is the syllabus because of the loaded curriculum.

Besides, Dorleku (2013) explored research to establish the effect of education methods and performance across border towns of Ghana. The 41-specific purpose of the study was to find out teaching techniques adopted by teachers in the Junior High Schools, identify the impacts of the teaching methods on learners' academic success, and assess students' involvement or participation in the class and point out effects influencing students' success in the schools. The study utilized the descriptive research design. Using questionnaires, interviews, and observations, the information was gathered from a sample of 365 students, 12 teachers, and four head teachers objectively chosen four schools constructed near the

Ghana-Togo border. Reports from qualitative findings showed that teachers selected from the schools used numerous teaching techniques. The results also showed that teachers in Hohoe Municipality struggled with integrating literature and language learning. Thus, teachers needed more training and assistance to be competent in their teaching.

Macharia (2017) conducted a study to investigate the strategies that had been adopted by teachers in the Kiambu East region, central Kenya, to manage the challenges of an integrated approach. Specifically, the study sought to investigate how teachers solve the problem of accepting the idea of blending and challenging content, using teaching materials and coverage of syllabus, and understanding the teaching approach. The research used a descriptive survey analysis method. The researcher selected a population of 34 secondary schools in Kiambu East. Purposive sampling was utilized in determining the participants. The findings from the study indicated that the majority of teachers who used techniques attended workshops 42 and had discussions with their colleagues. The study also established that most institutions borrowed resources from neighboring schools and were motivated to share the scarce resources. Also, the study further revealed that most respondents employed additional teachings during free time to manage the challenge of time. The study also showed that respondents with a negative opinion about the integrated program attended seminars and workshops while the department heads motivated them. The study found no variation in strategies employed by respondents with different levels of experience. In line with Macharia (2017), the current study investigated teachers' challenges in using an integrated approach in teaching the English Language.

Barasa, Omulando and Oseno (2014) researched the problems of implementing integrated learning in high schools in Kenya. The research was exercised in 2010 to point out and recommend answers to issues facing them. A descriptive survey was adopted. The study utilized both approaches and processed the data by the use of descriptive and inferential statistics. The research indicated that all institutions faced the same problems during the implementation of the integrated approach. The study found that the main problem for blending demanded focused preparation and time management and other difficulties, including lack of time and excess students in class hindering more effective learning. However, the current study determined whether class size, teachers' content knowledge and the syllabus could be challenges teachers face while using an integrated approach to teaching the English Language.

Nketsia (2016) examined challenges affecting the use of the integrated approach in schools in Ghana. From the results, Ghana was not ready for the roll-out of the integrated approach due to contextual limitations like inadequate facilities, lack of enough preparation, scarce resources, social beliefs, few government schools, and absence of a political will. More so, the study also revealed that many teachers did not have enough experience to start teaching. The research presented a conceptual gap since it examined challenges influencing the integrated approach's actualization in Ghana.

Torto (2017) conducted a study to establish how students used English in the Cape Coast Metropolis of Ghana. The research utilized a descriptive research design. The targeted population equated to 477 primary schools. A simple random sampling method was

employed to make the selection. For every chosen school, all primary 1 to 6 teachers were directly selected for the research. As a result, 288 teachers created a sample for the study. Twelve teachers were chosen and interviewed according to their experience. The related literature helped the study identify some of the challenges that teachers of English faced in general. The current study specifically looked at the integrated approach to teaching and learning English language.

An educational plan that focuses on a solitary language expertise at a time can permit more engaged instructing and more concentrated learning. In addition, in different locales and societies where the guidance in discrete language abilities is profoundly esteemed, the two educators and students have been known to oppose expertise reconciliation (Richards & Rodgers, 2021). In such settings, coordinated guidance may not be appropriate to the non-industrial nations like Ethiopia since absence of adequate materials. Concerning this, the ongoing review was examined the issues that EFL instructors face while showing language abilities integrative. Likewise, complex coordinated guidance with multiple language abilities tended to in leads more noteworthy requests on both the educator and the student. The instructor expected to be well - prepared and capable however much as could reasonably be expected. Simultaneously, instructors can be anticipated to give additional time and work to getting ready materials suitable for incorporated guidance. In numerous locales all over the planet particularly unfortunate nations where educators are expected to show exceptionally huge classes, the instructing of coordinated abilities may not be an extremely functional choice (Hinkel, 2016). One more burden of coordinated

guidance is, students have inconsistent created proficiencies across the four large scale abilities (Hinkel, 2016; Harsh, 2013). For instance, second language students who live in English-speaking nations might have more grounded abilities in tuning in and talking than in perusing and composing. In actuality, English as unknown dialect students are probably going to be preferred perusers and authors over audience members and speakers. Thus, the educating of coordinated language abilities can become confounded, when educational materials and practice need to represent an extensive change in students' capacities (Richards, 2005). For this review, an endeavor was made to investigate educators' reactions on the benefits and disservices of the integrative language instructing approach. The upsides of utilizing the integrative way to deal with show language abilities can be enhanced and its burdens can be limited assuming the two educators and understudies really release their appointed jobs and obligations.

2.12 Summary of the gaps from the Literature Reviewed

The Literature reviewed helped the study isolate the gaps based on the topic and the study's specific objectives. Some of the studies done that were important and related to the study included a survey done by Dorleku (2013), which examined teachers' teaching and learning methods in the border towns of Togo-Ghana. The study presented a conceptual and methodological gap since the study's specific objectives were to find teaching methods adopted by teachers in the Senior High Schools. Dorleku's study, though related to the current one, adopted an exploratory design and narrowed to integrated approaches

and, more so, the nature of integrated methods the teachers of English use in teaching English in Junior High Schools to promote learners' academic achievement

The study's specific objectives were to found out a study to examine effectiveness of Integrated English on learners' academic achievement in English language at Kenya Certificate of Secondary Education, Masinga Division, Kenya. The study aimed to establish the extent to which internal assessment of English influences the language results at the KCSE level in the Masinga Division. The study's findings indicated that learning methods of education used in teaching, the content of the integrated English syllabus and internal assessment and evaluation influence the performance of English at the KCSE level. Mbithe's study is different from the current one, which investigated the extent to which the teachers of English use the integrated approach to teaching English in junior high schools in the Volta Region, Ghana. Thus, Mbithe's study presented a conceptual gap since the purpose of the research was to establish the extent to which internal assessment of English influences the language results.

Moreover, Akowuah, Patnaik and Kyei (2018) explored the factors influencing integrated approach through performance in the English Language in Ghana. Notably, the research sought to unveil whether mother tongue could cause learners' abysmal English language performance. The researcher found that the native Language contributed to learners' abysmal performance in English. However, the study mainly focused on the influence of the mother tongue on English language performance and thus presented a conceptual gap. In addition, Nketsia (2016) examined challenges affecting the use of the integrated

approach in schools in Ghana. The study results showed that challenges concerning the use of the integrated approach included inadequate facilities, lack of enough preparation, scarce resources, social beliefs, few government schools, and a political will. More so, the study also revealed that many teachers did not have enough experience to start teaching.

Nonetheless, the research presented a conceptual gap since it examined challenges influencing the actualization of the integrated approach. Thus, based on the few proposed reviewed studies, it is evidenced that a knowledge gap exists, and this formed the foundation of the study. None of the reviewed studies looked at the integrated approach to teaching English language and its influence on learners' academic achievements in junior high schools, Volta Region, Ghana. Thus, conducting the study was worthy of bridging the existing knowledge gap.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section presents the research design, location of the research, target population, sample selection techniques and the sample size, research instruments, pilot study, data collection procedure, data analysis and lastly, the logistical and ethical considerations.

3.2 Research Design

This study employed explanatory sequential mixed method research design. This research design is a complex approach that involves collecting and analyzing both quantitative and qualitative data in a specific sequence. It aims to provide a comprehensive understanding of a research topic by first collecting quantitative data and then using qualitative data to explain or further explore the quantitative findings. This design allows researchers to gain a deeper understanding of the research problem by combining the strengths of both quantitative and qualitative methods. The process involves conducting surveys or experiments to collect quantitative data, followed by interviews or observations to collect qualitative data. The data are then analyzed separately and integrated to provide a comprehensive interpretation of the research question. This design has been used in various studies, such as evaluating well-being and professional fulfillment among Mohs surgeons Lam et al. (2023).

The advantages of using an explanatory sequential mixed method research design include the ability to combine qualitative and quantitative methods to strengthen the empirical analysis and generate a unified causal inference Toyon (2021). This approach allows for cross-validation of findings through the concomitant application of different methods Maggetti, M. (2020). It also provides the opportunity to explore complex dynamic phenomena and gain extensive insights through qualitative data, while quantitative data can yield generalizable results Morse (2016). However, there are also challenges and disadvantages associated with this design. The design is complex and requires expertise in both qualitative and quantitative methods Zhang and Watanabe-Galloway (2014). It involves selecting and integrating different methods, which can be riddled with difficulties Towns, (2008). Additionally, implementing mixed methods research incorrectly can limit its application. Despite these challenges, the use of an explanatory sequential mixed method research design can enhance our understanding of complex contexts and experiences and provide valuable evidence for effective interventions.

An explanatory sequential mixed methods research design is suitable for the topic of integrated approach to teaching and learning English language in JHS in Hohoe Municipality in the Volta Region, Ghana because the design allows for a comprehensive understanding of the topic by combining quantitative and qualitative data in a sequential manner. The quantitative phase can involve administering questionnaires to gather data on teachers' conceptions of teaching and learning, while the qualitative phase can involve

semi-structured interviews and classroom observations to gain a deeper understanding of teachers' practices and perceptions. This mixed methods approach can provide a holistic picture of the topic, allowing for the exploration of both the effectiveness of the integrated approach and the challenges faced in its implementation Tavakoli, et al (2015).

3.3 Variables

The variables of the study is to establish the nature of integrated methods used by teachers of English in teaching Language in junior high schools in Hohoe Municipality, investigate the extent to which teachers use integrated approach in teaching of English language, establish the perceptions of teachers and students towards the integrated English in junior high schools in Hohoe Municipality and explore challenges faced by teachers using integrated approach in teaching Language in junior high schools in Hohoe Municipality, Ghana.

3.4 Location of the Study

The researcher carried out the study in Hohoe Municipality, Ghana. The researcher chose Hohoe Municipality because according to the Ministry of Education in Ghana (MoE, 2012), Hohoe Municipalities was one of the Municipalities in the Volta Region which had registered low performance in the English language in the Basic Education Certificate Examination (BECE) over several years since the integration of Literature in English and English Language. It was also among the Municipalities in Ghana which produced many JHS; hence, conducting the research there made generalizable feedback of the situation in most of the Municipalities and districts in Ghana. Hohoe Municipality has ten circuits,

equivalent to ten sub-counties: Likpe West, Likpe East, Hohoe East, Hohoe West, Hohoe Central, Alavanyo, Wli/Gbledi, Fodome, Gbi South and Akpafu/Satrokofi. There are 55 junior high schools, 93 teachers of English and 1227 form 3 students (GES 2018/2019).

3.5 Target Population

Population refers to an entire group of objects having common observable characteristics (Copper & Schindler, 2014). The target population for the research was 1382 (10 circuit supervisors, 52 heads of department, 93 teachers of English & 1227 form 3 students) in 55 Junior High Schools. The researcher included the circuit supervisors and heads of the department of Junior High Schools in the target population because they supervised teaching and learning in Junior High Schools. Teachers of English provided relevant information for the study since they taught the subject. The researcher targeted the form three students since they had been in the school for three years and could provide precise data concerning the integrated teaching approach. Table 3.1 presents the target population for this study.

Table 3.1: Targeted Population

Respondents	Targeted Population
Circuit supervisors	10
Heads of department	52
Teachers of English	93
Form 3 Students	1227
Total	1382

Source: (MoE, 2019)

3.6 Sampling Techniques and Sample Size

3.6.1 Sampling Techniques

The researcher used stratified sampling and simple random sampling to obtain relevant data needed. Stratified random sampling is a method of sampling that involves the division of a population into smaller sub-groups known as strata (Rahi, 2017). The groups or strata were organized based on the shared characteristics or attributes of the members in the group. In the study, the population was divided into four strata. The four strata included circuit supervisors, heads of department, teachers of English and form 3 students. Afterward, a simple random sampling technique was applied. This technique ensured that each category and the possible respondent was given an equal chance of being chosen and included in the study. The technique enabled the research to randomly select, department heads, English teachers and form 3 students.

3.6.2 Sample Size

Sampling is the selection of a few participants to represent the entire population to perform analysis to conclude the population (Cooper & Schindler, 2011). As Mugenda and Mugenda (2003) defined, any meaningful study of 10% -30% of the sample is adequate. Kothari (2004) indicates that a sample size of 10% and above is sufficient for a descriptive study. A sample size of 30 percent of the target population is considered adequate for a study because it allows for generalization from the sample to the population and helps to avoid sampling errors or biases Taherdoost, (2017) therefore researcher

sampled 30% of heads of department population, 30% of teachers of English and 30% of form 3 students. The target population of circuit supervisors in each circuit was ten. All ten were included in the study because their population was too small to be sampled. The sample size is presented in Table 3.2

Table 3.2: Sample Size

Respondents	Target Population	Sample Size	Percentages
Circuit supervisors	10	10	100
Heads of department	52	16	30
Teachers of English.	93	28	30
Students (form three)	1,227	368	30
Total	1,382	422	190

3.7 Research Instruments

The researcher used questionnaires, an interview guide and classroom observation to collect the data.

3.7.1 Questionnaire for teachers

The study used questionnaires to collect data from the teachers. The questionnaires were categorized into parts A, B, C, D, E and F. Part A was to collect general information of teachers of English. The variables engaged were grouped and evaluated on categorical and ordinal scales. Part B was on the nature of integrated methods used by teachers in teaching English. Part C addressed the extent to which teachers used an integrated approach to

teaching English. Part D focused on teachers' perception towards the teaching of an integrated approach. Finally, Part E addressed the challenges teachers of English faced when using the integrated approach to teaching English. Checklists and a Five-fold Likert scale type of questionnaire were employed.

3.7.2 Questionnaires for Students

The questionnaires were administered to form 3 students in the 16 selected schools. The distribution was done in a systematic manner from labeled schools in the study area. This was to ensure that all the schools under study were duly represented in the study. Part A was about the general information of students. Part B addressed students' perceptions towards the integrated approach (Refer to Appendix II for details of the questionnaires).

3.7.3 Interview Guides for Teachers

According to Amedahe (2002), interviews provide researchers with the opportunity to clear information on specific issues in a study. Creswell (2012) postulates that interviews allow researchers to probe for more detailed information from respondents. In this study, the researcher conducted interviews for teachers (Appendix IV), the heads of the department (Appendix V) and circuit supervisors (Appendix VI). Interview questions for HoDs (language) were on strategies they put in place to ensure that teachers of English covered the syllabus on time. The questionnaires were also to find out the support they gave to teachers. For circuit supervisors, they had put policies in place to ensure that teachers covered the syllabus on time, organized workshops for English teachers, and

monitor the teachers in the classroom. Then finally, the researcher interviewed teachers to probe further how they used the integrated approach and the difficulties they faced while teaching.

3.7.4 Classroom Observation

The study used an observation checklist to observe the instructional methods used by teachers. The instructional methods observed included the lesson introduction, development and conclusion. The researcher conducted the observation within the form three students among various schools under investigation.

3.8 Pilot Study

The conducting of the pilot study helped pinpoint the flaws in the research instruments before subjecting them to final data collection. The pilot study enabled the researcher to adjust, correct, or leave out the unsuitable items (Orodho, 2004). The researcher conducted a pilot study in Tegbi Afedome Junior High School that was not part of the sampled schools. The school shared similar characteristics with the research schools. The researcher administered questionnaires for both teachers and students. The researcher observed teachers in class using the classroom observation checklist, after which the researcher interviewed them, including the heads of the department and the circuit supervisor. Twenty (20) students, five (5) teachers of English, one (1) head of the department and one (1) circuit supervisor, respectively; a total of 27 respondents were involved in the pilot study to test the validity and reliability of the research instruments.

The pilot study provided the insight necessary in modifying the research instruments that aimed to assess integrated approach to teaching and learning English language in junior high schools in the Volta Region, Ghana.

3.8.1 Validity of the Instruments

Orodho (2004) maintains that validity is the extent to which a test measures what it intends to measure. The researcher determined face and content validity through pre-testing of the instruments for this study. The research instruments were reviewed for clarity and correlation to research objectives by using teachers of English and the researcher's supervisors to ensure content validity. Multiple sources of evidence like quantitative (checklists and Likert scale questionnaires) and open-ended questionnaires were used to provide content validity to triangulate the findings in this study. Regarding the interview, the researcher used a member check strategy to establish its validity.

