



**Investigation into Integrated Major English Language Skills Learning Difficulties of Grade Five Students in Public Primary Schools of Bule Hora Town**

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**ABSTRACT**

*This research was conducted on the difficulties of learning English for realistic human communication, which integrates major language skills for authentic communicative skills. English, as a worldwide language has great value upon human life. It is the most dominant foreign language in Ethiopia, particularly in education system as medium of instruction, and compulsory subject from the earliest grade. Its acquisition in Ethiopia has been school based particularly in primary level at which the language teaching determines children's communicative skills; especially, in grade five because the learners are at critical period to learn foreign language. Although teaching English as subject matter begins from kindergarten, the usual observations by teachers, parents, and stockholders shows that majority of Ethiopian students are not capable to communicate even if they have learnt it for long period throughout formal schooling. Both teachers and students are non-native English speakers; it is possible to search what difficulties may grade five students face in: learning English, integrating major language skills, and achieving as a subject matter? Aiming to investigate English language learning difficulty areas in integrating major language skills instruction might help both teachers and learners to alleviate the problems identified. Scholarly related sources were reviewed and ethically accredited. Exploratory research design, mixed method, tools like observation, questionnaire, interview, focus group discussion, and document analysis took place with 4 English teachers and 268 sample representative students of 813 populations from the three participant schools. English language deliverance by natural science graduate teachers, using segregate instruction, teachers ineffectiveness of integrating major language skills, striving for mark than developing communicative skills, using inappropriate methodology, poor language skills of teachers and students, shortage of teaching materials, scoring low mark with no mastery of major language skills are part of the findings. Finally, employing English language graduate teachers, implementing integrative instruction, learners meaningful engagement, developing communicative skills, encouraging independent learning are some ideas forwarded.*

*Key words: integrative instruction, English language major skills, learning difficulties and communicative skills*

1. Introduction

Language is one of the most useful tools we have as humans. Without it, we could not think ideas expressible to others, nor engage in the activities that commonly take place in the society in which we live together (Cook, 2008). Language is very important in education. Education is carried out largely through the medium of language; thus, language is very significant in the education process. If the learner is handicapped in the language of instruction, then learning may not take place at all, as the instructor or teacher and the learner would not be communicating (ADEA, 2005). The main objective of language teaching is to enable the students to develop their ability in using the language for variety of communication purposes. Communication, by definition, requires integration of four major language skills (listening, speaking, reading and writing) which are all integral parts of typical language proficiency and its use. And it requires the language learners' full, meaningful, and interesting involvement in classroom (Shen, 2003). According to Jing (2006) in traditional language teaching, the four major skills were given separately, and the emphasis was given to language structure than communication skills. But the current one, especially Integrated-Skills Approach encourages teaching the skills in integration, because it focuses on the realistic use of the language and helps students' all-round development of communication skills. Therefore, as Nunan (1989), students should be taught major skills through integrated-skills approach.

Integrated-skills approach refers to the simultaneous mixing of four primary language skills together in a classroom situation in order to develop learners' communication skills in the place and time where and when a teacher and foreign language learners are there. Hungyo and Kijai (2009) defines "The term integrated means language learning where all four skills take place at the same time and with teacher, learner, and setting as playing their roles in the learning." Adeyemi (2010) defines integrated approach that helps teachers to combine a variety of methods, techniques, and technical devices within a discipline, which is called task-based or interdisciplinary -known as content-based interchangeably or simultaneously. Furthermore, Oxford necessarily considers strands in the practical sense of the four macro language skills: listening, speaking, reading, and writing. "The skill strand of the tapestry leads to optimal English as Foreign Language communication when the skills are interwoven during instruction. This is known as the integrated-skills approach." (Oxford, 2001).

English, as worldwide language has a great value upon all aspects of human life (Young, 1995). There is a high demand to learn English language since it has been the international means of communication in global economic, social, cultural, political, and technological integration. According to Bloor and

Tamirat (1996), Ethiopia uses English today as one of more useful and the most dominant foreign languages in all aspects since post Ethio-Italy war in 1941 G. C. Therefore, teaching it at schools and universities is an important task to accomplish necessary activities effectively in today's networked world. It is given as one of compulsory subject matters in Ethiopian education system beginning from kindergarten, and used as a medium of instruction starting from second cycle primary grades in some regions excluding Oromia, where mother tongue is used as a medium of instruction (Dereje, 2012). In general, English language is the most influential foreign language in Ethiopian education system either as one of the courses or medium of instruction for all other subjects except those from Ethiopian languages field of studies.

