The Role of Integrated Skill Approach in Improving Students’ Achievement in Aural-Oral Skills:

Adam Albadry Adam Alhasan

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Date: 16/8/2018
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Date of Examination: 16/8 /2018
Dedication

This work is dedicated to the soul of my father.

To my mother, who devoted her life for the family.

To my brothers and sisters, who have supported me to go forward.

To my wife and my kids

(Shahd, Mohammed, Shafag)
Acknowledgements

First, I am grateful to God for the good health and wellbeing that were necessary to complete this study.

I would like to express the deepest appreciation to my supervisor Dr. Abdugader Mohammed Ali, Gezira University for continuous support of my Ph.D study and related research, for his patience, motivation and immense knowledge. His guidance helped me in all the time.

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Abstract

This study is basically concern with teaching of aural-oral skills through integrated skill approach in Sudanese Secondary Schools, based on the principles of the most current approaches to teaching English language. The purpose of this study is to investigate the role of integrated skill approach in improving aural-oral skills achievement for secondary school students at Khartoum State. So the study aims to shed the light on the relation between the integrated skill approach and the improvement of aural-oral skills in Sudanese Secondary Schools. The study also aims to investigate the difficulties that face the teachers in applying the integrated skill approach in their classrooms and the impact of using segregated skill approach on the students’ aural-oral achievement. The sample population for questionnaire consists of 37 English teachers who teach at Secondary school- Karrari Locality- Khartoum State. The majority of the teachers (80%) graduated from Faculties of Education, (20% from others). Also these selected teachers are male and female (60% male-40 female). And the respondents from a variety of professional capabilities and experiences. Students’ questionnaire was distributed to 85 secondary schools students at Omdurman and Karrari Localities – Khartoum State. The students from both sex, 50 for boys and 35 for girls. The researcher conducted the experiment on 44 students – first class –Alhara Alawla Secondary School for Boys - Karrari Locality – Khartoum State. The sample of the students divided into two groups, 22 students for experimental group and 22 for control group. The experiment is done in three months to each group. For collecting data, the researcher used an experiment (pre-posttests) to the students and a questionnaire for teachers and students. The study adopted the experimental method in the side of the test and descriptive method in the side of the questionnaires. For data analysis, the study used the (SPSS) computer program. The results of this study show that integrated skill approach is effective in improving the achievement of the students in aural-oral skills, lack of integration (teaching skills in isolated way) affects negatively on the students’ aural-oral skills, some teachers do not use integrated skill approach in their classrooms and the results also show that there are difficulties for implementation of integrated skill approach. Therefore, the study recommends integrated skill approach to be used in teaching English language in Sudanese secondary schools, and teachers should avoid segregated skill approach in teaching the skills of the language. In addition to that English language teachers have to be trained in using the integrated skill approach, and finally, the difficulties that may face English teachers in applying the integrated skill approach, have to be anticipated and solved.
التحقق من دور نظريه المهارات المتكاملة في تحسين تحصيل الطلاب في مهارات المخاطبة والاستماع:

دراسة حالة، طلاب المدارس الثانوية، ولاية الخرطوم، السودان (2018).

ادم البدري ادم الحسن

ملخص الدراسة

اهتمت هذه الدراسة بصورة رئيسية بتدريس مهارات الدراسة والاستماع والمخاطبة من خلال نظريه المهارات المتكاملة لطلاب المرحلة الثانويه، استناداً على مفاهيم طرق التدريس الحديثة. لذلك هدفت الدراسة للتحقق من دور نظريه المهارات المتكاملة في تحسين تحصيل طلاب المرحلة الثانويه في مهارات المخاطبة والاستماع وتسليط الضوء على العلاقة بينهما. كما هدفت الدراسة لمعرفة مدى استخدام هذه الطريقة في تدريس اللغة الإنجليزية في المدارس الثانويه والصفوف الثانويه، وتواجه المعلمين في تطبيقها، وأثر تدريس مهارات اللغة الإنجليزية بصورة فردية على تحصيل الطلاب في مهارات الاستماع والمخاطبة. شملت عينة الدراسة لاستكمالها على عدد 37 معلماً ومعلمة ممن معلمي اللغة الإنجليزية بالمرحلة الثانويه مدرسي – ولاية الخرطوم (80% من المشاركين من خريجي كليات التربية وشملت العينه عدد 85 طالب وطالبة من المدارس الثانويه بمحافظة إمدرمان وكريري (50 طالب و35 طالبة). لإجراء التجربة استخدمت الدراسة عدد 44 طالباً من طلاب الصف الأول مدرسية الحارير الأولي الثانويه بينين - مدرسي كريري – و لاية الخرطوم. اتبعت الدراسة المنهج التجريبى، والوصفي. تحليل البيانات استخدمت الدراسة برنامج الحزم الإحصائية للعلوم الاجتماعية (SPSS). بينت نتائج الدراسة أن نظريه المهارات المتكاملة لها دور فعال في تحسين تحصيل الطلاب في مهارات المخاطبة والاستماع. كما بينت الدراسة أن تدريس مهارات اللغة بصورة فردية له اثر سلبي على أداء وتحصيل الطلاب، في مهارات المخاطبة والاستماع. وأيضاً هناك بعض المدرسین لا يستخدمون نظريه المهارات المتكاملة في تدريس اللغة الإنجليزية كما توجد لديهم صعوبات في تطبيقها. أوصيت الدراسة بأن تدريس نظريه المهارات المتكاملة في تدريس اللغة الإنجليزية بالثانوية كما أوصيت الدراسة بمراقبة الطريقة الأحادية في تدريس مهارات اللغة الإنجليزية، وتدريب معلمي اللغة الإنجليزية في استخدام نظريه المهارات المتكاملة. أخيراً أوصيت الدراسة بأن الصعوبات الصفية التي تواجه المعلمين في تطبيق نظريه المهارات المتكاملة يجب أن تحل.
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Chapter One