3.8.2 Reliability of the instruments

Reliability is the consistency of estimation, or how much an instrument measures a similar way each time utilized under the same condition with related subjects (Creswell, 2012). Conducting of the reliability was to test and retest the research instruments to establish the coefficient. This helps in getting the reliability point. The reliability of the questionnaires in the study was thus tested using Cronbach's alpha correlation coefficient. The closer Cronbach's alpha coefficient is to 1, the higher the internal consistency and reliability.

Therefore, a Reliability test was conducted for the questionnaire. Cronbach's alpha is a measure of reliability for a set of items in a questionnaire. Cronbach alpha of 0.7 and above were arrived in this study after a pilot test was conducted. A value of 0.7 and above indicates good reliability of the scale Basu (2021). It suggests that the items in the questionnaire are internally consistent and reliable for assessing the construct being measured Hayes and Coutts (2020). A high value of Cronbach's alpha (>0.90) may indicate redundant items in the scale Kılıç, (2016). On the other hand, a low value of alpha could be due to a small number of questions in the scale Kraemer (2014). Cronbach's alpha is widely used in psychometric testing and is considered a useful tool for evaluating the internal consistency of items in a questionnaire Namdeo, et al (2016).

3.9 Data Collection Procedure

The researcher obtained an introductory letter from Kenyatta University Graduate School. The researcher took the letter to Hohoe Municipal Director's office to request for permission to conduct research in the Municipality. The researcher sent the introductory letter to individual schools that participated in the research. The researcher met the school administrators, teachers and students of the selected schools to discuss details of the study. A convenient day was agreed upon during which data was collected. The researcher visited and worked with the selected schools. The researcher reminded students to be at ease as they filled the questionnaires and were assured that all information would be handled with confidentiality.

3.9.1 Questionnaire

The study used a questionnaire to gather primary data. A questionnaire provides the respondents with a sufficient period to think of answers before answering. Respondents of the questionnaire were teachers and students. The questionnaire had two parts in which the first part had the general information, and the second part had the information concerned with the integrated approach to teaching. The researcher used the 5 Likert's scale to assess the agreement or disagreement positions of the respondents. The researcher booked an appointment with the school management to inform them of the intended research and seek permission to conduct the study through a consent letter from the university. Questionnaires were given to the participants to fill. The completed questionnaires were collected for analysis after one week.

3.9.2 Interview Guide

After the classroom observation, interviews were conducted with teachers based on what was observed during the teaching (Appendix IV). Heads of the language department and circuit supervisors were also interviewed (Appendix V & VI). Structured interviews were employed to interview the respondents. The researcher recorded the interview session using a mobile phone. Because of the busy schedule of the circuit supervisors, the researcher conducted the interviews at the convenience of the respondents by making a phone call and arranging for data collection when they were free.

3.9.3 Classroom Observation Checklist

The classroom observation checklist (Appendix VII) is a set of questions that evaluate the performance and behavior of teachers and students in a classroom setting. The researcher's main focus was on how teachers were integrating the literature and the language together to teach and the lessons were recorded using the observation checklist during lesson delivery.

3.10 Data Analysis

The data analysis started with editing and coding the questionnaires. The researcher prepared a code sheet in the Statistical Package for Social Sciences (SPSS) computer package. Raw data collected from the field through questionnaires were categorized, coded and analyzed through descriptive statistics, correlations, analysis of variance, coefficient of determination and regression coefficients. The results were presented using tables. The qualitative data from the interviews and observations was analyzed using content analysis. The main themes were identified, analyzed, and presented based on the study's objectives. The analyses of the data collected were done in stages. The researcher analyzed the data in line with the proposed study objectives. Table 3.3 summarizes research objectives and the statistical measuring tools.

Table 3.3: Data Analysis Plan

Objectives	Nature of Data	Statistics	Presentations
i. To establish the nature of integrated methods being used by teachers of English in teaching English in junior high schools in Hohoe Municipality	Quantitative (questionnaires) and Qualitative (Interviews)	Descriptive statistics, correlations, analysis of variance, coefficient of determination and regression coefficients Establish themes, Analyze the themes	Tables Narrative Verbatim Reports
ii. Investigate the extent to which teachers use the integrated approach in teaching the English language in junior high schools in Hohoe Municipality	Quantitative (questionnaires) and Qualitative (Interviews)	Descriptive statistics, correlations, analysis of variance, coefficient of determination and regression coefficients Establish themes, Analyze the themes	Tables Narrative Verbatim Reports
iii. Establish the perceptions of; a) Teachers b) students towards the integrated English in junior high schools in Hohoe Municipality.	Quantitative (questionnaires) and Qualitative (Interviews)	Descriptive statistics, correlations, analysis of variance, coefficient of determination and regression coefficients Establish themes, Analyze the themes	Tables Narrative Verbatim Reports
iv. Explore the challenges teachers face using the integrated approach in teaching English in junior high schools in Hohoe Municipality.	Quantitative (questionnaires) and Qualitative (Interviews)	Descriptive statistics, correlations, analysis of variance, coefficient of determination and regression coefficients Establish themes, Analyze the themes	Tables Narrative Verbatim Reports

3.11 Logistical and Ethical Considerations

Creswell (2014) stated that researchers applying ethics in research in two ways; protecting the individual needs and participants, including secrecy, permission, data, and implementation needs, is essential. Names of the selected schools were replaced with codes to ensure confidentiality. An introductory letter from the Graduate School, Kenyatta University, was obtained, and the researcher sought permission from the Hohoe Municipal Directorate office. During the research, copies of the research permit helped access a permit to gather data for the research. The respondents filled the questionnaires alone for the reason of ensuring secrecy. The results from data analysis provided the basis for discussion about the study. All respondents were at liberty to decline or withdraw from the research at will.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter presents the research findings, interpretations, discussions on the research objectives. The study focused on integrated approach to teaching and learning English in junior high schools in Hohoe Municipality. This section discusses the return rates and provides general information on the participants. The objectives of the study were:

- I. To establish the nature of integrated methods used by teachers of English in junior high schools in Hohoe Municipality.
- II. Investigate the extent to which teachers use integrated approach in teaching English language.
- III. Establish the perceptions of: a) teachers b) students towards integrated English
- IV. Explore the challenges teachers face in using the integrated approach in teaching English language. Moreover, the section includes classroom observation, correlations between integrated approach and learners' achievement, analysis of variance, coefficient of determination, and regression coefficients. Each of the sections is comprehensively discussed.

4.2 General and Demographic Information

This section considered the general demographic data of the participants in line with the return rates of the instruments administered to study participants and the nature of their characteristics.

4.2.1 Response Rate of Instruments Administered

The data in the study was collected by using questionnaires, classroom observation, and interview guides. Questionnaires were administered to teachers of English and students in form three while interviews were administered to teachers of English in form three, heads of English department, and circuit supervisors. Table 4.1 presents the summary of the return rate of questionnaires.

Table 4.1: Return Rate of Questionnaires

Participants		Questionnaires administered	Questionnaires Returned	Percentage
Teachers	of	28	18	64.29
Students (form 3)		368	270	73.37
Total		396	288	72.73

The results presented in Table 4.1 showed that teachers' response was 18 (64.29%) and 270 (73.37%) for the students. The reason the response rate was not 100% was because some of the questionnaires were incomplete and thus were not included in the study. The incomplete questionnaires included those having more than one answer (ticking) in the provided space (box). The teachers and students' participation in this study was entirely

voluntary which implies any respondents who does not want to provide responses to the questionnaire and the interview guide, has the right to withdraw from participating. According to Babbie (2004), return rates of above 50% were acceptable to analyze and published; 60% and above was very good. Based on this assertion, the response rates from form three students and teachers of English were above 60% hence perfect for making inferences concerning the integrated approach to teaching English and its influence on learners' academic achievements in junior high schools in Hohoe Municipality Volta Region, Ghana.

4.3 General Information of Participants

The general information included the study results from the teachers of English and students. The importance of the participants' general information was to understand their background characteristics better. The general information was necessary to determine whether teachers and students represented the target population for generalization purposes. The discussion of the general information of the study is presented in sections.

4.3.1 Age distribution on Gender of the Participants

The study distributed the age of the respondents. Table 4.2 showed results which included summary of questionnaires and interview guides from teachers

Table 4.2: Age distribution

Age distribution of the students	Frequency (n)	Percent
11-13 years	20	7.4%
14-16 years	208	77%
17-19 years	40	14.8%
20 Years and above	2	0.7%

Age distribution of the Teachers	Frequency (n)	Percent
26 – 30 years	4	20
31 – 35 years	12	60
36 – 40 years	3	15
Above 40 Years	1	5

The results presented in Table 4.2 indicated that 77% of the students who participated in the study were between 14 and 16 years. The study found that 14.8% were in the age bracket of 17 and 19 years while 7.4% were between 11 and 13 Years. Only 0.7% of the students were 20 years and above. These results signified that most of the students were within the recommended age distribution of junior high schools in the country and thus responded to the questions accordingly. On the teachers' side, 12 of the teachers of the sample population were in the age bracket between 31 and 35 years. Between 26 and 30 years, the category was 4 teachers, 3 teachers were between 36 and 40 years and 1 teacher was above 40 years. The results of the study showed most teachers were above 31 years, hence, they had more experienced in teaching. Moreover, teachers of English were added to the study as they helped respond to research instruments for making inferences.

4.3.2 Information on school category

Table 4.3 showed the results of the information on school category and the summary of questionnaires and interview guides for teachers were shown below.

Table 4.3: School Category

School Category	Students		Teachers	
	Frequency	Percentage	Frequency	Percentage
Boys only	-	-	1	5
Girls only	22	8.1	1	5
Mixed	248	91.9	18	90

Total	270	100.0	18	100.0
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Table 4.3 presented 91.9% of the students were in a mixed school while 8.1% were in a girl's school. On the teachers' side, 18 of the sampled teachers showed they taught in mixed schools while 1 teacher was from the girls' school and 1 from boys' school.

4.3.3 Period teachers had been teaching in the school.

Table 4.4 showed the findings on teachers teaching in the school. The results included summary of teachers' questionnaires and interview guides.

Table 4.4: Period teachers had taught in the school.

Period	Frequency	Percent
Below five years	8	40
6 -10 years	4	20
11 -15 year	7	35
16 years and above	1	5
Total	20	100

The research findings in Table 4.4 indicated 8 sampled out of 20 teachers had taught in the school below five years, 4 out of 20 teachers in between 6 and 10 years, 7 out of 18 teachers in the period of between 11 and 15 years and 1 out of 20 teachers had taught for 16 years and above. The above findings showed that most teachers had taught in the schools of study for over six years, hence, had a better understanding of classroom instructions.

4.3.4 Highest Academic Qualification

Table 4.5 presented the academic qualifications of teachers. The summary of the questionnaires and interview guides for the teachers were also included.

Table 4.5: Highest academic qualification of teachers

Academic qualification	Frequency	Percent
Masters	5	
B. Ed Degree	14	70
Diploma	1	5
Total	20	100

Table 4.5 indicated 14 sampled teachers out of 20 teachers had bachelor degree while 5 teachers had masters and finally 1 out of 20 teachers had diploma. The findings indicated that most teachers in the schools qualified to teach. Teachers with bachelor's degrees and masters were 19 out of the sample population of 20. The result is consistent with Waweru's (2016) findings, which indicated that the qualification of the teachers was pivotal in determining the students' performance. In addition, Masserini, Bini and Pratesi (2019) indicated that the quality of services of teachers and institutional image impacted students' satisfaction which translated to higher performance.

4.3.5 Training of Teachers

Table 4.6 depicted the findings institutions teachers received their trainings and the results included the summary from the questionnaires and interview guides.

Table 4.6: Training of teachers

	Frequency	Percent
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University	15	75
College	5	25
Total	20	100

Table 4.6 depicted the study findings showed that 15 of the sampled teachers out of 20 teachers had their training from the universities while 5 out of 20 teachers from the college. The above results implied that majority of the teachers were trained from renowned institutions. Training gave the teachers a great understanding of their responsibilities and the knowledge and skills to do their job.

4.3.6 Subjects taught by Teachers.

Table 4.7 depicted the outcome of teachers' responses on subjects taught.

Table 4.7: Subjects taught by teachers.

Response	Frequency	Percent
Yes	20	100

The results in Table 4.7 demonstrated sampled teachers who participated in the study. The results obtained were reliable for inference since teachers of English were the only correspondents to show that integrated approach was used in teaching English language. The teachers' responses obtained showed how integrated approach was applied in teaching English language.

4.3.7 Time Spent on Teaching English Language

Table 4.8 showed the time spent in teaching English language.

Table 4.8: Time spent on teaching English Language

	Frequency (n)	Percent
0-5 years	9	50

6-10 years	2	11.1
11-15 years	7	38.9
Total	18	100

The results presented in Table 4.8 depict that 9 out of 18 sampled teachers had taught English language less than five years in the schools. Furthermore, 7 out of 18 teachers sampled taught English language between 11 and 15 years. Lastly, 2 out of 18 sampled teachers taught between 6 and 10 years. The results were consistent with the findings of Irvine (2019) that established that the experience of teachers increased their competitiveness. Moreover, a study conducted by Cowan and Goldhaber (2016) showed that the experience of the teachers improved based on the number of years they had been teaching. Teachers who had taught for long were more experienced than those who had recently joined the teaching field. Furthermore, Goldhaber, Krieg and Theobald (2017) reported that the experience of the teachers was critical in influencing the students' performance. The experienced teachers were more elaborative and brought diverse concepts in the classroom, increasing the students' competitiveness.

4.3.8 In-service training on integrated approach

Table 4.9 showed the findings on whether teachers had any in-service training on how to teach integrated English.

Table 4.9: In-service training on integrated approach

	Frequency (n)	Percent
Yes	15	83.3
No	3	16.7
Total	18	100

Table 4.9 showed that 15 out of 18 sampled teachers had in-service training on how to use the integrated approach to teaching English language while 3 out of 18 sampled teachers had no in-service training. The results implied that most of the teachers had received in-service training on integrated approach to enhance their skills and knowledge. In-service training updated the staff's occupational knowledge and professional skills and improved the best practices for fulfilling various tasks and responsibilities of the integrated English. The results were consistent with the findings of Ashrafuzzaman (2018), who established that in-service training had a positive effect on increasing the skills of the teachers. Moreover, Copriady, Zulnaidi, Alimin and Albeta (2021) showed that in-service training had a positive and significant effect on teaching resource proficiency. Furthermore, Sahamkhadam (2020) indicated that education systems were responsible for providing supportive services involving in-service training to teachers so that they could meet the special educational needs of students within the inclusive context. The study noted that the skills of newly recruited were sharpened through in-service training.

4.3.9 Periods of in-service training for teachers to teaching English language after graduation

Table 4.10 indicated the period teachers were in-serviced to teaching English language after graduation.

Table 4.10: Periods of in - service training for teachers to teaching English language after graduation

Period	Frequency (n)	Percent
Every year	7	38.9
Every two years	5	27.8
Every three years	2	11.1
Every four years	1	5.6
Every five years	3	16.7
Total	18	100

The outcome of the study indicated 7 out of 18 teachers of the sampled population indicated they had in-service training yearly. 5 out of 18 sampled teachers got trained biennially. Three (3) out of the 18 teachers who participated in the sample said they attended in-service training every five years; two out of the 18 teachers said they attended every three years; and one out of the 18 teachers said they attended every four years. The findings showed that in-service training was given to teachers, which improved the competence of newly hired teachers. In-service training was receiving increased attention in schools so that teachers could be better prepared to handle new challenges and educational reforms. For teachers, in-service training was a professional and personal learning experience that helped them become more effective, knowledgeable, and motivated in their work relating to the integrated approach to teaching English. One of the most promising paths to enhancing teacher education was through in-service training.

The outcomes were in line with Saleem and Zamir's (2016) findings, which showed that in-serviced teacher training was essential and supported effective teaching and learning processes. In -service training aided educators in staying current with modifications to the teaching-learning process. According to the study by Hervie and Winful (2018), in-service training also enabled a teacher to be aware of the growth of curricula and instructional modalities, as well as the advancement of technologies. Programs for in-service teacher training were important for teachers' ongoing professional growth. Nawab (2017) also stated that in-service training was a systematic effort to improve instructors' ideas and attitudes as well as classroom behaviors. Therefore, one of the crucial approaches to creating a high-quality educational system was through in-service training.

4.3.10 Teachers Understanding of Integrated English

Table 4.11 indicated teachers understanding and opinions on the integrated English.

Table 4.11: Teachers Understanding of integrated English

Statement	Frequency	Percent
Teaching the four language skills together	1	5.6
Teaching of language and literature together	16	88.9
Teaching of grammar and the skills together	1	5.6
Total	18	100

The results shown in Table 4.11 indicated 16 out of 18 teachers sampled population understood language and literature taught together. 1 out of 18 sampled teachers had the

understanding of four language skills taught together and 1 out of 18 sampled teachers understood teaching of grammar and the skills together as integrated English. Integrated approach equips students with language acquisition as reported by Hung (2017). According to Webster and Son (2015), the integrated method of teaching centers on the students. According to Dorleku (2013), integrated English helps learners collaborate among themselves and facilitates teaching the syllabus. Thus, integrated English can primarily include teaching language and literature together.