In Ethiopia, English is a foreign language, whose language learning becomes school based. Almost all Ethiopian children have no exposure to learn English unless they attend school. This study took place in grade five students of three public primary schools of Bule Hora Town in West Guji Zone, Oromia region, southern Ethiopia. The one who knows Ethiopian education policy and its slogan that says, "Education for all, and all for education", could guess students in grade five are about 12 years old. This has direct relation with school based foreign language learning. Some scholars for instance, Dash (2002), and Zhao and Morgan (2004) cited in Dereje (2012), argue that, "the age about 12 is critical period to learn foreign language perfectly with little effort". They argue that students at this age are more facile to learn foreign language than older learners, and thus the early start of teaching English could pave the base for students' future success in the language. It also helps them to handle other subject matters. Eba (2014) stresses that the effectiveness in primary English language teaching determines children's English language ability; especially communication skills, and leads to success in all aspects of future education and development.

When learners' communicative skills increase through practical use of holistic language skills, the gap between language knowledge and realistic daily life communication skills minimizes. No one implements single language skill in daily life but simultaneously uses all together and communicates with different individuals in the real world. English language teachers must present varieties of activities in classroom that encompass skills and intricate the real social life situations in order to have better interaction among the learners. This leads the learners to use cooperative learning as one of better ways to interact with one another (Jing, 2006; Arslam, 2008).

In Ethiopia, teaching English language, along with the native language, from an early age beginning from grade one became a priority with the introduction of new Education and Training Policy of 1994

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aimed at helping learners learn to communicate. However, teaching English to non-English speaking students is a significant challenge in Ethiopia, since all teachers of English are not native speakers. Many efforts are underway to address these challenges, including investments in improving English-teaching skills at Colleges of Teachers' Education, expansion of English language departments in Ethiopian universities, English Language Improvement Program, and English Language Improvement Centers were set up at all teacher training colleges and universities. English teachers are being provided with tailor-made trainings to improve their English proficiency. Nevertheless, a significant gap remains. Dereje (2012) clearly shows the existing gap that there is inadequate and inappropriate training for first cycle primary school teachers; as a case their English language proficiency and teaching skills are weak. Similarly, Eba (2014) indicates teachers have poor training on how to teach young learners; eventually, they have lack of understanding and knowledge, purpose, procedure and approach of teaching. Berhanu, et al., (2009) indicates that using English as a medium of instruction results problem in understanding of what they learn, and teachers are forced to translate in to the learners' mother tongue.

So what is the gap? According to Dereje (2012) and Eba (2014), first cycle primary schools English language teachers have lack of English language proficiency and its teaching methodology because of their weak and inappropriate pre-service training. Students of first cycle primary schools join second cycle primary schools with weak mastery of English as subject matter because of their English language teachers' poor language proficiency. In line with this, Palmer (2008) states that "Everything about the way we teach English profoundly affects children's development and learning". What difficulty will they face in the next grade? Berhanu, et al., (2009) pointed out that there is problem in understanding English as medium of instruction in second cycle primary schools. The aforementioned three scholars say nothing about four major language skills which facile one's interaction.

All the above mentioned studies did not consider the major skills of English language which are more useful to enhance communication. English is taught at schools in all parts of Ethiopia, but learners do not acquire it at home as they do their vernacular. Although teaching English as a subject matter begins from kindergarten, the usual observations by teachers, parents, and other concerned bodies show that students throughout the levels of schooling lack communicative skills. The vast majority of Ethiopian students in all education levels are not capable to communicate in English even though they have learnt it for long period. In this regard, students in Bule Hora Town schools have no exception. If students fail to communicate in English, what difficulties may students face in learning all integrated

major language skills that are used for communication, particularly helpful for those who use English as a foreign language and school based language acquires? What difficulties may grade five students face in learning English, integrating major language skills, and achieving as a subject matter? Thus, this study aims at investigating and addressing this gap in the context of grade five students of the three Bule Hora Town second cycle public primary schools in 2017/18 G. C. It focuses on the difficulty areas in learning integrated English language major skills. Specifically to investigate difficulties that grade five students face in English language learning, evaluate grade five students' participation in listening, speaking, reading, and writing skills in integrative instruction, and assess grade five students' academic achievement in English language as a school subject.