Introduction

1.0 Background

Throughout history there have been many approaches for the teaching of English. Each of them has been used during a period of time and then has been replaced by new approaches that proposed new ways for helping foreign students to reach a better proficiency of English as a second or foreign language. For a few years there have been many opinions reinforcing the idea of language as a whole and proposing that the integration of the four skills is the key for creating a classroom environment as authentic as possible in order to teach English in a way close to areal communicative situation. They propose that the English language should be taught in a way that mixes reading and listening comprehension with oral and written expression. The language teacher should give the proper emphasis to the specific ability is being studied, but combining it with the others in order to create a communicative classroom environment that engage students to improve their language abilities.

Research on integrated and segregated approaches towards skills teaching in ESL/EFL classroom has given some interesting insights. Discrete teaching of skills can be beneficial in certain class room context. In the case of discrete teaching of skills the learners have the opportunity to learn the skills thoroughly in isolated manner. This is supported by Hinkel(2010). On the other hand integrating the four skills emphasizes the focus on realistic language and can, therefore, lead to the students’ all-round development of communicative competence in English (Jing), 2006). Nunan (1989) believes that skills’ integration to be important feature of language learning which appeals to interaction, task continuity, real world focus, language and learning focus and task outcomes. (Mohan, 1986) stresses the need for skills integration in language learning since each language skill is not used separately in real life communication. When a language teacher uses the integrated skill approach he exposes English language learners to real life language and provides them with opportunities to interact naturally in the language. This also develops interest for English language and they look at it not just as a key to pass an examination but as a tool to interact with people. The integrated language skills allows the teachers to track students’ progress in multiple skills at the same time (Rebecca L. Oxford).Therefore, implementing integrated skills approach in ESL/EFL classes can have some upper hands in contrast to segregated skill approach.
The realization of the integration of these skills is increasing. During the last years, there has been a general shift in second language education away from teaching language in isolation toward integrating language and content-instruction (Enright and McCloskey, 1988; Jing, 2006).

In spite of the realization of the importance of integration of skills and the shift in second language teaching. The traditional methods, which focus on the structure and forms, are still widely spread in Sudanese secondary schools. And this is the problem, which the researcher addresses in this study.

1.1 Statement of the Problem

Skills are the building blocks and effective elements in the process of language development. In order to make the comprehension and complex process of language learning simple and effective, skills integration can be an integral part of teaching language. Integrating language skills helps language learners to develop their abilities in using two or more of the four skills (i.e. listening, speaking, reading and writing) in context and in real life situation. All language skills are crucial in the teaching and learning process and a combination of the language skills has a positive effect on the students’ success (Selma and Selen, 2010)

In language classrooms, skills need to be integrated and practiced. According to Hinkel (2006), communication will be meaningful if it happens in integrated language skills, not through isolated one. That is, communication does not run well if people use only one skill at a time. Language skills should therefore also be integrated in the language teaching process and in real life. In order to provide more focused and significant learning situation teachers must integrate the four language skills while teaching and practicing the language.

For three decades, ELT experts have employed a whole language approach, focusing on teaching the four skills. This approach was conceived in the 1980s and put into practice in the 1990s and the 2000s, especially by US educators (Hinkel, 2006, Selma and Selen, 2010).

Nowadays the integration of the four language skills in teaching-learning of English is widely practiced in many countries of the world, mainly in Canada, the USA and the UK. This practice is gradually spreading to cover other parts of the globe (Brown, 2001, David, 1994, Oxford (2001).
In spite of what have been mentioned by experts and linguists about the integration of the skills, the researcher notices that the application of segregated skill approach is still widely dominant in Sudanese secondary schools and this according to the researcher is the research problem.