4.3.11 Motivation towards learning English

The study sought to determine factors towards motivation towards learning English and the results are summarized in Table 4.12

Table 4.12: Motivation Towards Learning English

Statement	Frequency	Percent
Involving students in every aspect of the lesson	6	33.33
Rewarding of students	2	11.11
Teaching methods	10	55.56
Total	18	100

The results in Table 4.12 indicated that 10 out of 18 teachers sampled population revealed that teaching methods promoted the motivation of students towards learning English. Further, it was found that 6 out of 18 sampled teachers revealed that involving students in every aspect of the lesson increased their motivation, while 2 out of 18 teachers argued that rewarding the students increased the motivation of the students. The results were consistent with Atalar, et al (2015) reported, the students' motivation, including teaching

materials, influenced students' interest in the integrated approach. In addition, Win (2018) stated that motivational factors such as teachers' teaching style, understanding of students' level and their difficulties, relevant lesson plans and positive teacher-student relations were helpful for the teacher to reduce students' negative attitudes in learning. Similarly, Yuan and Zhang (2017) reported that warm-up activities and creating stories significantly increased their understanding of learning. Hence, enhancing motivation gave students and teachers good learning outcomes.

4.3.12 Time allocated for English language

Table 4.13 presented time allocated on the time table for teaching English language. The study's findings were the responses of teachers' questionnaires and the interviews administered.

Table 4.13: Time allocated for English language

Time (minutes)	Frequency	Percent
18	4	20
36	1	5
60	1	5
70	3	15
90	11	55
Total	20	100

The results presented in Table 4.13 showed that 11 out of 20 sampled, teachers indicated that 90 minutes were allocated for teaching English language, 4 out of 20 noted 18 minutes allocated for English language, 1 out of 20 teachers revealed that 36 and 60 minutes were allocated for the teaching of English language and 3 out of 20 teachers indicated that 70 minutes were allocated to English language. The majority of the teachers

were found to use 90 minutes to teach integrated English against 60 minutes, which was the standard time stipulated by the government. The results were consistent with the results of Fadel and Rajab (2017), who indicated that time allocated in teaching should be given based on the recommendation of the teachers. In some cases, the standard time allocated in English without consulting the teachers could be inadequate. In addition, Quansah, Sakyi-Hagan, and Essiam (2019) indicated that teaching integrated English in Ghana should be allocated at least 75 minutes per day.

4.3.13 Teachers' Views on Instructional materials English teaching

The effects of instructional materials on the teaching of English language were presented in Table 4.14

Table 4.14: Teachers' Views on Instructional materials effects on English teaching

	Frequency	Percent
Instructional materials promote students' understanding, give better understandings of the lesson, bridge the gap between abstract and realism and help in effective lesson delivery	7	38.89
Instructional materials enhance students' participation, make the lesson more interesting and students are encouraged as they take part in the lesson	3	16.67
Instructional materials maintain learners' attention, help students understand the concept easier, helps in reading	8	44.44

and facilitate easy lesson delivery

Total	18	100
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The study results from Table 4.14 indicated that 7 out of 18 of the teachers of the sample population revealed that instructional materials promoted students' understanding, gave better understandings of the lesson, bridged the gap between abstract and realism and helped in effective lesson delivery. In addition, 3 of the sampled teachers out of 18 teachers reported that instructional materials enhanced students' participation, made the lesson more interesting and motivated students to part-take in the lesson. Finally, 8 out of 18 of the teachers argued that instructional materials-maintained learners' attention, helped students understand the concept easier, helped in reading and facilitating easy lesson delivery. Moreover, from the interview session, it was stated, "*some of the schools are not provided with the instructional materials for teaching English.*" *The instructional materials for teaching English include textbooks.*" The results were consistent with the results of Marcellino (2015), which indicated some factors that influenced teachers' attitudes were instructional materials.

In addition, Gilakjani (2017) revealed that instructional materials made learning more interesting, practical, realistic and appealing. It enabled both the teachers and students to participate actively and effectively in lesson sessions. Further, Kristanto (2017) stated that instructional materials gave room for acquiring skills and knowledge and developing self-

confidence and self-actualization. Thus, instructional materials had positive effects on the teaching of English.

4.3.14 Teachers' Views on Material used in supporting the teaching of English.

Table 4.15 presented the results of teachers' views on supporting the teaching of English.

Table 4.15: Teachers' Views on Material used in Supporting teaching of English

	Frequency	Percent
Teaching Learning Materials provided and organization of in-service training could support English teachers	2	11.11
Instructional materials, textbooks and organizing regular workshops for teachers	10	55.56
Learner's needs must be considered to provide language resource center.	4	22.22
Parents can support the teaching of English	2	11.11
Total	18	100

The study results from Table 4.15 revealed that 2 out of 18 teachers sampled population stated that provision of TLMs and the organization of in-service training could support the teaching of English. 10 out of 18 teachers stated that instructional materials, textbooks and organizations of regular workshops for teachers would support the teaching of English. Moreover, 4 out 18 teachers indicated that Learners' needs must be considered to provide language resource center. 2 out of 18 teachers stated that parents could support the teaching of English by buying textbooks and story books for their children.

The results agreed with Basweti's (2014) findings, that support from the school's administration and parents could increase the motivation in teaching English. Besides,

Gilakjani (2017) stated that instructional materials made learning more interesting, practical, realistic and appealing. Besides, it was reported by Kalayci (2018) that parents could help in supporting the teaching of English by helping them do their homework, and project works. The study indicated that teachers could keep parents abreast with their classroom activities and pointed out specific ways to help out from home. Thus, the teaching of English not be left to teachers only, but various stakeholders such as parents and school administration had to be involved.

4.3.15 Teachers' Views on Books used in teaching English language.

The study results on teachers' views on books used in teaching English language is summarized in Table 4.16

Table 4.16: Teachers' Views on Books used in teaching English language.

	Frequency	Percent
Use of government readers, English textbooks and government textbooks and Aki-Ola English Book	15	83.33
Use of gateway & golden English book, government readers, English textbook and government textbook	3	16.67
Total	18	100

The study findings indicated that 15 out of 18 teachers sampled population stated they used government readers, English textbooks and government textbooks and "Aki-Ola English Book for JHS" for teaching the English language. Besides, it was stated by 3 out of 18 of the teachers that books they used in teaching English included gateway & golden English book, government readers, English textbook and government textbook. The study

results agreed with Songbatumis's (2017) findings that teachers had to use various resources while teaching English. Teachers should not rely much upon a particular resource/ book but rather use variety. In addition, Naibaho (2019) stated that using various textbooks in teaching English was critical and promoted a better understanding, hence, a variety of books were potent in teaching the English language. The use of various teaching books in the language classroom could make the students more aware of the language they were learning helped them develop skills and strategies they could apply in many different situations and contexts. The books could further increase their interest and motivation and made learning the language more enjoyable and understandable.

4.3.16 Teachers' Views of Assessing Learners in English language

The study looked at the teachers' views of assessing learners in English language and the results were depicted in Table 4.17

Table 4.17: Teachers' Views of Assessing learners in English language

	Frequency	Percent
Teachers conduct quizzes periodically, give learners homework and questions to be done at home, give project works and put students in the group to perform a particular assignment and present during a class session	14	77.78
Teachers ask students to work on a topic for days or weeks, put them in the group for discussion and involve in developing lesson topics.	4	22.22
Total	18	100

It was found that 14 out of 18 of the teachers of the sample population conducted quizzes periodically, gave learners homework and questions to be done at home, gave project

works and put students in the group to perform a particular assignment and present during a class session. In addition, it was reported by 4 out of 18 of the teachers asked students to work on a topic for days or weeks, put them in the group for discussion and involved them in developing lesson topics. The results concurred with the findings of Xiao and Yang (2019), which indicated that teachers in the classroom should not rely on one method for assessing the students' understanding. Teachers could use various techniques such as group formation, giving class assignments and homework. Further, Jamrus and Razali (2019) established that teachers used assignments as a tool for English language learning. In addition, Islam, Hasan, Sultana, Karim and Rahman (2021) stated that assessing learners in the English language could be done by giving learners homework and questions to be done at home and also putting students in group discussions. Hence, teachers used various strategies to assess the learners' competencies in English language in their various schools.

4.3.17 Factors that influence students' interest in English

Table 4.18 showed the findings of factors that influenced students' interest in English.

Table 4.18: Factors that influence students' interest in English.

Statements	Frequency (n)	Percent
Teachers' teaching methods and motivational skills	3	16.6
Teachers teaching methods, motivational skills, and teaching materials/ resources	9	50
Teachers teaching methods and teaching materials/ resources	2	11.1
Teachers teaching methods	2	11.1
Teachers' Motivational skills	1	5.6
Teaching materials	1	5.6

Total	18	100
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The results in Table 4.18 indicated that 9 out of 18 sampled teachers argued that teachers teaching methods, motivational skills and teaching materials influenced learners' interest in English. 3 out of 18 teachers indicated that teachers teaching methods and motivational skills influenced students in English. Likewise, 2 out of 18 teachers indicated that teachers' teaching methods and teaching materials influenced students' interest in English. Also, 2 out of 18 sampled indicated that teachers' teaching methods influenced students' interest in English. Lastly, 1 out of 18 teachers sampled showed that motivational skills of teachers influenced learners' interest in English language and another 1 out of 18 teachers indicated that teaching materials had influenced on learners' interest in English.

Form three teachers of English when interviewed, said, "*methods of teaching, motivation of the students and teaching with learning materials are fundamental factors that influence the students to have interest in learning English.*" Menken (2016) claimed that the classroom atmosphere, class size, peer group, and home environment influenced students' attitudes toward the integrated approach. Furthermore, Moja (2016) determined that the teaching approaches employed by teachers showed how students perceive an integrated approach. Atalar et al. (2015) also showed that students were more interested in the integrated approach when teachers used different methods, had different goals, and used different teaching materials.

4.4 Reliability Results for Variables

A pilot study was conducted to pinpoint any of the flaws in the research instruments before subjecting them to final data collection. The reliability results for variables: nature of integrated methods used by teachers of English language, extent to which integrated approach was used by teachers in teaching English language, influence of integrated approach on learners' academic achievements, teachers and students' perceptions towards the integrated approach, challenges teachers face in using integrated approach were presented in Table 4.19.

Table 4.19: Reliability Results for variables

Variable	Reliability Results	Comment
Nature of integrated methods used in Teaching English language	0.792	Reliable.
Extent of the Integrated Approach used in Teaching English Language	0.733	Reliable
Perceptions towards integrated English	0.810	Reliable
Challenges teachers face in using integrated approach	0.824	Reliable

The results in Table 4.19 showed that Cronbach's alpha coefficient for all the items were all above 0.7, indicating that the instruments were adequately reliable for the measurement. The closer Cronbach's alpha coefficient is to 1, the higher the internal consistency reliability (Taber, 2018).

4.5 Nature of Integrated Methods Used by Teachers of English

The first objective of the study was to establish the nature of integrated methods used by teachers of English in teaching Language in junior high schools in Hohoe Municipality.

The descriptive statistics gathered were as demonstrated in Table 4.20

Table 4.20: Integrated Methods Used by Teachers of English

Statement	Frequently	Sometimes	Rarely	Never
	F (%)	F (%)	F (%)	F (%)
Debate	0%	135 (50.00%)	105 (38.90%)	30 (11.10%)
Question and answer	270 (100%)	0%	0%	0%
Brainstorming	45 (16.70%)	195 (72.20%)	30 (11.10%)	0.00%
Group discussion	90 (33.30%)	120 (44.40%)	45 (16.70%)	15 (5.60%)
Activity based	90 (33.30%)	120 (44.40%)	30 (11.10%)	30 (11.10%)

Table 4.20 showed a descriptive statistic presented as the study findings, one in ten English language teachers (11.10 percent) never used debate as a teaching method, whereas half of all teachers used debate at some point. More than three-quarters of instructors (72.20 percent) said they used brainstorming in English classes occasionally, 16.70 percent said they used it frequently, and 11.10 percent said they used it rarely. Study participants all often used questions and responses when teaching English as a Second Language (ESL).

The study found that 44.40 percent of teachers used group discussions to teach English, 33.30 percent used group discussions frequently, 16.70 percent rarely used group discussions, and 5.60 percent had never used group discussions to teach English. 44.40

percent of teachers used activity-based methods and group discussions to teach English, while 33.30 percent frequently used group discussions. Group discussions were used rarely by 33.30 percent of teachers. The results were consistent with Abdurmughni (2016) findings which showed that drama utilized all of the communication skills and could be used to bring literature to life for the students. Teachers could use teacher-centered method, inquiry-based learning method and learner-centered method to teach English lessons (Torto, 2017). Further, Leke-ateh, et al (2013) showed that integrated English is taught using student-centered, activity-based and process-oriented and it has improved the performance positively.

Furthermore, the researcher observed the instructional methods used in the classroom for teaching integrated English. The observation was conducted within the form three students among various schools under investigation. The results presented in Table 4.37 showed the teachers' instructional methods among the form three students in various case study schools. Particularly, the researcher observed whether teachers used poetry to teach reading, writing, speaking and listening, short stories to teach speaking, listening, writing, vocabulary, used drama to teach speaking, sentence structure, listening, writing, reading and novel to teach comprehension, reading, listening, speaking, vocabulary, grammar.

Table 4.21: Classroom Observation on Instructional Methods Used to Teaching English Language

Activity	Yes (%)	No (%)
1. Instructional methods		

Using poetry to teach sounds		
(a) Lesson introduction		
Questions and answers technique(s) use to introduce the lesson	79	21
Students think about the poem before answering	75	25
Discussions of the poem in pairs/groups	58	42
Teacher teaches vocabulary	62	38
Teacher gives students words from the extract	53	47
Teacher asks students to predict what was happening in the poem	82	18
(b) Lesson development		
The teacher uses discussions technique(s) during teaching	81	19
Asked students to explain to each other how they understood the poem focusing on the sounds of the words	68	32
Discussion of poem on the poet's style, language use etc.	80	20
(c) Lesson conclusion		
Teacher ask students to recite the poem individually, pairs or whole class	63	37
Teacher corrects pronunciation while students recited the poem.	58	42
Teacher ask students to rewrite the poem, changing the meaning but not the structure.	57	43
Ask students to discuss the possible story behind the poem in groups	59	41
Students ask questions about the poem and gave their views.	55	45
Using section of the play to teach speech writing		
<u>Introduction lesson</u>		
Techniques used	60	40
Discussion about the author and the title of the story	64	36
Teach vocabulary	55	45
Ask students to predict / write down what they thought would happen	79	21
What is the response when wrong answer is given? Are students encouraged speaking on when their ideas do not appear clear?	64	36
<u>Lesson development</u>		
Ask students to read individually after sharing with a partner	75	25
Are soft speakers encouraged speaking up?	61	39
Student's role play the story	74	26
Discussions of characters in the story	77	23
<u>Lesson conclusion</u>		
Ask students to write a background character description of a character they like	55	45
Ask students to role play two characters in the story	61	39

Students retell the story to pairs or in groups	75	25
Ask students to write the part of the story that interest them in their book	69	31
Teacher marks exercises/ marks later	58	42
Using drama to teach speaking, sentence structure, listening, writing, reading		
<u>Introduction lesson</u>		
Techniques	62	38
Discussions of the author and title of the book	70	30
Teach vocabulary	59	41
Students predict what the drama is about based on the title	69	31
<u>Lesson development</u>		
Pair students to take role	69	31
Ask students to read in groups	80	20
Teacher praises students verbally.	78	22
Give them portion to read to be able to answer questions on characters and plot	80	20
Students ask questions/ give their views	61	39
Ask students to indicate dialogue, vocabulary, idioms they don't understand and word they can't pronounce	81	19
Explain their difficulties to them	58	42
<u>Lesson conclusion</u>		
Dramatization perform by students	75	25
Debate on a character's attitude	68	32
Student's role plays the drama	76	24
Students write in their exercise books the sentence structure that interest them	69	31
Ask students to choose three words used by their favorite characters and use the words to form sentences	75	25
Teacher expounds on correct answers given by students	59	41
Using novel to teach comprehension, reading, listening, speaking, vocabulary, grammar		
<u>Introduction lesson</u>	65	35
Techniques	55	45
Discuss the author and title of the novel	80	20
Extract portion for reading comprehension	75	25
Teach vocabulary	58	42
<u>Lesson development</u>		
Teacher does model reading while students listen to pronunciations and intonations	75	25
Ask students to read silently	57	43

Teacher asks students questions on what they had read	56	44
Students discuss with their partners what they read	75	25
Teacher praises students verbally	81	19
Teacher gives time to students to respond or he answers himself	57	43
Teacher uses the passage to teach sentence pattern, word order, grammatical items	63	37
What kind of reward (positive or negative) is given to students to encourage learning?	73	27
Lesson conclusion	76	24
Ask students to read the passage paragraph by paragraph in their groups	56	44
Asks students to use the vocabulary treated to construct simple sentences into their exercise books	71	29
What kind of reward (positive or negative) is given to students to encourage learning?	61	39

The results presented in Table 4.21 on classroom observation depicted that 79% of teachers used questions and answers technique(s) to introduce the lesson-on-lesson introduction. It was observed that 75% of the students thought about the poem before answering, 58% of discussions of the poem were done in pairs/groups, 62% of the teachers taught vocabulary and 53% gave students words from the extract. Further, it was observed that 82% of the teachers asked students to predict what was happening in the poem and listen to the sounds of the words. On lesson development, it was observed that 81% of the teachers used discussions technique(s) during teaching and 68% of them asked students to explain to each other how they understood the poem. Moreover, it was observed that 80% of the teachers used discussion of the poem, focusing on the sounds, the poet's style and language use, among others. In lesson conclusion, it was observed that 63% of the teachers asked students to recite the poem individually, in pairs, or whole class while focus was on the sounds of the words. It was further observed that 58% of the

teachers' corrected pronunciation while students recited the poem and 57% asked students to rewrite the poem, changing the meaning but not the structure. Likewise, it was observed that 59% of teachers asked students to discuss the possible story behind the poem in groups and 55% of the students' asked questions about the poem and gave their views.