## 2. Materials and Methods

**Research Design, Method, and Setting:** This study used exploratory research design, and used mixed approach -both quantitative and qualitative methods. The data used for the study were gathered through different data gathering tools. The data that were gathered by close-ended questionnaires was analyzed quantitatively whereas data that obtained using observation, open-ended questionnaire, in-depth interview, document analysis, and focus group discussion were analyzed qualitatively. It was conducted in three public primary schools. They are located in Bule Hora Town, which is the capital of West Guji Zone, Oromia Regional state, and it is 467km away from Addis Ababa, the capital city of Ethiopia, on the way to Moyale Twon- southern Ethiopia.

**Participants, Sampling Technique, and Sample Size:** All grade five students of 2017/18 G.C. academic year and their English language subject teachers of Bule Hora Town Primary Public Schools were involved in the study. These are: Bule Hora Primary School, which had four sections with 312 students and one English language teacher; Abbayyii Primary School, which had three sections with 229 students and two English language teachers, and Mekane Iyesus Primary School, which had three sections with 272 students and one English language teacher. Totally, there were 10 sections with 813 students and four English language teachers; all of them were involved in this study then. All the four English Language teachers of grade five students were selected by availability sampling technique for questionnaire, observation, and interview. Three sections of the schools were randomly selected for observation from the total of 10 sections, but one section of Abbayyii School was directly observed because one of the teachers taught only one section while the other taught the remaining three sections. Based on (Kothari 2004), from 813 total population, the 33%, which became 268 systematically sampled students were requested to answer the questionnaire. Seven randomly selected students and two teachers were participated in focus group discussion.

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Tools of Data Collection: Both primary data from the research participants and the secondary data from syllabus, teachers' guide, and students' textbook were collected through observation, questionnaire, in-depth interview, focus group discussion, and document analysis. Observation was conducted by using a checklist to assess the extent of students' participation in learning English language skills, teachers' teaching method used to develop the learners' communicative skills through implementing integrative instruction, and factors affecting English language teaching and learning process. The availability of textbooks, reference materials in the library, and pedagogical center were also observed. Close ended items of the questionnaire was prepared and distributed to sample students. All the items in the questionnaire for students were identical, and translated from English language to Afaan Oromoo, which is the learners' mother tongue. Other open and close-ended questionnaire was prepared for teachers. Interview with all English teachers was undertaken person-to-person on various issues associated with English language macro skills teaching difficulty areas at grade five as well as in the school level problems. Two of grade five English language teachers from the schools and seven randomly selected students from all schools participated in focus group discussion. The discussion was taken place in two groups; teachers' session, and students' session independently considering concerns and because of the participants' time constraint. It has been supported by photographs. The researcher raised the issue that is related to integrated English language macro skills teaching-learning difficulty areas as the group members discussed about. Document analysis was used thoroughly to survey syllabus, teachers' guide, and students' textbook. In this tool, the researcher reviewed over the materials design seeing whether they are okay or not to teach four major language skills in implementing integrative instruction.

Methods of Data Analysis: Both qualitative and quantitative methods of data analysis were used in this research. The data that was obtained through close-ended questionnaire was discussed quantitatively. In this regard, percentage was used to reach at a certain deduction on a given item in the questionnaire based on the options of the rating scales that scored the highest. The data that were collected using observation, open-ended questionnaire, interview, focus group discussion, and document analysis were qualitatively discussed. All the data were thematically intermingled in analysis.

Ethical Considerations: Information on data obtained from participants was kept confidentially and used in full consent of the participants. All studies and theories taken from different sources were also appropriately acknowledged. The financial case that sponsored by Bule Hora University Research and Publication Directorate was legally audited.

### 3. Results and Discussion



This section presents the analysis of the data which was collected by the researcher through observation, questionnaire, interview, focus group discussion, and document analysis in order to answer the basic questions raised in this research, and to show the attaining of intended objectives. All the data gathered through different tools were thematically sort out and interconnected. More related ideas were blended together for economic use of space and avoiding redundancy. For the sake of confidentiality, the researcher did not use the teacher interviewees' proper name; instead he codified TR1, TR2, TR3, and TR4 to mean teacher respondent one, teacher respondent two, teacher respondent three, and teacher respondent four respectively.

As the data mentioned in Table1, from the total respondents 31(11.57%) respondents replied the teacher teaches language skills in integrative instruction; the majority of respondents 103(38.43%) mention they learn major language skills separately. Remaining respondents 65(24.25%), and 69(25.75%) answered they learn by integrating writing and reading skills, and speaking and listening skills respectively. It is possible to conclude that when comparing to other alternatives, the majority 103(38.43%) of the respondents answered they learn four major language skills separately which should not have been. Some respondents said they learn writing and reading, and speaking and listening interactively. However it is part of integration, it does not include all major language skills at the same time. Therefore, students learn four major language skills separately and it has negative effect on learning integrative major language skills that is the important aspect to develop foreign language learners' communicative skills. Furthermore, as the researcher observed from classroom teachers' activities, the practice of implementing integrative instruction is very poor. This in turn affects the learners' language proficiency.