The results indicated that teachers could integrate the literature and the language in the classrooms. The integration was done by using questions and answers techniques, and group discussion, among others. Sadik (2018) revealed that discussion and group/pair work were part of the integrated approach and helped students express themselves and worked with others toward effective communication, which positively increased their performances.

Also, Bastías, Elena, Muñoz, Lorena, Sepúlveda and Carolina (2016) showed that teachers used collaborative learning for learners to ask questions that cut across subjects or unit boundaries and viewed the teaching from a holistic angle enhanced logical thinking. Moreover, Mbithe (2014) indicated that teachers used various methods to teach integrated English. The teaching methods for teaching the integrated curriculum could include internal assessment and evaluation. The evaluation of the students could involve examining the reading skills of students.

It was observed that 60% of the teachers were focused on techniques used, 64% did the discussion about the author and the title of the story, 55% taught vocabulary, 79% asked students to predict /write down what they thought would happen and 64% encouraged students in speaking on when their ideas did not appear clearly. On lesson development, it

was observed that 75% of the teachers asked students to read individually after sharing with a partner. Moreover, 61% of the teachers encouraged soft speakers to speak up, while 74% encouraged students' role play the story and 77% discussed characters in the story.

In lesson conclusion, it was observed that 55% of students were asked to write a background character description of a character they liked and 61% asked students to role play two characters in the story. It was observed that 75% of the teachers emphasized that the students retold the story to pairs or in groups and 69% asked students to write the part of the story that interests them in their books. Furthermore, it was observed that 58% of the teachers marked exercises/ marked later. The study results indicated that teachers used short stories to teach speaking, listening, writing and vocabulary.

The results agreed with the findings of Golden (2015), who reported that teachers used various methods while teaching. Using short stories, poems and drama could intensify the students' skills to develop positive attitudes towards English language. Moreover, Atalar, Yanık, Polat and Tur (2015) revealed that many instructional techniques were utilized in teaching English. Besides, Ghavifekr and Rosdy (2015) established that group work enhanced communication skills especially speaking and students could sharpen their understanding and mastery of the English language by practicing the new language during and out of the class session. Furthermore, Sadik (2018) revealed that discussion and group work were part of the integrated approach and helped students express themselves and worked with others toward effective communication, which positively increased their performances.

It was observed from Table 4.38 that 69% of the teachers were concerned with the techniques used in teaching sentence structure, listening, writing and reading. Further, it was observed that 62% of the teachers did the discussions of the author and title of the book. It was observed that 59% of the teachers taught vocabulary and 69% of the students predicted what the drama was about based on the title. On lesson development, it was observed that 69% of the teachers paired students to take roles, 80% of them asked students to read in groups, 78% of the teachers praised students verbally and 80% gave them a portion to read to be able to answer questions on characters and plot.

It was observed that 61% of the teachers allowed students to ask questions/give their views, 81% asked students to indicate dialogue, vocabulary, idioms they did not understand, and word they could not pronounce and 58% explained their difficulties to them. In lesson conclusion, it was observed that 75% of the teachers facilitated dramatization to be performed by students. Furthermore, it was observed that 68% of the student's debated on a character's attitude and 76% of students role-play the drama. Moreover, it was observed that 69% of the students wrote in their exercise books the sentence structure that interest them, 75% asked students to choose three words used by their favorite characters and used the words to form sentences and 59% of the teachers expounded on corrected answers given by students.

It was observed that 69% of the teachers were concerned with the techniques used in teaching sentence structure, listening, writing and reading.

Further, it was observed that 62% of the teachers did the discussions of the author and title of the book. It was observed that 59% of the teacher's taught vocabulary and 69% of the students predicted what the drama was about based on the title. On lesson development, it was observed that 69% of the teachers' pair students to take roles, 80% of them asked students to read in groups, 78% of the teachers praised students verbally and 80% gave them a portion to read to be able to answer questions on characters and plot. It was observed that 61% of the teachers allowed students to ask questions/give their views, 81% asked students to indicate dialogue, vocabulary, idioms they did not understand, and word they could not pronounce and 58% explained their difficulties to them.

In lesson conclusion, it was observed that 75% of the teachers facilitated dramatization to be performed by students. Further, it was observed that 68% of the student's debated on a character's attitude and 76% of students role-played the drama. Moreover, it was observed that 69% of the students wrote in their exercise books the sentence structure that interest them, 75% asked students to choose three words used by their favorite characters and used the words to form sentences and 59% of the teachers expounded on correct answers given by students.

The results concurred with Abdulmughni's (2016) findings, who revealed that drama was the most appropriate to teach speaking skills and it was a recreation of real-life dialogue. The study showed that drama utilizes all of the communication skills and could be used to bring literature to life for the students. The use of drama guided learners to comprehend their lives' experiences and it contemplated specific situations and through a deeper

linguistics world. Moreover, Abdulmughni (2016) showed that drama utilizes all of the communication skills and can be used to bring literature to life for the students. Most instructional methods such as teacher-centered method, inquiry-based learning method and learner-centered method could be utilized in teaching English (Torto, 2017). Further, Lekeateh, Assan and Debeila (2013) showed that integrated English is taught using student-centered and activity-based such as drama and poems which improves performance positively.

In addition, based on the results presented in Table 4.38, it was observed that 80% of the teachers discussed the author and title of the novel, 75% extracted the portion for reading comprehension and 58% taught vocabulary. On lesson development, it was observed that 75% of the teachers did model reading while students listened to pronunciations and intonations, 57% asked students to read silently, 56% of the teacher asked students questions on what they have read and 75% of the students discussed with their partners what they read. In addition, it was observed that 81% of the teachers praised students verbally, 57% of the teachers gave time to students to respond or answers themselves, 63% of teachers used the passage to teach sentence pattern, word order, grammatical items and 73% of the teachers gave rewards to students to encourage learning. In lesson conclusion, it was observed that 56% of the teachers asked students to read the passage paragraph by paragraph in their groups, 71% of the teachers asked students to use the vocabulary treated to construct simple sentences into their exercise books and 61% of the teachers gave positive rewards to students to encourage learning.

The results concurred with Leke-ateh, Assan and Debeila (2013), who argued that integrated English was taught by using different methods to teach poems, drama, novels and process-oriented which improved performances of Learners. In addition, Hernández and Vargas (2013) reported that the integrated approach has been useful for students and the teachers used the approach mostly in which the students were expected to effectively use the integrated approach in their daily lives such as; report writing, etiquette, writing minutes and letters which improves their communication. The integrated approach includes the use of novels, poems and drama to pass information. The integrated approach aims to accelerate the development of learners' intelligence, thinking ability, and language competencies and develop language proficiency and literary expertise. In addition, Atalar, et al (2015) revealed that different teaching methods could be used to teach English. Integrated approach is used when poems are used to teach sounds, parts of play used to teach speech writing, drama used to teach speaking, sentence structure and novel used to teach comprehension, reading and grammar.

4.6 Extent to which Teachers Use Integrated Approach in Teaching English Language

The second objective of the study was to investigate the extent to which teachers use integrated approach in teaching of English language. The descriptive statistics of the integrated approaches in teaching the English language is depicted in Table 4.22

Table 4.22: Extent to which Teachers Use Integrated Approach in Teaching English Language

Statements	Frequently	Sometimes	Rarely	Never
	F (%)	F (%)	F (%)	F (%)
I prefer teaching grammar using literary Aspect	2 (11.10%)	13 (72.20%)	2 (11.10%)	1 (5.60%)
I prefer teaching grammar using comprehension text	3 (16.70%)	2(11.10%)	6 (33.30%)	7 (38.90%)
I use several methods in teaching a lesson	2 (11.20%)	8 (44.40%)	8 (44.40%)	0%
The integrated approach enables me to cover the syllabus on time	5 (27.80%)	4 (22.20%)	1(5.60%)	8(44.40%)
I prefer to use different methods while teaching English Language	4 (22.20%)	9 (50.00%)	3(16.70%)	2(11.10%)
The integrated approach is more of Learner-cantered method and it improves the performance of the students	5(27.80%)	6 (33.30%)	2 (11.10%)	5(27.80%)

The descriptive statistics presented in Table 4.22 showed that 13 out of 18 of the teachers of the sampled population indicated they sometimes preferred teaching grammar using literary aspect, 2 of them frequently preferred teaching grammar using literary aspect, 2 out of 18 rarely prefer teaching grammar using literary aspect and lastly 1 of the teachers never preferred teaching grammar using literary aspect. This designated that majority of the teachers sometimes preferred teaching grammar using literary aspect. Findings of the study showed, 7 out of 18 teachers indicated teaching grammar using comprehension text had never adequately explained the content of the curriculum to the students. It was also found that 6 out of 18 of the teachers intimated that teaching grammar using comprehension text had been rarely adequately explained the content of the curriculum to the students, 3 out of 18 reported that teaching grammar using comprehension text had frequently explained the content of the curriculum to the students and lastly 2 out of 18

indicated teaching grammar using comprehension text had been adequately sometimes explained the content of the curriculum to the students. This implied that most of the teachers remarked that teaching grammar using comprehension text had never been adequately explained the content of the curriculum to the students.

The results of the findings showed that 8 out of 18 teachers reported that using several methods in teaching a lesson was sometimes or rarely practiced in teaching English language respectively. The findings indicated that 11.20% of the teachers pointed out the use of several methods in teaching a lesson was frequently practiced in teaching English language. Moreover, 8 of the teachers reported that the syllabus was not covered on time due to the approach used. The study also found that 5 out of 18 teachers indicated that syllabus was covered on time due to the use of integrated approach. Moreover, 4 out of 18 teachers indicated that integrated approach sometimes helped them to cover the syllabus on time. The study found 1 of the teachers indicated that integrated approach rarely helped them to cover the syllabus on time.

The results of the study found that 9 of the teachers sometimes preferred to use different methods while teaching the English Language while 4 frequently preferred to use different methods. The study also found that 16.70% of the respondents revealed they rarely preferred to use different methods to teach English Language. The results showed 2 out of 18 teachers noted they never used different methods to teach English Language. The study found 6 out of 18 sampled teachers showed that integrated approach was sometimes more of a learner-centered method and it improved the performance of the students.

Further, 5 out of 18 of the teachers indicated that the integrated approach was frequently or never of the learner-centered method to improve the performance of the students. It was also found that 11.10% of the teachers indicated the integrated approach was rarely used more of the Learner-centered method to improve the performance of the learners.

The findings implied that most of the teachers argued that integrated approach was sometimes more of a Learner-centered method and it improved the performances of the students. The results indicated that integrated approach was used by teachers to teach English language in junior high schools but not to large extent. Sometimes the teachers preferred to use the discovery method while teaching English Language and role play method was sometimes or rarely practiced while teaching English language. It was established that teachers sometimes preferred to use different methods while teaching English Language and frequently or sometimes the integrated approach was more of a learner-centered method and it improved the performances of the students.

The results agreed with Webster and Son (2015), who indicated that teachers used an integrated approach to a great extent in teaching the English language. In addition, Applebee, Langer, Nystrand and Gamoran, (2015) documented that an integrated approach included the use of discovery method and role-play method was sometimes used while teaching English Language. Moreover, Hernández and Vargas (2013) reported that the integrated approach had been useful for students and teachers. The approach had helped students in their daily lives such as; report writing, etiquette, writing minutes and letters which improved their communications. The integrated approach aimed at

accelerating the development of children's intelligence, thinking ability, and language competencies and also helped the learners develop their language proficiency as well as literary expertise.

4.6.1 Use of literature to teach other aspects of English language

The summary from the teachers on the use of literature to teach other aspects of the English language was presented in table 4.23

Table 4.23: Use of literature to teach other aspects of English language

Time (minutes)	Frequency (n)	Percentage
Use of literature in teaching the language skills as other aspects of the English language	7	38.9
Use of the literature in discussing the literature text in class	6	33.3
Use of literature to enable students to brainstorm events in the text	3	16.7
Use of the literature in teaching language before the literature	2	11.1
Total	18	100

The study results in Table 4.23 indicated that 7 out of 18 of the teachers of the sampled population reported they used literature in teaching the language skills as other aspects of the English language. The study further found that 6 of the teachers of the sampled population indicated they used literature in discussing text in class. Moreover, 3 out of 18 of the teachers of the sampled population reported they used literature to enable students to brainstorm events in the text then Lastly, 2 out of 18 of the teachers of the sampled population indicated they used the literature in teaching language before the literature. The

results of the study indicated that literature was used to teach other aspects of the English language by the teachers.

The results agreed with Mouza, Karchmer-Klein, Nandakumar, Ozden and Hu (2014), who indicated that literature was an essential component used to teach the integrated approach. Moreover, Torto (2017) reported that literature was used in teaching the English language within the schools. The study further revealed that English had four components: composition, comprehension, literature and grammar. In addition, Adamba (2018) believed that literature enabled students to brainstorm issues during the class session. The fundamental role of the use of literature during English language teaching was that it allowed students to have a wide comprehension of the literature in their daily applications. Integrated Approach envisages a situation where the teacher is the facilitator and learners the contributors to learning.

4.6.2 Speaking Skills

The study sought to examine the frequency with which teachers used speaking skills to enhance the teaching of English language. The descriptive statistics of frequency in using the speaking skills was depicted in Table 4.24

Table 4.24: Speaking Skills

Statement	Never	Rarely	Occasionally	Frequently	Always
	F (%)	F (%)	F (%)	F (%)	F (%)
I use group/ pair work to develop speaking skills	0.00%	2 (11.10%)	4 (22.20%)	7 (38.90%)	5 (27.80%)
I use drills through minimal pairs	1 (5.60%)	0.00%	3 (16.70%)	10 (55.60%)	4 (22.20%)
I use tongue twisters and games passages	1 (5.60%)	3 (16.70%)	7 (38.90%)	3 (16.70%)	4 (22.20%)

Students	repeat	new	1				
language to themselves			(5.60%)	1 (5.60%)	3 (16.70%)	4 (22.20%)	9 (50.00%)

The results of Table 4.24 indicated 7 out of 18 teachers sampled population reported they frequently used group/ pair work to develop the speaking skills of the students. Further, 5 out of 18 of the teachers of the sampled population indicated they always used group/ pair work to develop speaking skills, 4 of the teachers of the sampled population occasionally used it and lastly, 2 out of 18 of the teachers noted they rarely used group/ pair work to develop speaking skills. This implied that the majority of the teachers of the sampled population indicated they frequently used group/ pair work to develop the speaking skills of the students. The study also found that 10 out of 18 of the teachers of the sampled population reported they frequently used drills through minimal pairs, 4 out of 18 of them always used tongue twisters and games passages, 3 out of 18 of the teachers occasionally used drills and 1 out of 18 of the teachers of the sampled population reported never used drills through minimal pairs to develop speaking skills of the students.

The study further found that 7 of the sampled teachers out of 18 teachers occasionally used tongue twisters and games passages to develop speaking skills of the students, 4 of the sampled teachers out of 18 teachers always used tongue twisters and games passages, 3 of the sampled teachers out of 18 teachers rarely and frequently and lastly 1 of the sampled teachers out of 18 teachers never used tongue twisters and games passages to develop speaking skills of the students. The study found that 9 of the sampled teachers out of 18 teachers always promoted the students repeating new language to them, 22.20% of

the teachers frequently promoted, 3 out of 18 teachers occasionally promoted and 1 of the sampled students never or rarely promoted the students repeating new language to them.

The results implied that the majority of the teachers always promoted the students repeating new language to them. The results agreed with the findings of Ghavifekr and Rosdy (2015) which established that group work enabled the development of speaking skills among students. Moreover, Mbithe (2014) indicated that methods used in teaching, the content of Integrated English syllabus, the internal assessment and evaluation influenced the performance in English. The students could sharpen their understanding and mastery in English language by repeating the new language to them during the class session and out of the class session. In addition, Atalar, et al (2015) revealed various instructional methods that could be utilized to teach English language.

4.6.3 Listening Skills

The study sought to examine the frequency with which teachers used listening skills to enhance the teaching of the English language. The descriptive statistics of frequency in using the listening skills was depicted in Table 4.25

Table 4.25: Listening Skills

Statement	Never F (%)	Rarely F (%)	Occasionally F (%)	Frequently F (%)	Always F (%)
Listening comprehension passages	6 (33.30%)	4 (22.20%)	2 (11.10%)	3(16.70%)	3(16.70%)
Listening to speeches	3(16.70%)	3(16.70%)	5 (27.80%)	5 (27.80%)	2 (11.10%)
Use of oral communication in classroom	2 (11.10%)	0%	3(16.70%)	5 (27.80%)	8(44.40%)

Use Language Laboratory	3(16.70%)	4 (22.20%)	3(16.70%)	6 (33.30%)	2 (11.10%)
Use recorded CDs and Radio Cassettes	1(5.60%)	4 (22.20%)	6 (33.30%)	5 (27.80%)	2 (11.10%)

The descriptive statistics presented in Table 4.2 showed 6 out of 18 teachers sampled population reported that they never used listening comprehension passages to develop the listening skills of the students, 4 of the sampled teachers out of 18 teachers rarely used, 3 out of 18 teachers frequently used, 3 always used and 2 of the sampled teachers out of 18 teachers occasionally used listening comprehension passages to develop the listening skills of the students. This implied that the majority of the teachers indicated they never used listening comprehension passages to develop the listening skills of the students. The study found that 27.80% of the teachers indicated they occasionally used listening to speeches to develop the listening skills of the students, 27.80% frequently used, 16.70% rarely used, 16.70% never used, and finally, 11.10% always used the listening comprehension passages to develop the listening skills of the students.

The study further found that 44.40% of the teachers always used oral communication in the classroom, 27.80% used it frequently, 16.70% occasionally and 11.10% never used. The study further found that 33.30% of the teachers frequently used language laboratory to develop the reading skills of the students with 22.20% using it rarely, 16.70% using it occasionally, 11.10% using it always and 16.70% never used it. This implied that majority of the teachers occasionally used language laboratory to develop the listening skills of the students. The study found that 33.30% of the teachers occasionally used recorded CDs and

Radio Cassettes to develop the listening skills of the students with 27.80% using it frequently, 22.20% rarely used it, 11.10% always using it and finally 5.60% never used it.

The results indicated that listening skills such as listening comprehension passages, speeches, use of oral communication in classroom, use language laboratory and use of recorded CDs and radio cassettes were key in enhancing the teaching of the English language. The results were consistent with Choi (2015), who noted that students' listening skills could be stimulated by oral communication in the classroom. It became imperative for the students to develop the spirit of listening to speeches and this could be fundamental in sharpening their mastering the English language. Furthermore, Sadik (2018) revealed that discussion and group/pair were parts of the integrated approach and helped students expressed themselves and worked with others towards effective communication, which positively increased their performances. Also, Bastías, Elena, Muñoz, Lorena, Sepúlveda and Carolina (2016) showed that teachers used collaborative learning for learners to ask questions that cut across subjects or unit boundaries and viewed teaching from a holistic angle enhanced logical thinking. Likewise, Atalar, et tal (2015) reported that teaching methods such as the use of recorded audio and video, influenced the interest of students towards the integrated approach.

4.6.4 Reading Skills

The study sought to examine the frequency with which teachers used reading skills to enhance the teaching of the English language. The descriptive statistics of frequency in using the reading skills was depicted in Table 4.26

Table 4.26: Reading Skills

Statement	Never	Rarely	Occasionally	Frequently	Always
	F (%)	F (%)	F (%)	F (%)	F (%)
I give sets of words and blank cards on which to add new words of their own	6 (33.30%)	4 (22.20%)	2 (11.10%)	3(16.70%)	3(16.70%)
I use print from the environment for reading activities	3 (16.70%)	3(16.70%)	5 (27.80%)	5 (27.80%)	2 (11.10%)
I expose the students to a wide range of genres and registers in Classroom	2 (11.10%)	0%	3(16.70%)	5 (27.80%)	8 (44.40%)
I first use library to obtain reading materials at their level	3(16.70%)	4 (22.20%)	3(16.70%)	6 (33.30%)	2 (11.10%)
Students first skim read a text then go back and read it more carefully	1 (5.60%)	4 (22.20%)	6 (33.30%)	5 (27.80%)	2 (11.10%)

As per the descriptive statistics presented in Table 4.26, 6 out of 18 sampled teachers of the population never gave sets of words and blank cards to students to add new words of their own, with 4 of the sampled teachers out of 18 teachers rarely used it, 3 out of 18 used it frequently, 3 out of 18 always used and lastly 2 of the sampled teachers out of 18 teachers used it occasionally. The study further found that 5 out of 18 teachers occasionally used prints from the environment for reading activities, 5 used it frequently and 2 used it always, 3 rarely used it and lastly, 3 never used it. The study found that 8 out

of 18 teachers indicated they always exposed the students to a wide range of genres and registers in the classroom, 5 of them used it frequently, 3 occasionally and 2 of the teachers never exposed the students to a wide range of genres and registers in the classroom.

The study found 6 out of 18 teachers frequently used the library to obtain reading materials at their level, 2 teachers always did, 3 occasionally, 4 rarely and 3 never used the library to obtain reading materials at their level. Finally, 6 of the sampled teachers out of 18 teachers indicated that students first skimmed through the text then went back and read it more carefully to enhance reading skills, 4 of the sampled teachers out of 18 teachers rarely used the technique, 5 frequently applied the strategy and 1 of the sampled teachers out of 18 teachers never used it. The study established that reading skills were part and parcel of developing the integrated approach.

The results were supported by Mbithe (2014), who indicated that teachers used various methods to teach integrated English. The teaching methods for teaching the integrated curriculum could include internal assessment and evaluation. The evaluation of the students could include examining the reading skills of students. Moreover, Golden (2015) noted that writing skills and reading skills were critical determinants of the understating of the students. In the classroom, the students could be exposed to giving sets of words and blank cards on which to add new words of their own and also exposed them to a wide range of genres and registers in the classroom. The students could first skim through, read

a text, then go back and read it more carefully and this could increase their understanding of English language.

4.6.5 Writing Skills

The study sought to examine the frequency with which teachers used writing skills to enhance the teaching of the English language. The descriptive statistics of frequency in using the writing skills was depicted in Table 4.27

Table 4.27: Writing Skills

Statement	Never	Rarely	Occasionally	Frequently	Always
	F (%)	F (%)	F (%)	F (%)	F (%)
Students write letters and e-mails to friends in the target language	2 (11.10%)	2 (11.10%)	4 (22.20%)	4 (22.20%)	6 (33.30%)
I correct students spelling mistakes	2 (11.10%)	1 (5.60%)	6 (33.30%)	6 (33.30%)	3 (16.70%)
Students write varieties of texts in the target language (e.g., notes, Messages, lists)	0%	3 (16.70%)	1 (5.60%)	6 (33.30%)	8 (44.40%)
I aid the students in sentence building skills and paragraphing	0%	3 (16.70%)	2 (11.10%)	7 (38.90%)	6 (33.30%)
I use dictation through reading out words, groups of words or sentences to the class to write them down	0.00%	1 (5.60%)	5 (27.80%)	8 (44.40%)	4 (22.20%)

The results in Table 4.27 showed that 6 out of 18 teachers sampled population indicated that students wrote letters and e-mails to friends in the target language always. Moreover, 6 out of 18 of the teachers indicated that students wrote letters and e-mails to friends in the target language occasionally and frequently. Moreover, 2 out of 18 of the teachers

revealed that it was rarely or never for the students to write letters and e-mails to friends in the target language. The study further indicated that 6 of the teachers occasionally and frequently corrected students spelling mistakes and students wrote varieties of texts in the target language (e.g., notes, messages, and lists).

Further, 2, 1 and 3 of the sampled teachers out of 18 teachers indicated they never, rarely, or always corrected students spelling mistakes and students wrote varieties of texts in the target language (e.g., notes, messages, and lists). The results obtained implied that writing skills could incorporate students writing letters and e-mails to friends in the target language, correcting the spelling mistakes of the students, enabling the students to write varieties of texts in the target language (e.g., notes, Messages, lists), aiding the students in sentence building skills and paragraphing and further using dictation through reading out words, groups of words or sentences.

The results concurred with the findings of Atalar, et al (2015), revealed that many instructional methods could be utilized to teach English language. The students' writing skills and listening skills can be examined to look at the magnitude of their understanding of the English language. Also, Mbithe (2014) indicated, that teachers used various methods to teach English language. Teaching methods for teaching the integrated curriculum included internal assessment and evaluation. The evaluation of the students can consist of examining the reading skills of students.

4.7 Types of Resources used to integrate language skills

Examining the resources used to integrate language skills could be key for policy formulations. Thus, the study sought to examine the types of resources used to integrate language skills and the findings were presented in Table 4.28

Table 4.28: Types of Resources used to integrate language skills (Print materials)

	Frequently	Occasionally	Rarely	Never
	F (%)	F (%)	F (%)	F (%)
Hand outs	0%	4 (22.10%)	7(38.90%)	7(38.90%)
Magazines	1 (5.60 %)	4 (22.10%)	6 (33.30%)	7(38.90%)
Textbooks	7(38.90%)	2 (11.10%)	5 (27.80%)	4 (22.20%)
Extracts	4 (22.10%)	7(38.90%)	4 (22.10%)	3(16.70%)
Class readers	7(38.90%)	5 (27.80%)	5 (27.80%)	1 (5.60%)
Periodicals	8 (44.40%)	5 (27.80%)	2 (11.10%)	3(16.70%)
Dictionaries	8 (44.40%)	6 (33.30%)	2 (11.10%)	2 (11.10%)

As shown in Table 4.28, 14 out of 18 of the teachers of the sample population reported they rarely used handouts as types of resources to integrate language skills, 2 frequently used. This implied teachers rarely used the handouts as types of resources to integrate language skills. The study further found that 13 of the sampled teachers out of 18 teachers indicated they rarely used magazines as resources to integrate language skills while 6 of the teachers frequently used it. This signified that magazines were rarely used as types of resources to integrate language skills. The study further indicated that 9 teachers rarely used textbooks as a type of resource to integrate language skills. Moreover, the study found that 61.10% of the teachers indicated that extracts were frequently used as a type of resource to integrate language skills while 7 out of 18 were contrary to the opinion of

other teachers. This implied that most of the teachers agreed that extracts were frequently used as types of resource to integrate language skills.

The study found that 12 out of 18 teachers indicated that class readers were frequently used as a type of resource to integrate language skills, while 6 out of 18 of the teachers indicated it was rarely used. Further, it was found that 14 of the teachers indicated that periodicals were frequently used as a type of resource to integrate language skills while 5 out of 18 indicated they rarely used it. Moreover, the study found that 13 out of 18 of the sampled teachers indicated that dictionaries were frequently used as a type of resource to integrate language skills, while 4 out of 18 noted it was rarely used. This signified that most of the teachers indicated that dictionaries were frequently used as a type of resource to integrate language skills. In the classroom, the students could be exposed to extracts, periodicals and dictionaries to sharpen their knowledge in the English language. The study sought to examine the non-projected materials used to integrate language skills and the findings were demonstrated in Table 4.29

Table 4.29: Types of Resources used to integrate language skills (Non-projected materials)

	Frequently	Occasionally	Rarely	Never
	F (%)	F (%)	F (%)	F (%)
Models	6 (33.30%)	6 (33.30%)	2 (11.10%)	4 (22.30%)
Realia	11(63.60%)	2(9.10%)	5 (27.30%)	0.00%
Charts	10 (55.60%)	4(22.20%)	3(16.70%)	1(5.60%)
Cartoons	3 (16.70%)	3(16.70%)	5 (27.80%)	7(38.80%)
Flashcards	8 (44.40%)	6(33.40%)	2(11.10%)	2(11.10%)
Diagrams	10 (55.60%)	7(38.80%)	1(5.60%)	0.00%
Pictures	9(50.00%)	8(44.40%)	0.00%	1(5.60%)

Photographs	8(44.40%)	6(33.40%)	4(22.20%)	0.00%
Other non-projected materials	0.00%	0.00%	0.00%	0.00%

The results in Table 4.29 indicated that 12 of the teachers of the sampled population frequently used models as a type of resource to integrate language skills while 6 rarely used them. The study found that 13 of the sampled teachers out of 18 teachers frequently used realia as a type of resource to integrate language skills while 5 rarely used it. The study further found that 14 of the sampled teachers out of 18 teachers frequently used charts in their teaching while 4 rarely used them. Further, the study found that 12 of the sampled teachers out of 18 teachers rarely used cartoons as a type of resource to integrate language skills while 6 frequently used. The study revealed that 14 of the sampled teachers out of 18 teachers frequently used flashcards as a type of resource to integrate language skills while 4 rarely used them.

Moreover, the study found that 17 of the sampled teachers out of 18 teachers frequently used diagrams as a type of resource to integrate language skills while 1 of the teachers rarely used them. The study revealed that 17 out of 18 of the teachers frequently used pictures as a type of resource to integrate language skills while 1 out of 18 of the teachers rarely used. Lastly, the study found that 14 of the sampled teachers out of 18 teachers frequently used photographs as a type of resource to integrate language skills while 4 rarely used them. The results indicated that non-projected materials could include charts, cartoons, flashcards, diagrams, pictures and photographs.

The results agreed with Atalar, et al (2015), who revealed that instructional methods like teacher-centered, inquiry-based learning, and learner-centered could be used to teach integrated English. Also, Bastia's, Elena, Muñoz, Lorena, Sepúlveda and Carolina (2016) showed that teachers used collaborative learning to ask questions that cut across subjects or unit boundaries and viewed the teaching from a holistic angle enhanced logical thinking. The evaluation of the students could consist of examining the reading skills of students.

4.8 Level of Integration of Aspects of English language

The study showed the components of English language lesson, and the outcome were depicted in Table 4.31

Table 4.31: Level of Integration of Aspects of English language

Components of English language	Frequency	Percentage
Composition, comprehension, grammar, novel, drama	1	5.6
Composition, comprehension, grammar	5	27.8
Composition, comprehension, grammar, poetry	6	33.3
Composition, comprehension, grammar, literature	4	22.1
Composition, comprehension, grammar, oral literature	1	5.6
Drama	1	5.6
Total	18	100

The results in Table 4.31 indicated that 5 out of 18 teachers revealed they integrated composition, comprehension and grammar in teaching English language lessons. Furthermore, 4 out of 18 of the teachers established they integrated composition, comprehension, grammar and literature in English language lesson. In addition, 1 out of

18 of the teachers indicated they integrated composition, comprehension, grammar, novel and drama in English language lessons. Also, 1 out of 18 teachers indicated they integrated composition, comprehension, grammar and oral literature into English language lessons. Lastly, the study found that 1 of the teachers integrated drama in English language lessons.

The results obtained implied that most of the teachers integrated English language lessons with poetry, oral literature, novel and drama to enhance learners' performance in English language.

4.9 Teachers and Students Perceptions towards the integrated English

The fourth objective of the study was to establish the perceptions of; a) teachers b) students towards the integrated English in junior high schools in Hohoe municipality.