From table 2, the items help to know the difficulty of major language skills, the student respondents reply writing 33(12.31%), speaking 35 (13.06%), reading 34(12.70%), and listening 36 (13.43%). The majority of the respondents 128(47.76%) indicate the problem is with all major language skills. 2(0.74%) of the respondents say nothing about their difficulty in learning the major language skills. This indicates the learners have difficulty in learning all major skills of the language. Furthermore, to know the reason that makes it difficult for learners, it is better to discuss table 3. From the total respondents 118(44.03%) mentioned teacher teaches four major language

skills separately. In the same way 119(44.40%) of the respondents mentioned that they do not usually practice major language skills in classroom. When the learners learn foreign language skills in

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segregation and do not practice in classroom adequately, it results in difficulty in language learning as well as in communicative skills.

In nature, four major language skills are integrated. It is not possible to communicate with single skill unless integrating at least two. Understanding this basic integration of language, in the teaching-learning process of language skills, the teachers are expected to integrate language skills in classroom activities that facilitate to develop the learners' communication skills. However, the English language teachers in this study teach major language skills in segregation, and this is against the situation in which naturally language skills have been used in daily life communication in which the skills are interdependent, indisputably integrated, and inseparable elements. The learning of major language skills in separate way diminishes the development of learners' communicative skills.

If the amount of time and opportunity given to practice language skills is rare, the teacher is responsible for creating situation intentionally to engage learners in genuine communication (Gathumbi and Subbugna 2005). Here, in Ethiopians situation, the classroom practice is the only means of the learners to enhance English language skills for communication purpose, but it does not take place in the way it should be done. As the researcher observed from the classroom major language skills teaching-learning practice, the teachers do not use authentic language learning. They depend only on the textbook but the tasks in the textbook are even not adequately addressed. Therefore, both teachers and students simply rush through the textbook with the least practical works. As the researcher tried to overview the adequacy of activities in the textbook, it is well designed to integrate major language skills; however, the implementation is vice versa. For language learners particularly the participants of this research, there is no better or equivalent exposure to practice foreign language patterns rather than in classroom situations. Nevertheless, they do not develop their language proficiency in the intended level, and this makes learning major language skills more difficult for students, and it also limits communicative skills. According to Richards and Rodgers (2000), the main purpose of teaching English as foreign or educational language is to enhance one's communicative skills that help to be effective communicant. But what takes place in the study area contradicts what Richards and Rogers mention.

In this regard, both teachers and students are non-native English language speakers; almost all of them use mother tongue than English in the classroom. It creates difficulty in learning English language major skills and affects communication skills in general. Since they do not limit using mother tongue in English period, their language ability becomes poor; and it affects the mastery of English language



as subject matter. The teaching learning process takes place with the most domination of mother tongue -“Afan Oromo”. The learners learn in non-English language but assessed by English language. This difficulty has negative impact on their achievement and language skills as the learners mentioned during focus group discussion.

Table 4 is about how often teachers integrate major language skills in classroom while teaching any one of them. The student responded for listening: always 27(10.07%), sometimes 40(14.93%), rarely 83(30.97%). For speaking: always 27 (10.07%), sometimes 39(14.55%), rarely 42(15.67%), and never 160(59.70%). For reading: always 37(13.81%), sometimes 47(17.53%), rarely 68(25.37%), and never 116(43.28%). For writing: always 25(9.32%) sometimes 43(16.05%), rarely 71(26.49%), and never 129(48.13%). In the given data, the frequency “never” holds the majority of the respondents; “rarely” has less number of respondents; “sometimes” has lesser number of respondents while “always” takes the least number of all. From the total respondents 268(100%), the average number and percent of the frequencies are ranked as follow: never 131(48.88%), rarely 66(24.63%), sometimes 42(15.67%), and always 29(10.82%).