4.9.1 Teachers' Perceptions towards the integrated English

The descriptive findings on teachers' perceptions towards integrated English was illustrated in Table 4.33. The study results presented in Table 4.33 included the opinions of the teachers towards the integrated English

Table 4.33: Teachers' Perceptions towards the Integrated English

Statements of perception	Strongly Disagree	Disagree	Undecided	Strongly agree	Agree
	F (%)	F (%)	F (%)	F (%)	F (%)
The integrated English has increased my motivations toward teaching the English language Curriculum.	1(5.6%)	0.0%	1(5.6%)	8 (44.4%)	8 (44.4%)
The integrated English requires much time to cover the curriculum and sometimes become tedious and cumbersome	1(5.6%)	0.0%	0.0%	12(66.7%)	5(27.8%)

Class size discourages the use of integrated English in teaching	1(5.6%)	0.0%	2(11.1%)	6(33.3%)	9(50.0%)
The integrated English has increased the performance of the students significantly	0.0%	0.0%	10(55.6%)	7(38.9%)	1(5.6%)
The integrated English enables the students to get a unified view of reality and enhances their capability to acquire real-life skills	0.0%	3(16.7%)	3(16.7%)	11(61.1%)	1(5.6%)
The integrated English empowers me to develop a positive attitude toward the teaching of English language curriculum	0.0%	0.0%	4(22.2%)	10(55.6%)	4(22.2%)
Teachers of English should integrate language and literature when teaching in their classrooms	1(5.6%)	1(5.6%)	2(11.1%)	12(66.7%)	2(11.1%)
Appropriate selection of teaching methods in teaching English develops students' interest in the subject	0.0%	0.0%	4(22.2%)	11(61.1%)	3(16.7%)
Teacher's competence in teaching English motivates students to learn the subject	0.0%	1(5.6%)	6(33.3%)	4(22.2%)	7(38.9%)
English language classroom should be interactive	1(5.6%)	1(5.6%)	3(16.7%)	8(44.4%)	5(27.8%)
Teaching English is boring	33.3%	38.9%	0.0%	4(22.2%)	1(5.6%)
English is too tasking to teach	2(11.1%)	3(16.7%)	6(33.3%)	5(27.8%)	2(11.1%)
English and Literature should be separated	0.0%	2(11.1%)	2(11.1%)	12(66.7%)	2(11.1%)

The descriptive statistics presented in Table 4.33 showed that 16 out of 18 teachers of the sampled population reported that integrated English had increased their motivations in English language. Findings of the study showed, 1 out of 18 sampled teachers disagreed with the survey questions and 1 out of 18 was undecided. This implied that most of the teachers indicated, the use of integrated English had increased their motivations towards teaching English language. The study found that 17 out of 18 sampled teachers agreed that the integrated English required much time to cover the syllabus and sometimes became tedious and cumbersome and 1 teacher disagreed with the survey question. This implied

that most of the teachers agreed that the integrated English required much time to cover the curriculum and sometimes became tedious and cumbersome.

It was found that 15 out of 18 teachers agreed that class size discouraged the teaching of integrated English while 1 teacher disagreed, and 2 teachers were undecided. Moreover, the study found that 10 out of 18 teachers were undecided on whether the integrated English had increased the performance of the students significantly and only 8 out of 18 teachers agreed that the integrated English had increased the performance of the students significantly. The study found that 66.7% of the teachers agreed that the integrated English enabled the students to get a unified view of reality and enhanced their capability to acquire real-life skills while 3 teachers disagreed with the statement. Those teachers who remained undecided were 16. This implied that the majority of the teachers agreed that integrated English enabled the students to get a unified view of reality and enhanced their capability to acquire real-life skills.

Furthermore, 14 out of 18 teachers agreed that integrated English empowered them to develop a positive attitude toward the teaching of English language while 4 were undecided. The study found that 14 out of 18 teachers agreed that teachers of English should integrate language and literature when teaching in their classrooms while 2 out of 18 teachers disagreed with the survey question and 2 out of 18 teachers remained undecided. The study found that 14 out of 18 teachers agreed that appropriate selection of teaching methods developed students' interest in English language. 4 out of 18 teachers

were undecided. This implied that the majority of the teachers agreed that an appropriate selection of methods used in teaching English developed students' interest in the subject.

Furthermore, the study found 11 out of 18 teachers agreed that teacher's competences in teaching English motivated students to learn the subject while 1 teacher disagreed with the survey question and 6 were undecided. This signified that most of the teachers agreed that teacher's competences in teaching English motivated students to learn the subject. Moreover, the study found that 13 of the teachers agreed that English language classrooms should be interactive while 11.2% disagreed with the statement and 3 remained undecided. This implied that most of the teachers agreed that English language classrooms should be interactive.

Moreover, the study found that 12 of the teachers disagreed that teaching English was boring while 27.8% disagreed with the survey statement. The results implied that majority of the teachers disagreed that teaching English was boring. Besides, the study found that 7 of the teachers agreed that English was too tasking to teach, 6 were undecided and 5 disagreed with the survey question. Finally, the study found that 14 of the teachers agreed that English and literature should be separated, 2 disagreed with the survey question and 2 remained undecided. This implied that a number of teachers agreed that English and literature should be separated.

The results indicated that integrated English has increased the teachers' motivations toward teaching the English language Curriculum. It was noted that the integrated English

required much time to cover the curriculum and sometimes was cumbersome. The size of the class was core and determined the encouragement or discouragement of integrated English. It was indicated that the teaching of integrated English empowered teachers to develop a positive attitude towards the subject and thus became core for the teachers to integrate language and literature when teaching in their classrooms. The appropriate selection of teaching methods enhanced students' interest in the subject.

The results agreed with the findings of Vicky (2016), who revealed that integrated English required much time to cover the curriculum and sometimes became tedious and cumbersome. The lack of enough time to teach integrated English and revision of the syllabus influenced the teaching of integrated English. Similarly, Collum (2012) established that professional burnout could happen over time, leading to emotional disorders that could result to negative emotions towards teaching. Qasem and Viswanathappa (2016) reported that the integrated approach had increased the performance of the students significantly and it enabled the students to get a unified view of reality and enhanced their capability to acquire real-life skills. Further, Moja (2016) reported that teaching methods used by teachers was determined by perceptions students had towards integrated English. Basweti (2014) revealed that the size of the class was fundamental for the teaching of integrated English in the classrooms. The effective application of the integrated system enhanced the performance of the students.

4.9.2 Students' Perceptions towards the integrated English

The descriptive statistics of the students' perceptions towards the integrated English was shown in Table 4.34

Table 4.34: Student's Perceptions towards the integrated English

Statements	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
	F (%)	F (%)	F (%)	F (%)	F (%)
I enjoy English language class	5 (1.90%)	11 (4.10%)	4(1.50%)	165 (61.10%)	85 (31.50%)
I like the teaching approach my English teacher uses to teach English	5 (1.90%)	39 (14.40%)	6 (2.20%)	121 (44.80%)	99 (36.70%)
To me English is boring and tiresome	66 (24.40%)	94 (34.80%)	28 (10.40%)	68 (25.20%)	14 (5.20%)
Combining literature and language in teaching has enabled me to acquire a long-term desire to read on different subjects.	9 (3.30%)	39 (14.40%)	17 (6.30%)	154 (57.00%)	51 (18.90%)
My English teacher motivates me to read the literature text book extensively	6 (2.20%)	32 (11.90%)	13 (4.80%)	117 (43.30%)	102 (37.80%)
My teacher uses various approaches to teach	5 (1.90%)	41 (15.20%)	6 (2.20%)	122 (45.20%)	96 (35.60%)

The results presented in Table 4.34 showed that 92.60% agreed they enjoyed English language class while 6% did not enjoy English language class and 1.50% were undecided. This implied that most students enjoyed English language class. It was further found that 81.50% agreed they liked the teaching approach their English teacher used to teach English, while 16.30% disagreed and 2.20% were undecided. This signified the majority of the students liked the teaching approach their English teacher used to teach integrated English. In addition, it was found that 59.20% disagreed that English was boring and

tiresome while 30.40% agreed English was boring and tiresome and 10.40% were undecided. This showed that most students disagreed that English was boring and tiresome.

The study indicated that 75.90% of the students agreed that combining literature and language in teaching had enabled them to acquire a long-term desire to read on different subjects, while 17.70% disagreed with the statement and 6.30% were undecided. This implied most students agreed that combining literature and language in teaching had enabled them to acquire a long-term desire to read on different subjects. Besides, 81.10% of the students agreed that their English teacher motivated them to read the literature textbook extensively while 14.10% disagreed and 4.80% were undecided. This implied that most students agreed that their English teacher motivated them to read the literature textbooks extensively. Lastly, 80.80% of the students agreed that their teachers used various teaching approaches, while 17.10% disagreed and 2.20% were undecided.

The results agreed with the findings of Marcellino (2015) who revealed that attitude could vary from positive to negative depending on factors that influence them and some of the factors that influenced the reaction of the students toward integrated English included self-confidence and time taken to understand a concept. Menken (2016) revealed that school facilities and home environment could influence students' perceptions towards integrated English. Jepkuruny (2014) established the use of secondary school blended business studies curriculum in the Baringo District had been faced with difficulties because of the content to be covered that had created a negative attitude towards the subject.

4.10 Challenges teachers face in using integrated approach

The last objective of the study was to explore the challenges teachers face in using the integrated approach in teaching English Language in junior high schools in Hohoe Municipality. The discussion of the descriptive results combined the aspects of frequency, sometimes, rarely and never would be discussed separately. The results presented in Table 4.35 included the summary of the field results from the teachers on challenges they encountered while using integrated approach of teaching.

Table 4.35: Challenges in using integrated approach

Statements	Frequently	Sometimes	Rarely	Never
The teaching materials of English has been sufficient	1(5.60%)	2(11.10%)	3(16.70%)	12(66.70%)
Many learners in classroom had been a challenge in teaching English	6(33.30%)	9(50.00%)	3(16.70%)	0.00%
Classroom environment has made it difficult for teachers to involve students in discussion or oral interaction	5(27.80%)	10(55.60%)	2(11.10%)	1(5.60%)
The influence of the vernacular languages has dramatically interfered with teaching English	7(38.90%)	10(55.60%)	1(5.60%)	0.00%
The scope of the curriculum to be covered is extensive and requires much allocation of time.	12(66.70%)	4(22.20%)	2(11.10%)	0.00%
Challenging content in the curriculum has been as a challenge in the implementation of the English curriculum	9(50.00%)	6(33.30%)	2(11.10%)	1(5.60%)

The descriptive statistics in Table 4.35 indicated 6 out of 18 teachers sampled population noted that sometimes the teaching materials of English had been sufficient, while 12 out of 18 teachers stated that teaching materials of English had never been sufficient. The findings of the study showed teachers indicated that many learners in classroom had

challenges in studying English sometimes. In addition, the study found that 17 out of 18 teachers indicated that classroom environment had sometimes made it difficult for teachers to involve students in discussion or oral interaction, while 1 of the teachers noted that classroom environment had never made it difficult for teachers to involve students in discussions or oral interactions.

The study uncovered that all of the teachers found that the influence of the vernacular languages had sometimes dramatically interfered with teaching English. Further, the study indicated that the scope of the curriculum to be covered was sometimes extensive and required much allocation of time. Lastly, the study found that 17 of the teachers indicated that challenging content in the curriculum had sometimes been a challenge in the implementation of the English curriculum, while 1 teacher noted that challenging content in the curriculum had been as a challenge in the implementation of the English curriculum. The study finally indicated that the other problems teachers faced in teaching integrated English included the inadequate TLM's.

The interview session of the form three teachers, stated that, *“some of the challenges in using an integrated approach in teaching English include being time-consuming. The activities to brainstorm the concept of integrated English, concentrating on students and time allocation are not adequate to teach the concepts of integrated English. There is a congestion within the classrooms; Some classes had 36 students in a single classroom. The challenge of the congestion within the classroom is that it became an obstacle for the teachers to supervise students during the class session as it was much time-consuming”*

The teachers indicated the challenges in using integrated approach in teaching English could be overcome through teachers trying their best on how to integrate the teaching in English. In addition, the form three teachers indicated that teaching materials should be made available to promote integrated approach in teaching English in the school. Besides, introducing more English books was critical in promoting integrated approach in teaching English in the school according to three teachers. The study thus concluded that the challenges of teaching integrated English in the schools could be improved by developing effective initiatives such as using a variety of teaching textbooks and also motivating the students on the significance of the integrated approach in the schools. In addition, from the interview session for heads of the department, they said, *“we put in strategies ensure the syllabus was covered in time. The scheme of work covers the syllabus and the guide. Also, teachers are advised to prepare the notes in advance. We organize the staff and discuss on how to teach and revisit the previous teaching before moving to the next concept”*

In addition, based on the interview session from the heads of the department, it was found that attitude of the teachers was positive despite the challenges encountered. *“Teachers met regularly and plan on how to go about teaching”*. The negative attitude of teachers sometimes developed as a result of the teachers lacking constant refresher courses. The study also found that the heads of department indicated that the positive attitudes of the teachers were a result of the knowledge teachers posited. Likewise, the heads of the department revealed that they organized workshops for the teachers to help them

overcome their attitude so as to teach English effectively. *“There is a core evaluation with English teachers and improvisation of the teaching materials”*.

The department ensured teachers worked together to share ideas and there were constant refresher courses. Similarly, the study found that the heads of the department indicated they regularly contacted the headmaster to give money to buy books and also do photocopies. The running of the photocopies helped the students to had copies of books that helped them to cover up things that could not be done without the books. The study also found that the heads of department ensured there was collaboration with the school managements / headmasters. Further, the teachers were allowed to provide information/ tools they wanted for effective teaching. The study found that the heads of department encouraged teachers to do research using other relevant materials.

The study found that the department heads encouraged the teachers to use the approach they were familiar with to manage the concept of integration and the difficult content in the JHS English textbook. In addition, the heads of the department involved the teachers in coming up with more approaches that could be adopted to enhance the teaching of English language. The heads of department also shared ideas when a particular topic in the syllabus was not well conversant to the teachers. Likewise, the heads of the department indicated that they ensured the limited resources were used effectively. In addition, the heads of department asked their colleagues in other departments to teach some aspects of English language. The study found that the heads of department suggested that teachers needed to understand what to do since local languages interfered the teaching of English.

Teachers needed to allow children used other local languages and thus should inspire other languages. The teachers should do more of the translations to enable the students had a better understanding. The teachers should regularly go to class and observe the timekeeping. The heads of the department also suggested that teachers needed to use the right methods of teaching and do more of revision to handle topics that were not well covered previously. There should be an organization of in-service training.

Further, from the interview session with the circuit supervisors, the policies they put in place to ensure that the syllabus was covered on time through inspecting teachers' scheme of work every term. Moreover, the circuit supervisors checked the covered units every week and encouraged teachers to work hard. The supervisors further encouraged teachers to use syllabuses as reference materials in order not to deviate from the scope of the content. There was regular monitoring of teachers' syllabuses. The study further found that the circuit supervisors organized training workshops periodically to improve the human resource capacity of teachers and heads.

The circuit supervisors monitored the results of the new curriculum by working with groups of teachers to adapt the curriculum to suit the needs and abilities of diverse groups of students while at the same time bringing the curriculum in line with state and national standards. The study found other policies among circuit supervisors included promoting effective teaching and learning in basic schools. They also interpreted educational policies for teachers and helped them understand educational policy objectives. Further, they encouraged effective school management and organized in-service training for the

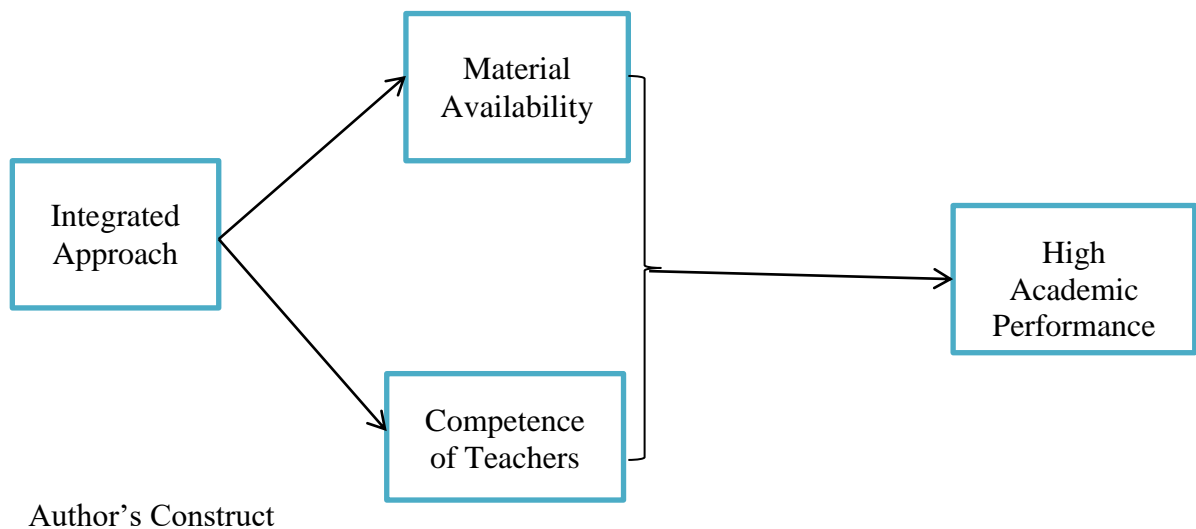
professional development of teachers. The circuit supervisors regularly monitored the achievements and performances of pupils and staff and prepared work schedules for approval by the District Director of Education.

Thus, challenges encountered by teachers while teaching integrated English incorporated the teaching materials of English not being sufficient, having many learners in the classroom and the influence of the vernacular languages. The classroom environment, in some cases, had made it difficult for teachers to involve students in discussion or oral interaction. Moreover, another challenge for implementing the integrated approach included the scope of the curriculum to be covered was extensive and required much time allocation.