Teaching language skills in integrative language instruction needs teaching all major language skills simultaneously either directly or indirectly. The main objective is to enable the foreign language learners to practice the language for purposeful as well as meaningful communication. To achieve it, the classroom learning must be communication based with using authentic language that holds the real life situations. In real life situations, no one uses single skills than integrating all or most of the others by any means. Therefore, integrating major skills in classroom teaching is the better option for English as foreign language learners like grade five student participants of this research. In contrary to this, the data driven from table 4 and its discussion indicate that teachers fail to teach major language skills in integrative instruction. Naturally, language by itself is integrated in communication. To be meaningful communicant, any language needs regular practice in general and foreign language in particular. However, in the information mentioned above, teachers do not try to integrate major language skills making it smooth for learning and practical use of the learners’ daily life. When teachers fail to teach language skills in integrative instruction effectively, students fail to practice in the classroom and communicate of required level. Therefore, the teachers’ ineffectiveness of teaching major language skills in integrative instruction is one of the difficulty causing areas of learning major language skills in order to develop communicative skills.

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When someone presents, making the rest students take note and reflect to others is one of the ways to learn major language skills in integrative instruction. However, as table 5 shows presentation took place in the classroom is too much insignificant when comparing to the total respondents. The majority 142(52.99%) of the respondents answered that the learners do not take note to reflect on it when either of them presents in the classroom. As the researcher observed from classroom practice and students informed him during focus group discussion, the chance given for students to practice presentation is very insignificant. Students themselves are not motivated to carry out further activities that help them to integrate language skills including presentation and enhance their communicative skills. This indicates the learners do not apply and practice integrative language skills learning instruction at all. Therefore, the way the learners practice major language skills in classroom by itself creates difficulty in integrative English language major skills learning, and this again becomes the negative factor that affects the learners' communicative skills.

As shown in Table 6, which is aimed to know the purpose why teachers teach English language, all of the respondents 4(100%) say that they teach English language helping students to score good result. The other given alternatives in the table are not chosen. Nevertheless, one of them “to be effective communicant” is the main purpose of teaching English language. In this data the purpose why teachers teach English language is not understood as to make the learners effective communicant, but to score good result in English language subject. This by itself makes major English language skills teaching-learning process difficult to both teachers and students because they both ignore the main objective of language teaching-learning that is developing communication skills. However, scoring good result is part of learning, the purpose of English language is not only to score good result but also mainly, to be a good communicant in it, and this is also the main target of integrative language skills instruction purpose.

In the teachers' questionnaire 2, all of the teacher respondents mention that they use group discussion method to achieve the objective why they teach language. One of them TR2 further mentioned he uses conversation in the classroom. As the researcher observed from the classroom practice of teachers and students, neither group discussion nor conversation is adequate and effective comparing to the expected commitment and devotion to make someone effective communicant of English language. The students' less motivation to go through all activities that help them to be good English language communicants is the main complain of teachers during focus group discussion. The students

less motivation to deal with all tasks and teachers less commitment result in difficulty in English language major skills integration in classroom.

Next, the researcher has given alternatives, which include integrative instruction elements to know whether the teachers have basic knowledge about integrative language skills instruction or not. In relation to this, table 7, which helps to know the teachers' teaching methodology that they use to integrate major language skills, 2(50%) use task-based teaching method; 1(25%) use content-based method; and 1(25%) teaches in the way he likes based on his experience. To teach four major language skills in integrative instruction using both task-based and content-based methods is equally important. Task-based refers to providing comprehensive and authentic activities, which help to develop communication skills, and accomplishing them all exhaustively. Content-based refers to incorporating contents from interdisciplinary to teach language skills. This motivates and helps the learners to be interested in language learning, but the data in table 7 shows that none of the teachers uses both task-based and content-based interchangeably and/or simultaneously. This blocks students from sharing information and knowledge of different fields through communicating each other. Because of the lack of teachers' basic knowledge in integrative language skills instruction, the learners are not allocated all expected and given activities meticulously; they are not motivated to learn English language at all and major English language skills in particular., and it results in difficulty in integrative instruction.

On the above data, half of the respondents answered that they use Task-based integrative instruction. However, as the researcher observed from classroom practice, the teachers depend only on the questions of the textbook and answer given by students. This means the teachers do not give further activities that more related to the learners daily activities in real life. In this context, for this study participant teachers "Task Based Instruction" means asking and getting answer from learners for the questions available on the textbook, and giving correct feedback for mistaken reply of students. This indicates the teachers' misunderstanding of what Task Based Instruction means, and how it should be implemented. "Task-based teaching is probably the most widely adopted model of integrated language teaching today, and it is often considered to be the closest classroom simulation of real-life interaction."(Nunan, 1990; cites in Henkil, 2001). However, as the researcher observed in this study, the implementation of task-based teaching used in the study area is simply rushing through the activities without internalizing them. This gap means the teachers' poor integrative instruction method and poor practical skill those results in difficulties in learning English language major skills in integrative instruction.