The results concurred with Salamonson, Everett, Koch, Andrew and Davidson (2018), who indicated that one of the challenges teachers of English face when teaching English was class management and the rapid increase in the classroom. Besides, Yen and Halili (2015) revealed that large class size discouraged a teacher of English from using an approach that fit a particular topic effectively since he or she could not reach all of them before time. According to Yang (2015), challenges influencing the teaching of English language included inadequate teaching materials of English and having many learners in the classroom. Barasa, Omulando and Oseno (2014) indicated that class size, teachers' content knowledge and the syllabus were some of the challenges teachers faced in using an integrated approach to teaching the English language. Likewise, Nketsia (2016) noted

that inadequate facilities, lack of maximum preparations, scarce resources and absence of political will were challenges affecting the success of the integration of English.

From the findings of the study, the role of integrated approach to teaching the English language is very critical to the achievement of high academic performance. This is needed because in this era of high technological advancement, holistic forms of teaching have become of critical importance. The study therefore proposes the framework below for the purpose of making the integrated approach more appealing to students. This means to have an integrated approach in the teaching process, material availability and competence of teachers are two formidable pillars that must be emphasized.



CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction

This chapter consists of the study findings summary, conclusions, and recommendations. It also presents suggestions for further research.

5.2 Summary of the findings

The objectives of the study served as the foundation for the summary of the findings. The research explored integrated approach to teaching and learning English Language in junior high schools in the Volta Region of Ghana. The specific goals of the study were to establish the nature of integrated methods used by teachers of English in teaching language in junior high schools in the Hohoe Municipality; investigate the extent to which teachers used the integrated approach in teaching English language; establish the perceptions of: a) teachers and b) students towards integrated English in junior high schools in Hohoe Municipality and explore the challenges teachers faced in using the integrated approach in teaching Language in junior high schools in Hohoe Municipality. Response rate of English teachers was 64.29 percent (18), while the response rate of the students was 73.37 percent (270).

5.2.1 Nature of integrated methods being used by teachers of English in teaching English

The first objective of the study was to establish the nature of integrated methods used by teachers of English in teaching Language in junior high schools in Hohoe Municipality. The results of the study indicated that the integrated approach used by English teachers to teach English varied on the students' needs. The integrated methods used by teachers included the use of diverse forms of debates, questions and answers, brainstorming, group discussion and activity-based methods. English language had four components in the Junior High Schools syllabus: composition, comprehension, literature, and grammar. The best method that was friendlier to students in comprehending the English Language was always adopted. This further suggests that holistic form of teaching has been found to be the best form of teaching that guarantees academic performance.

5.2.2 Extent to which teachers use the integrated approach in teaching the English language.

The second objective of the study was to investigate the extent to which teachers used the integrated approach in teaching of English language. Teachers in most of the schools used the integrated approach to a great extent in teaching the English Language. It was found that teachers sometimes preferred to use the discovery method while teaching the English Language, and an inquiry-based approach had never been adequate to explain the content of the curriculum to the students. The study indicated role play method was frequently

used to teach English Language. The study uncovered that applying integrated approach had never enabled teachers to cover the syllabus on time. The use of an integrated approach was sometimes more of a learner-centered method and improved the students' performance. There is therefore a high tendency and an inclination towards the use of integrated approach to teaching the English language.

Literature was used to teach other aspects of the English Language by the teachers. It was revealed that teachers frequently used group/ pair work to develop the students' speaking skills. Moreover, teachers occasionally used tongue twisters and games passages to develop the speaking skills of the students. Teachers always promoted the students repeating new language to them. There was high use of listening comprehension passages to develop the reading skills of the students. Furthermore, teachers occasionally used recorded CDs and Radio Cassettes to strengthen the reading skills of the students. In some instances, students skimmed texts to enhance reading skills. Teachers occasionally and frequently corrected students spelling mistakes, and students wrote varieties of texts in the target language.

5.2.3 Perceptions of teachers and students towards the integrated English

The fourth objective of the study was to establish the perceptions of teachers and students towards integrated English in junior high schools in Hohoe Municipality.

5.2.4 Perceptions of teachers towards the integrated English

The study found out that integrated approach empowered teachers to develop a positive attitude towards teaching the English language curriculum, thus recommending English to integrate language and literature. The study noted that an integrated approach had increased teachers' motivations toward teaching English language syllabus. Limitation of integrated approach was that it required much time to cover the curriculum and sometimes became tedious and cumbersome. The class size also discouraged the use of an integrated approach in teaching the English Language. Teachers indicated that an integrated approach enabled the students to get a unified view of reality and enhanced their capability to acquire real-life skills. The study found that teaching methods well selected in teaching developed students' interest in the subject. Teachers of English agreed that their competency in teaching English motivated students to learn the subject, and teachers' competency in teaching English encouraged students to learn the subject.

In addition, it was found that the attitude of the teachers was unbeaten despite the challenges encountered. Teachers met regularly and planned on how to go about teaching. The negative attitude of teachers sometimes was developed because of the teachers lacking constant refresher courses. The study also found that the heads of the department indicated that the positive attitude of the teachers because of the knowledge teachers posited. Likewise, the departmental heads revealed that they organized workshops to help teachers effectively overcome their negative attitude to teaching English.

5.2.5 Perceptions of the students towards the integrated approach to teaching English

The study found most of the students enjoyed English language classes and liked the teaching approach their English teachers used to teach. The English class was exciting and not dull or tiresome. The students indicated combining literature and language in teaching enabled them to acquire a long-term desire to read on different subjects. Teachers motivated the students to read the literature textbook extensively. The students' positive attitude was derived from the aspect of their teachers using literature to teach English. The study found that English and Ewe (local language) were utilized within the schools to communicate, where the use of Ewe might be why there was low performance in English. Teachers' positive perceptions toward integrated English were contributed by teachers being available for student's consultation during their free time. Students stated that time allocation on the time table for English Language was enough.

5.2.6 Challenges teachers face in using the integrated approach in teaching English language.

The final objective of the research was to investigate the challenges encountered by teachers when using integrated approach to in teaching English language in junior high schools located within the Hohoe Municipality. The study found difficulties faced by teachers in using the integrated approach in teaching the English Language included lack of teaching materials of English. In addition, it was found that teachers indicated that the

classroom environment sometimes made it difficult for them to involve students in discussion or oral interaction. The influence of the vernacular languages had sometimes dramatically interfered with teaching English. The scope of the curriculum to be covered was sometimes extensive and required much allocation of time, which was not adequate in the current setting.

Another challenge that influenced the teaching of integrated English was the challenging content in the curriculum. The use of integrated approach in teaching the English Language was that it took time for some students to grasp the concept of integrated English, and teachers were concentrating on making them understand a lot of time. Likewise, another challenge mentioned was that some topics were not covered in using an integrated approach.

Another challenge was the aspect of congestion in the classrooms, in which one of the teachers indicated, there were 36 students in a single classroom. The congestion within the classroom was an obstacle for the teachers to supervise the students during the class session. The study found that the challenges of the learning materials were also derailing extensive teaching of integrated English. The study found that the department heads regularly contacted the headmasters to give money to buy books and make photocopies, and sometimes this was not delivered on time. The photocopies were intended to help students in obtaining copies of books that helped them cover information that would not have been accessible without the books. The challenges the teachers got from using the integrated approach were the large content to be covered. The teachers covered a lot of

content based on the requirements of the syllabus in a short period, making the students more engaged.

5.3 Conclusions

The conclusions below are made based on the findings of the study in relation to the specific objectives indicated above. This helps to situate and synchronize the findings with the objectives of the study.

5.3.1 Nature of integrated methods used by teachers of English in teaching English

Based on the study's findings, it was concluded that the nature of integrated methods used by teachers of English in teaching English depended on its suitability with the students. The methods used by teachers included the use of debate, questions and answers, brainstorming, group discussion and activity-based method. Integrated English had four components in the Junior High Schools syllabus: composition, comprehension, literature, and grammar. The best method that was more familiar to students in understanding the English language was always embraced.

5.3.2 Extent to which teachers use the integrated approach in teaching English language

The study concluded that teachers integrating language and literature in teaching better the understanding of students and made discussions more practical. It was concluded that applying the integrated approach had never enabled teachers to cover the syllabus on time. The study concluded that teachers used recorded CDs and Radio Cassettes to strengthen

the students' reading skills. The study further concluded that teachers sometimes preferred to use the discovery method while teaching the English Language.

5.3.3 Perceptions of Teachers and students towards integrated English

The study concluded that teachers' perceptions were positive despite the challenges encountered during the teaching process. The positive attitude of the teachers was a result of the knowledge they posited from the capacity-building activities. The study concluded that students enjoyed English language classes and liked their English teachers' teaching approach. The study concluded that combining literature and language in teaching had enabled the students to acquire a long-term desire to read on different subjects. The study also concluded that the students' positive attitude was derived from the aspect of their teachers using literature to teach English. Moreover, the study concluded that English and Ewe were used in the schools to communicate. Furthermore, it was concluded that an integrated approach had increased teachers' motivations toward teaching English language syllabus. The limitation of the integrated approach was that it required much time to cover the syllabus and sometimes became tedious and cumbersome.

5.3.4 Challenges teachers face in using the integrated approach in teaching English language.

The study concluded challenges faced by teachers in using the integrated approach in teaching the English language. Some of the challenges included: insufficient teaching materials, the classroom environment had sometimes made it difficult for teachers to

involve students in discussion or oral interaction, and the influence of the vernacular languages had sometimes dramatically interfered with teaching English. The study concluded that the curriculum content to be covered was sometimes extensive and required much allocation of time, which was not adequate in the current setting, which became a challenge. The study concluded that the challenge of congestions within the classrooms was a factor that hindered the practical application of the integrated approach. The challenge of the congestion within the classroom was that it became an obstacle for the teachers to go round and supervised the students during the class session as it was much time-consuming. The study concluded that the schools lack adequate learning materials that were keyed in the teaching of English. In some cases, the schools did photocopy to help the students in obtaining copies of books that helped them cover up information that would not be accessible without the books.

An evaluation of a new curriculum found that circuit supervisors and teachers worked together to modify the local curriculum so that it could better address the needs and talents of children from a wide range of socioeconomic backgrounds, while still adhering to state and national requirements. According to the findings of the study, circuit supervisors kept an eye on the results of a new curriculum by working with teams of teachers to adapt the local curriculum to meet the needs and abilities of various students groups while also bringing the local curriculum in line with state and national standards. The circuit supervisors ensured schools did not deviate from teaching English using other methods apart from the integrated approach; they also promoted effective teaching and learning in

basic schools. The study concluded that circuit supervisors interpreted educational policies to teachers and helped them understand educational policy objectives. The circuit supervisors regularly monitored the achievements and performances of students and staff and prepared work schedules for approval by the District Director of Education.

5.4 Recommendations

5.4.1 Recommendations for practice

Based on the study findings, it is recommended teachers use integrated approach to teach English language in the schools. There is the need to upscale, enhance, or come up with some models that can improve learners' achievements. The study agreed with Basil Bernstein's theory that language and literature should be taught as a whole and not in part. Thus, it is recommended that an integrated approach to teaching be used by teachers in teaching English language in junior high schools in the Volta region and other regions in Ghana. The teaching of language and literature should be concurrent.

Some models teachers can employ in the schools include collaborative learning where teacher puts two or more students together to learn; it enables them to learn from each other or one another, flipped classroom learning; where students are allowed to read or study what the teacher will be teaching outside the classroom before the teacher teaches the lesson; it enables the students to have firsthand experience before teaching, VAK teaching- Visual, Auditory, and Kinesthetic; where students are to see the teacher's body language, facial expression, listen to the teacher with keen attention and observe the teacher's movement in the class, and Spaced learning where the teacher repeats a

condensed content two or three times within ten minutes then allows some activities to interrupt.

Further, the study recommended that the heads of department, school heads and all the educational stakeholders ensure adequate supervision to the implementation of the approach recommended in the syllabus. In addition, it is suggested that school administration annually holds seminars for English teachers in order to keep them updated on the latest teaching methods. Management heads of schools should encourage teachers to use the approach to teach.

Based on the study's findings, an integrated approach is recommended to be more learner-centered rather than teacher-centered to make the discussion more practical. The teachers of English need to use recorded CDs and Radio Cassettes to strengthen the students' listening skills. It is recommended that literature should be integrated with language during teaching, this will help students express themselves and work with others toward effective communication. It is also recommended that the school management and other educational stakeholders make sure the schools have enough English textbooks to enable the students and teachers to learn more and to handle the integrated approach.

In addition, it is recommended that teachers use various approaches while teaching English since it was found that the students' positive attitude was derived from the aspect of their teachers using multiple techniques to teach English. It is recommended that English teachers do more of the translations to enable the students to have a better

understanding of the integrated English concepts, which can positively influence the students' perceptions towards the integrated approach. Moreover, it is recommended that the school management develop strategies that will enable the school to construct more classrooms. The parents need to be involved in school activities such as classroom constructions and buying English textbooks. The English teachers also need strategies to ensure all the students are managed, especially, where the classroom is large with many students. Remedial classes can be administered within the schools to ensure more time for integrated English.

5.4.2 Recommendations for Policy

To ensure an integrated approach to teaching English is utilized effectively in the classrooms, education stakeholders must set policies and monitor teachers. Government officials should consult teachers to understand the challenges they face while implementing integrated approach in schools.

Moreover, the syllabus developed by the government needs to emphasize literature and language integration to make discussions of lesson more effective. Stakeholders in education should make sure the schools have enough English books to enable the students and teachers have positive perceptions of the integrated approach.

The circuit supervisors should organize in-service training to enable the English teachers to get the integrated approach concepts very well. The study recommended that the circuit supervisors inspect the expected unit covered at the end of every week and encourage teachers to work hard. There is need for regular monitoring of teachers' schemes of work,

lesson notes and the content covered. The study recommended that circuit supervisors organize training workshops regularly to improve the human resource capacity of teachers and heads. More also, circuit supervisors interpret educational policies for teachers and help them to understand educational policy objectives.

It is recommended that the government construct more classrooms to ensure there is sufficient space for learning. The congestion within the classrooms is an obstacle for the teachers to supervise the students during the class session as it is much time-consuming. Moreover, it is recommended that more time need to be allocated in teaching English. The study found that most teachers indicated they had never finished the syllabus on time due to time limitations. The average 70 minutes allocated to English can be increased to 90 minutes as suggested by some teachers.

5.5 Areas for further research

From the findings of the study, the sample size can be increased, and a nationwide study conducted to ascertain the need for integrated approach at the national level. This will be looked at and compared to the results of the most recent study. Other research gaps will also be found for use in future studies.

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APPENDICES

Appendix I: Introductory Letter for Respondents (Students and teachers)

Kenyatta University,

Department of Educational Communication and Technology

Date.....

Dear Sir/Madam

I am a PhD student of Kenyatta University undertaking a study on integrated approach to teaching English language and its influence on learners' academic achievements in junior high schools in Hohoe Municipality Volta region, Ghana. The information given will be taken care of with anonymity and most extreme classification Meaning? not to be revealed to other people. Kindly give detailed answers where possible.

Yours Sincerely,

.....

Joana Emefa Adansi

Thank you

Appendix II: Questionnaire for Students

Dear students,

I am a PhD student at Kenyatta University and wish to carry out a study on integrated approach to teaching English language and its influence on learners' academic achievements in junior high schools in Volta region Hohoe. Please assist by filling in the questionnaire as honestly as possible. All information will be treated with utmost confidentiality. Give detailed answers where possible.

Thank you

.....

Joana Emefa Adansi

INSTRUCTIONS: Kindly give honest and accurate responses to the items in the questionnaire by placing a tick in the chosen cell or providing answers in the given spaces

Part A: General Information

1. Age in years.....
2. Gender: Male Female
3. Name of Junior High School attended.....
4. School Category: boys only girls only mixed

Part B: Student's Perceptions towards the English language

Indicate the extent to which you agree with the statement below. Tick once against each statement. Where SD=Strongly Disagree, D=Disagree, UD=Undecided, A=Agree, SA=Strongly Agree

Statement	SD	D	UD	A	SA
1. I enjoy English language class					
2. I like the teaching approach my English teacher uses to teach English.					
3. To me English is boring and tiresome					
4. Combining literature and language in teaching has enabled me to acquire a long-term desire to read on different subject					
5. My English teacher motivates me to read the literature text book extensively					
6. My teacher uses various approaches to teach					

Kindly tick () where appropriately. The information you shall give shall be treated with a lot of confidentiality

7. I perform well in class work when I work together with my friends

SA () D () U () A () SD ()

8. I understand English lesson when teaching learning materials are used

SA () D () U () A () SD ().

9. I study on my own after class to pass my examinations

SA () D () U () A () SD ()

10. Kindly indicate what other ways you enjoy English language class when your teacher teaches literature and language together?

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.....

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THANK YOU

Appendix III: Questionnaire for Teachers

Dear Teacher,

I am a PhD student from Kenyatta University carrying research on Integrated Approach to Teaching English language and its influence on Learners' Academic Achievements in junior high schools in the Volta Region of Ghana. This questionnaire is meant to gather information. The responses obtained will be used to improve the teaching and learning of integrated English. Your contribution will be highly appreciated. All information given will be treated as confidential and will be used only for the purpose of this study. Please tick appropriately.