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Integrated approach promotes learner-centered foreign language teaching method in which the learners become problem solver, work together, and build social life to use authentic language. This in turn results in interaction-centered classroom learning (Adeyemi, 2010; Langa and Yost, 2007). But the teachers of this study do not care about students' level of understanding; meaning, if few students who may be the topmost achievers give answers, teachers immediately rush to the next portion rather than helping students to internalize the language skill for communicative purpose. In focus group discussion students also pointed out that teachers rush with fast learners only, never strive with others in general, and slow learners in particular. As the researcher observed from classroom practice, very few students rarely and not actively participate in some tasks; in which case more of the tasks covered by the teachers themselves. This indicates that students do not involve in classroom activities fully and meaningfully. Fully refers to enrollment of all students in a given task while meaningfully refers to students' understanding or internalizing of the given pattern. In general education process, if there is no participation in and internalizing of the learners from a given content, the teaching-learning process does not take place at all. In the same way, particularly of integrative language skills instruction, if the students do not participate actively and do not perform the given task up to the expected extent of language proficiency, the teaching-learning process is too passive and ends as a futile exercise. The ineffectual English language teaching results in difficulties in learning and using major language skills for means of effective communication. This might be one of the reasons for most Ethiopian students in general and the participants of this study in particular failing to communicate in English language. As the data given in Table 8 shows which asks about how teachers perceive the material they use to teach, 1(25%) of the respondents says it is adequate enough to increase students' interest. Nevertheless, the majority 3(75%) of them reply that it less motivates teachers to teach major language skills in integrative instruction. Other alternatives were not chosen. As the researcher tried to evaluate the syllabus, teachers guide, and the approach of grade five English for Ethiopia textbook, which is currently in use, it is well organized and designed to motivate the learners, and to implement integrative major language skills instruction. However, the teachers consider it as less motivator, and this shows that the teachers themselves have gap of knowledge even to understand the approach of the material they are teaching. The knowledge gap causes the gap of skills to teach in the way the text is designed. It is known that the teachers particularly the ones who teach foreign language are the role model experts of their students. In this context, the teachers have been found out to have gaps in knowledge and skills regarding the design and approach of the textbook they are working with. This may cause problem in teaching-learning process of English as foreign language in general and integrative English

language major instruction in particular. Therefore, unmet teachers' knowledge and skills regarding grade five English language textbook design and approach results in difficulties for students to learn English language major skills in integrative instruction, classroom participation, exam results, and it also affects the development of learners' communicative skills.

As seen in table 9, which carved to know what problems the teachers face to integrate English language major skills; all of them 4(100%) mention that they have limitation of integrative language skills teaching instruction approach. When the teachers have problems with method to teach certain patterns, the result would not be the expected one; it might be negative or something else, which is not the intended outcome. In the same way, according to the response of teachers' questionnaire item 3, both teachers and students are non-native English language speakers. In this case, teachers have poor language skills, and students have no deep knowledge about practical use of major language skills. Therefore, it may not be doubtful to conclude that students face difficulties to learn English language major skills in integrative instruction because of the failure of teachers to implement integrative language skills instruction. This in turn affects the development of learners' communicative skills.

Based on this finding, (of the teachers' methodological problems) the researcher wanted to know their training background; the information gathered through teachers' questionnaire item 11, which inquires whether teachers know integrative instruction or do not. TR1 explained that he was graduated from natural science stream with diploma of physics, but teaches English. He teaches English to overcome the shortage of English language teachers, and simply covers the period rather than aiming to produce proficient communicant students. He also mentioned that he himself has shortage of English language skills, has no experience of teaching it as subject matter, and there are a number of teachers who teach English in the same trained in other schools. The teacher finalized emphasizing the teaching methodology he uses to teach major language skills is inadequate, and it does not make the students effective and proficient communicants. Students taught major English language skills by a teacher who was not certified by how to teach English as foreign language, and he has skills gap by himself. Being taught English by uncertified and unskilled teacher by itself causes difficulty of learning English language in general and major language skills in particular, and results in failure in language proficiency as well as communicative skills.

Teachers' questions item 8, which is about the mechanism the teachers use to teach major language skills, all of them gave different answers. TR1 said that he gives a piece of advice to speak English in and out of class. TR2 mentioned that he identifies the learners learning style: visual, auditory, and

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kinesthetic, but during classroom observation the researcher has not seen it in practice. TR3 mentioned that he faces difficulty to integrate major language skills. TR4 has said nothing about this questionnaire item. None of the replies matches with the mechanism, which is used to integrate major language skills. Generally, all the teacher participants of this study have limitation in integrative language instruction, and this results difficulty in major English language skills learning for grade five students.