Part A: General Information

1. Name of school.....
2. Type of school
 - Boys ()
 - Girls ()
 - Mixed ()
3. Gender:
 - i. Male ()
 - ii. Female ()

4. Age

- i. 20- 25 years ()
- ii. 26 – 30 years ()
- iii. 31 – 35 years ()
- iv. 36 – 40 years ()
- v. 41 – 45 years ()
- vi. 46 years above ()

5. How long had you been teaching in the school?

- i. 1 – 5 years ()
- ii. 6 -10 years ()
- iii. 11 -15 years ()
- iv. 16 years and above ()

6. What is your highest qualification?

- i. Masters ()
- ii. Bed. Degree ()
- iii. BSc. degree ()
- iv. Diploma ()

Any other

7. Where did you receive your training?

- i. University ()
- ii. College ()
- iii. Others.....

8. Do you teach English?

Yes () No ()

9. For how long had you been teaching English Language?

- i. 0 – 5 years ()
- ii. 6 – 10 years ()
- iii. 11 – 15 years ()
- iv. 16 – 20 years ()
- v. Above 21 years ()

10. Had you had any in-service training on how to teach integrated English?

Yes () No ()

11. How long had you been in-serviced in teaching English language after your graduation?

- i. Every year ()
- ii. Every two years ()
- iii. Every three years ()

iv. Every four years ()

v. Every five years ()

11. What is your understanding of integrated English? Choose from the following by ticking:

i. Teaching the four language skills together

ii. Teaching of language and literature together

iii. Teaching of grammar and the skills together

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12. How do you motivate your students to develop interest in English?

.....

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13. How much time is allocated for English language on the time table?

.....

14. Suggest in which ways can instructional materials affect the teaching of integrated English?

.....

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15. Suggest ways the school can support the teaching of English

.....

.....

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16. Suggest ways the home can support the teaching of English

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.....

17. Which books do you use in teaching English language?

.....

.....

18. How do you assess learners in English language?

Homework

.....
.....
.....

Quizzes

.....
.....

Project

works.....
.....

Class

assignment.....
.....

Group

work.....
.....

Presentations

.....
.....

Group

activities.....
.....

Others

.....
.....

20. What teaching methods do you use to teach integrated English?

Kindly tick () where appropriately

- i. Lecture ()
- ii. Brainstorming ()
- iii. Debate ()
- iv. Question and answer ()
- v. group discussion()
- vi. Activity based learning ()

Others.....
.....
.....

21. What influences students' interest in integrated English?

- i. Teaching methods used by teachers
- ii. Motivation by teachers
- iii. Teaching materials/ resources
- iv. Others

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Part B: Nature of methods use in teaching English language

Please indicate how you agree with the following statements concerning methods used in teaching English language in your school.

1. Which of the following teaching methods do you use to teach English language to your students?

Methods	Frequently	Sometimes	Rarely	Never
Lecture				
Debate				
Question and answer				
Brainstorming				
Group discussion				
Direct				

Activity based learning				
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Others

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Part C: Extent to which Integrated Approach is used in Teaching English Language

Please indicate your level of agreement with the following statements relating to integrated approach used by teachers in teaching English in junior high schools in Hohoe Municipality

Methods	Frequently	Sometimes	Rarely	Never
1. I prefer to use the discovery method while teaching English language				
2. The inquiry-based approach has been adequate to explain the content of the curriculum to the students				
3. The role play method is highly practiced while teaching English language				
4. The integrated approach enables me to cover the syllabus on time				
5. I prefer to use different methods while teaching English language				
6. The integrated approach is more of Learner-centered method and it improves the performance of the students				

7. How do you use literature to teach other aspects of English language?

- i. Teaching language before literature ()
- ii. Teaching the language skills alone ()
- iii. Discussing the literature text in class ()
- iv. Students brainstorm events in the text then write ()

Any other?

8. Please read the following items and grade each one by putting a circle according to the frequency with which you use it:

1. Never, 2. Rarely, 3. Occasionally, 4. Frequently, 5. Always

- | | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| Speaking Skills | | | | | |
| 1. I use group/ pair work to develop speaking skills | 1 | 2 | 3 | 4 | 5 |
| 2. I use drills through minimal pairs | 1 | 2 | 3 | 4 | 5 |
| 3. I use tongue twisters and games passages | 1 | 2 | 3 | 4 | 5 |
| 4. Students repeat new language to themselves | 1 | 2 | 3 | 4 | 5 |
| 5. Students speak out with people in the target language | 1 | 2 | 3 | 4 | 5 |

Listening skills

- | | | | | | |
|-------------------------------------|---|---|---|---|---|
| 1. Listening comprehension passages | 1 | 2 | 3 | 4 | 5 |
| 2. Listening to speeches | 1 | 2 | 3 | 4 | 5 |

- | | |
|---|-----------|
| 3. Use of oral communication in classroom | 1 2 3 4 5 |
| 4. Use Language Laboratory | 1 2 3 4 5 |
| 5. Use recorded CDs and Radio Cassettes | 1 2 3 4 5 |

Reading Skills

- | | |
|---|--------------|
| 1. I give sets of words and blank cards on which to add new words
of their own | 1 2 3 4
5 |
| 2. I use print from the environment for reading activities | 1 2 3 4
5 |
| 3. I expose the students to a wide range of genres and registers in
Classroom | 1 2 3 4
5 |
| 4. I first use library to obtain reading materials at their level | 1 2 3 4
5 |
| 5. Students first skim read a text then go back and read it more
carefully | 1 2 3 4
5 |

Writing Skills

1. Students write letters and e-mails to friends in the target language 1 2 3 4 5
2. I correct students spelling mistakes 1 2 3 4 5
3. Students write varieties of texts in the target language (e.g., notes, Messages, lists)
1 2 3 4 5
4. I aid the students in sentence building skills and paragraphing 1 2 3 4 5
5. I use dictation through reading out words, groups of words or sentences to the class to write them down. 1 2 3 4 5

6. Types of Resources used to integrate language skills

Please indicate the level at which you use these resources by putting a tick against the level

i. Print materials

Materials	Frequently	Occasionally	Rarely	Never
Hand outs				
Magazines				
Textbooks				
Extracts				
Class readers				
Periodicals				
Dictionaries				

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

Models				
Realia				
Charts				
Cartoons				
Flashcards				
Diagrams				
Pictures				
Photographs				

Other non-projected materials

.....

.....

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.....

9. How often do you prepare lesson plan/notes in English?

- a) Everyday ()
- b) Once in a while ()
- c) Never ()

i. If the answer in 9 is C please give reasons

.....
.....
.....

10. Which of the following do you integrate in your English language lesson?

Indicate by ticking ()

- i. Composition ()
- ii. Comprehension ()
- iii. Grammar ()
- iv. Poetry ()
- v. Oral literature ()
- vi. Novel ()
- vii. Drama ()

Part E: Teachers' Perceptions towards the Integrated English

Please indicate your level of agreement with the following statements relating to your perceptions towards the integrated approach to teaching English in your school in Hohoe Municipality

Where SD=Strongly Disagree, D=Disagree, UD=Undecided, A=Agree, SA=Strongly Agree

Statement	SD	D	UD	A	SA
1. The integrated approach has increased my motivations toward teaching the English language Curriculum.					
2. The integrated approach requires much time to cover the curriculum and sometimes become tedious and cumbersome					
3. Class size discourages the use of integrated approach in teaching English language.					
4. The integrated approach has increased the performance of the students significantly					
5. The integrated approach enables the students to get a unified view of reality and enhances their capability to acquire real-life skills.					
6. The integrated approach empowers me to develop a positive attitude toward the teaching of English language curriculum					
7. Teachers of English should integrate language and literature when teaching in their classrooms					
8. Appropriate selection of teaching methods to teaching integrated English develop students' interest in the subject					
9. Teacher's competence in teaching integrated English motivates students to learn the subject					
10. English language classroom should be interactive					
11. Teaching integrated English is boring					
12. Integrated English is too tasking to teach					
13. English and Literature should be separated					

14. Kindly indicate any other opinions you had towards the Integrated Approach

.....

.....

.....

.....

Part F: Challenges face in using Integrated approach

Please indicate your level of agreement with the following statements relating to challenges faced by teachers in using integrated approach of teaching English language in junior high schools in Hohoe Municipality

Methods	Frequently	Sometimes	Rarely	Never
1. The teaching materials of integrated English has been sufficient				
2. Many learners in classrooms has been a challenge in teaching integrated English				
3. Classroom environment has made it difficult for teachers to involve students in discussion or oral interaction				
4. The influence of the vernacular languages has dramatically interfered with teaching integrated English.				
5. The scope of the curriculum to be covered is extensive and requires much allocation of time.				
6. Challenging content in the curriculum has been as a challenge in the implementation of the integrated English curriculum				

7. Kindly indicate other problems teachers face in teaching integrated English

.....
.....

THANK YOU

Appendix IV: Interview Guide for Teachers

I am a PhD student of Kenyatta University undertaking a study on," Integrated Approach to Teaching English and its influence on Learners Academic Achievements in junior high schools in the Volta Region of Ghana" The data given will be taken care of with utmost confidentiality.

Part A: General Information

1. Name of school.....

2. Type of school

Boys ()

Girls ()

Mixed ()

3. Gender:

i. Male ()

ii. Female ()

4. Age

i. 20- 25 years ()

- ii. 26 – 30 years ()
- iii. 31 – 35 years ()
- iv. 36 – 40 years ()
- v. 41 – 45 years ()
- vi. 46 years above ()

5. How long had you been teaching in the school?

- i. 1 – 5 years ()
- ii. 6 -10 years ()
- iii. 11 -15 years ()
- iv. 16 years and above ()

6. What is your highest qualification?

- i. Masters ()
- ii. Bed. Degree ()
- iii. BSc. degree ()
- iv. Diploma ()
- v. Any other

7. Where did you receive your training?

- i. University ()

ii. College ()

iii. Others.....

8 a. What are some of the challenges in using integrated approach in teaching English?

b. How do you overcome these challenges?

9 a. Does your school provide the instructional materials for teaching English?

b. Describe which ones are used?

10 a. how much time is allocated for teaching English?

b. Describe which ones are used?

11 a. How much time is allocated for teaching English?

b. In your opinion what time do you think to be allocated to the teaching of English?

12 a. How many students do you had in class?

b. Does it had any effect on your teaching?

13. What, in your opinion, can be done to promote integrated approaches in teaching English in your school?

14. Kindly indicate how it has been the learners' academic achievements in the English language in the school for the past five years

THANK YOU

Appendix V: Interview Guide for Head of Department

I am a PhD student of Kenyatta University undertaking a study on, "Integrated Approach to Teaching English and its influence on Learners Academic Achievements in junior high schools in the Volta Region of Ghana." The data given will be taken care of with most extreme classification not to be revealed to other people

1. What strategies had you put in your department to ensure that the syllabus is covered in time?

a)
.....

b)
.....

c)
.....

d)
.....

e)
.....

2. How would you describe the attitude of the teachers of English toward an integrated approach?

a) Negative

b) Positive

3. How do you help teachers in your department overcome their attitude so as to teach English effectively?

a)
.....

b)
.....

c)
.....

d)
.....

4. What assistance do you offer to teachers in your department so as to make them teach effectively in spite of the shortage of books and other curriculum support materials?

a)

.....

b)

.....

c)

.....

d)

.....

5. How do you assist teachers in your department manage the concept of integration and the difficult content in the JHS English textbook?

a)

.....

b)

.....

c)

.....

d)

.....

6. Do you had any other suggestions on strategies that teachers could employ so as to manage the challenges of teaching English?

a)
.....

b)
.....

c)
.....

d)
.....

THANK YOU

Appendix VI: Interview Guide for the Circuit Supervisors

I am a PhD student of Kenyatta University undertaking a study on, " Integrated Approach to Teaching English and its influence on Learners Academic Achievements in junior high schools in the Volta Region of Ghana." The data given will be taken care of with most extreme classification not to be revealed to other people.

1. Do you had policies that you had put in place in your circuit to ensure that the syllabus is covered on time? If Yes, which strategies
2. Had you been organizing workshops for the English teachers to understand the content of the English in your circuit? If Yes, after how long
3. As a circuit supervisor, how do you monitor the results of a new curriculum?
4. How do you rate the performance of the students after the enrollment of the integrated approach in teaching English in your circuit?
5. Do you had a policy to ensure that the schools do not deviate from teaching English using other methods apart from integrated approach?

THANK YOU

Appendix VII: Classroom Observation Guide

1. Name of School _____

b) Category of school _____

Teacher's gender: Male [] Female []

2. Form _____

3. Topic _____

4. No. of students present _____

Activity	Comment
<p>1. <u>Instructional methods</u></p> <p>Using poetry to teach reading, writing, speaking and listening</p> <p><u>(a) Lesson introduction</u></p> <p>Questions and answers technique(s) used to introduce the lesson</p>	

<p>Students think about the poem before answering</p> <p>Discussions of the poem in pairs/groups</p> <p>Teacher teaches vocabulary</p> <p>Teacher gives students words from the extract</p> <p>Teacher asks students to predict what is happening in the poem</p> <p><u>(b) Lesson development</u></p> <p>The teacher used discussions technique(s) during teaching</p> <p>Asks students to explain to each other how they understand the poem</p> <p>Discussion of poem on the poet's style, language use etc.</p> <p><u>(c) Lesson conclusion</u></p> <p>Teacher asks students to recite the poem individually, pairs or whole class</p> <p>Teacher corrects pronunciation while students recite the poem.</p> <p>Teacher asks students to rewrite the poem, changing the</p>	
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<p>meaning but not the structure.</p> <p>Asks students to discuss the possible story behind the poem in groups</p> <p>Students ask questions about the poem and give their views.</p> <p>Using short stories to teach speaking, listening, writing, vocabulary</p> <p><u>Introduction lesson</u></p> <p>Techniques used</p> <p>Discussion about the author and the title of the story</p> <p>Teach vocabulary</p> <p>Ask students to predict / write down what they think will happen</p> <p>What is the response when wrong answer is given? Are students encouraged speaking on when their ideas do not appear clear?</p> <p><u>Lesson development</u></p>	
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<p>Ask students to read individually after sharing with a partner</p> <p>Are soft speakers encouraged speaking up?</p> <p>Students role play the story</p> <p>Discussions of characters in the story</p> <p><u>Lesson conclusion</u></p> <p>Ask students to write a background character description of a character they like</p> <p>Ask students to role play two characters in the story</p> <p>Students retell the story to pairs or in groups</p> <p>Ask students to write the part of the story that interest them in their book</p> <p>Teacher marks exercises/ marks later</p> <p>Using drama to teach speaking, sentence structure, listening, writing , reading</p> <p><u>Introduction lesson</u></p> <p>Techniques</p>	
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<p>Discussions of the author and title of the book</p> <p>Teach vocabulary</p> <p>Students predict what the drama is about based on the title</p> <p><u>Lesson development</u></p> <p>Pair students to take role</p> <p>Ask students to read in groups</p> <p>Teacher praises students verbally.</p> <p>Give them portion to read to be able to answer questions on characters and plot</p> <p>Students ask questions/ give their views</p> <p>Ask students to indicate dialogue, vocabulary, idioms they don't understand and word they can't pronounce</p> <p>Explain their difficulties to them</p> <p><u>Lesson conclusion</u></p> <p>Dramatization perform by students</p>	
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<p>Debate on a character's attitude</p> <p>Students role play the drama</p> <p>Students write in their exercise books the sentence structure that interest them</p> <p>Ask students to choose three words used by their favorite characters and use the words to form sentences</p> <p>Teacher expounds on correct answers given by students</p> <p>Using novel to teach comprehension, reading, listening, speaking, vocabulary, grammar</p> <p><u>Introduction lesson</u></p> <p>Techniques</p> <p>Discuss the author and title of the novel</p> <p>Extract portion for reading comprehension</p> <p>Teach vocabulary</p> <p>Lesson development</p> <p>Teacher does model reading while students listen to pronunciations and intonations</p>	
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<p>Ask students to read silently</p> <p>Teacher asks students questions on what they had read</p> <p>Students discuss with their partners what they read</p> <p>Teacher praises students verbally</p> <p>Teacher gives time to students to respond or he answers himself</p> <p>Teacher uses the passage to teach sentence pattern, word order, grammatical items</p> <p>What kind of reward (positive or negative) is given to students to encourage learning?</p> <p><u>Lesson conclusion</u></p> <p>Ask students to read the passage paragraph by paragraph in their groups</p> <p>Asks students to use the vocabulary treated to construct simple sentences into their exercise books</p> <p>What kind of reward (positive or negative) is given to students to encourage learning?</p>	
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Appendix VIII: Permission Letter to collect Data

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Appendix IX: Hohoe Municipality