The other teacher respondent TR2 graduated from language stream with specialization of English language, and has long years teaching experience. As he mentioned, he has taken English language teaching methodology courses and training. However, as the researcher observed the classroom implementation, his teaching method is mostly teacher-centered which greatly affects the learners' classroom participation. Almost all of students depend on teachers, and they do not actively participate on major language skills. For the affect or effect of his teaching methodology, his reference is students' result. It means if the learners score good results in exam, it is the destination of his teaching. This diverts students' concentration to be mark oriented than communication. In contrast, the aspiration of teaching English language particularly the language skills is not merely to score good result in exam, but mainly to produce effective and proficient communicants in English language. Both teacher and students focus on mark and neglect communication part, it results in difficulties in major language skills learning instruction because skills are the basic roots of learning.

According to Palmer (2008), the setting must provide adequate materials to encourage foreign language teaching considering teachers and students. Teachers' questionnaire 13, which is about school related difficulties, teacher respondents gave different answers. Such as there is no in-service training that may help them to update knowledge, skill, and teaching methodology. Shortage of students' textbook, which otherwise could help them to practice different activities in and out of the classroom. As the researcher observed from the classroom situation, shortage of textbook and teaching aids is one of the problems that make language teaching learning process difficult. There is the shortage of English language professional teachers in which case the school is forced to deliver English language subject by other subject professional teachers. There is also the shortage of other subject matter teachers, the case in which English language teachers are assigned to hold further subject matter courses. In this, they spent time by preparing themselves for other subject than reading English supplementary books. Shortage of classroom that causes over crowded students to be in a single classroom which is inappropriate to teach major language skills in integrative instruction is a major case in point. Other problems they mentioned are that no exposures like to mini media and



English day to practice, to motivate students, and to involve in. However, actually these results were found by other many researches in different cases and issues, they are deadly important to be in part the major findings of this research in the context of the research area. These all cause difficulties in English language learning at all and specifically major language skills integrative instruction, and finally resulted in failure in language proficiency as well as communicative skills.

#### 4. Major Findings and Recommendations

##### 4.1. Major Findings

1. The students learn major English language skills in segregated instruction than integrative. This has been seen negatively affecting English as a foreign language learners' integrative practice to develop proficiency in communication. As the result of that, students face difficulties to learn major language skills integrative instruction, and unable to participate effectively in the classroom.
2. Mainly as data driven from table 4 shows teachers have been seen to be less effective to integrate major language skills simultaneously, that is at the same time when they are teaching one of the skills. Besides, the learners were not fully and meaningfully engaged in the classroom participation that opens good opportunity to interact with each other by using four major language skills at meantime. Because of the missing of this the excellent opportunity of practicing, the learners encountered challenge to use major language skills interactively.
3. Both students and teachers main objective of learning-teaching English language in general is only to score good result in English as subject matter. The teachers' reference and measurement for success of learning is students' result; however, they register the least mark of all subjects and some of them score blow the standardized benchmark. But learning English language in general and major language skills in particular is mainly to be proficient communicant rather than scoring good result in it. Therefore, mark oriented classroom teaching-learning process creates difficulty in learning major language skills, which are the basic ones for developing ones' communicative skills.
4. The teaching methodology the teachers use to teach four major language skills by itself does not encourage learners to interact with each other. The teachers do not care about students' classroom participation and communicative skills, but simply rush to cover the content of the course. This results in further difficulties in learners' language proficiency in learning English as a foreign language.
5. The teachers have teaching methodology skill gap regarding the approach in which the syllabus is developed, the teachers' guide directs, and the textbook is designed that is, student-centered, and,

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which is good to teach major language skills in integrative instruction. The teachers' skill gap also results in difficulties of teaching learning of major language skills for both teachers and students, and it greatly affects the learners classroom participation as well as overall achievement, performance including language proficiency and communicative skills.

6. Teachers have poor major language skills proficiency. The learners have no deep understanding of the practical use of major language skills. Particularly, these two factors kill the learners' motivation and interest for learning English language in general.
7. Teachers use teacher-centered teaching method, and learners are teacher dependent to accomplish all the exercises. This is completely contrary to the syllabus design, teachers guide, and textbook, and it makes students too passive and has no sense for classroom activities and participation.
8. The shortage of English language graduate teachers, English language teachers' over loaded work, overcrowded students within a class, lack of textbook, absence of teaching aids, and lack of reference books in the library are other factors that result in difficulties in learning English in general and implementing integrative major language skills learning instruction in particular.
9. Absence of English mini media programs, English speaking day, and programs that encourage students to practice English language skills are further factors which affect students overall practical participation.

### **4.2. Recommendations**

1. Teachers should teach major language skills in integrative instruction.
2. Teachers should encourage the learners to be fully and meaningfully engaged in learning major language skills in integrative instruction.
3. Teachers should strive to develop students' communication skills than scoring good result.
4. Learners should be encouraged to develop communication skills than targeting on mark.
5. Teachers should read more to fulfill their teaching methodology skill gap.
6. Students should be encouraged to develop independent learning, and practice the tasks.
7. Teaches should shift the teaching methodology from teacher-centered to interaction-centered through integrative instruction.
8. The school should provide textbooks and reference books, organize pedagogical center, and construct classes.

9. The school should facilitate English min media and English day for practicing major language skills.
10. The zone should organize trainings for English language teachers per semester or year.
11. The zone should employ English language graduate teachers and minimize extra duties of them

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Tables

TABLE 1: How Teachers Teach English Language Major Skills

Item	Alternatives	Frequency	Percent	Remark
1. How does English language teacher teaches the four major language skills?	All major language skills collectively/ integrative	31	11.57	
	All major language skills separately	103	38.43	
	Integrating writing and reading	65	24.25	
	Integrating speaking and listening	69	25.75	
Total		268	100	

TABLE 2: Difficult Language Skill in Learning

		Frequency	Percent	Remark
2. Which one of the following skills is/are difficult to you?	Writing	33	12.31	
	Speaking	35	13.06	
	Reading	34	12.70	
	Listening	36	13.43	
	All the skills	128	47.76	
	Not answered	2	0.74	
Total		268	100	

TABLE 3: Reason for Difficulty in Learning the Skill

		Frequency	Percent	Remark
3. What is the reason of difficulties of language skills in question two?	Learning the skills separately	118	44.03	
	Learning the skills in integrative	31	11.57	
	Teachers didn't teach the skills			
	We don't practice in classroom	119	44.40	
Total		268	100	

TABLE 4: How often the Learners have been Encouraged to Practice

	Skills		Always	Sometimes	Rarely	Never	Total
How often does English language teacher encourage practicing all language skills while teaching:	Listing	Frequency	27	40	83	118	268
		Percent	10.07	14.93	30.97	44.03	100
	Speaking	Frequency	27	39	42	160	268
		Percent	10.07	14.55	15.67	59.70	100
	Reading	Frequency	37	47	68	116	268
		Percent	13.81	17.54	25.37	43.28	100
	Writing	Frequency	25	43	71	129	268
		Percent	9.33	16.05	26.49	48.13	100
	Total	Frequency	116	169	264	523	
	Average	Frequency	29	42	66	131	268
		Percent	10.82	15.67	24.63	48.88	100

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TABLE 5: Learners' Presentation and Reflection

		Frequency	Percent	Remark
5. If there is peer presentation, how other students participate?	They take note and reflect	13	4.85	
	They don't take note and don't reflect	142	52.99	
	They take note but don't reflect	47	17.54	
	They don't take note but reflect	63	23.50	
	Not answered	3	1.12	
Total		268	100	

Table 6: Purpose of Teaching Language Skills

		Frequency	Percent	Remark
6. For which purpose do you teach English to your student?	Help to score good result	4	100	
	Understand English medium subjects			
	To be effective communicant			
	To pass exam			
Total		4	100	

TABLE 7: Integrated-Skills Teaching Forms

		Frequency	Percent	Remark
7. Which method do you use to teach language skills?	Task-based	2	50	
	Content-based	1	25	
	Task-based and content-based			
	I teach in the way I like	1	25	
Total		4	100	

TABLE 8: Teaching Material

		Frequency	Percent	Remark
8. The material you use to teach English is:	Adequate enough to increase learners' interest	1	25	
	Less motivates teachers to integrate skills	3	75	
	Less considers the setting			
	Less to practice skills			
Total		4	100	



TABLE 9: Problems Teachers Face

		Frequency	Percent	Remark
8. Do you face problem in teaching major skills in integrative way? If yes, which one addresses your problem?	Linguistic			
	Learners' motivation			
	Limitation to integrate skills	4	100	
	Teaching methodology			
Total		4	100	