During the last years there was noticeable deterioration and dissatisfaction of standard of English language in Sudan. Particularly aural-oral skills are seemed to be neglected due to the adopted method of teaching in Sudanese secondary schools. There is obvious deficiency in speaking, sound recognition and listening comprehension. The rate of failure in English in Sudanese Secondary School Exam is so high. Furthermore there are general indicators, that the students who finished the 6th text books of SPINE series can hardly speak English freely, naturally and fluently add to that the results of English language exam in Sudan secondary school certificate are characterized by deterioration. These results reflect "poor English or no English at all" (AL Busiri2008).

The previous studies investigated this problem from the sides of the teachers, students, school environment and curriculums. The problem of this investigation is the absence of integration of the four skills of the language, which affects the students’ aural-oral achievement. The researcher as an English teacher for more than ten years noticed and observed the decline in aural-oral skills in secondary schools. The researcher attributed the problem to the methods of teaching have been used in teaching English language in secondary school. So this study aims to investigate the role of integrated skill approach in the improvement of aural-oral skills’ achievement of secondary school students.

1.2 The significance of the study

The integrated-skill approach, as contrasted with the purely segregated approach, exposes English language learners to authentic language and challenges them to interact naturally in the language. Learners rapidly gain a true picture of the richness and complexity of the English language as employed for communication. Moreover, this approach stresses that English is not just an object of academic interest nor merely a key to pass an examination, instead, English becomes areal mean of interaction and sharing among people. This approach allows teachers to track students’ progress in multiple skills at the same time. Integrating the language skills also promotes the learning of real content, not just the dissection of language forms.
Finally the integrated-skill approach, whether found in content-based or task-based language instruction or some hybrid form, can be highly motivated to the students of all ages and background.

So this study takes it is significant from the following point:

1. It provides the teachers with updated methods of teaching English language.
2. It provides students with the importance of the integration of skills in learning/teaching the language.
3. It enlightens English language teachers in the role of integrated skill approach in improving students’ aural-oral skills.
4. It gives insights and ideas to syllabus designers and English supervisors that may improve textbooks designing and follow up process.
5. It gives suggestion that help in developing lessons and curricula that require students to practice and master aural-oral skills.

1.3 Objectives of the research

Most of the recent approaches emphasizes the role of the integration of language skills in building up language competence, performance, achievement, and suggest that more attention should be paid to the teaching of the four skills integrated.

The study aims to achieve the following objectives:

1- To investigate the relation between the integration of language skills and the improvement of students’ achievement in aural-oral skills.
2- To investigate the impact of the segregation of skills on the students’ achievement in secondary schools in Sudan.
3- To investigate the present situation of using integrated approach in secondary schools.
4- To investigate the difficulties that face the teachers in applying the integrated approach in classrooms.
1.4 Questions of the Study

The problem of this study is the absence of integration of the four skills of the English language, concerning the methodologies used to teach them, which affects students’ aural-oral achievement. Therefore the main question

Main Question

To what extent does the integration of the four skills is effective in improving the aural-oral skills’ achievement of secondary school students?

Sub-questions

1- Is there a significant correlation between the integration of the four skills and the improvement of aural-oral skills’ achievement of secondary school students?
2- To what extent does segregated approach affect the students’ aural-oral achievement?
3- To what extent do English teachers use integrated skill approach in teaching English in Sudanese secondary schools?
4- What difficulties do English language teachers find in applying integrated skill approach in secondary school classrooms?

1.5 Hypotheses of the research

2. There is a significant correlation between the integration of the four skills and the improvement of aural-oral skills’ achievement for Sudanese secondary school students.
3. The absence of integrated skill approach of English language affects negatively on the students’ aural-oral achievement.
4. The teachers find difficulties in applying integrated skill approach in classrooms.
5. Sudanese English language teachers do not use integrated skill approach to develop students’ achievement in aural-oral skills.

1.6 Methodology and tools for data collection

The researcher is going to adopt the experimental, descriptive analytic method. The population of the study is secondary school students and English language teachers, Khartoum State-Karrari locality. Teachers and students will be selected as samples for the study. For the
The purpose of collecting data in order to answer the study questions, the following tools will be used:

1- The researcher will use an experiment to study the role of integrated skill approach in improving students’ aural-oral achievement of the experimental group.

2- Teachers' questionnaire: a questionnaire will be filled by the teachers' samples to find out their opinion about the role of integrated approach in developing aural-oral skills to Secondary school students, to what extent are the teachers using integrated approach, the difficulties that face them and the impact of using segregated skill approach.

3- Students' questionnaire: a questionnaire will be distributed among the students concerning the activities that they practice during their classes, the difficulties they face in applying integrated approach and the impact of segregated skill approach.

The tools for data collection are an experiment and questionnaires directed to sample teachers and students of the study, and SPSS will be used for data analysis to obtain the necessary information and then to introduce the recommendations and suggestions which may benefit future studies.

1.7 Samples of the study

Two samples will be selected randomly for the purpose of the study. The first samples (questionnaire respondents) will be a group of 20 males and 17 females’ English teachers. The second group includes 38 female students and 50 male students. Also the researcher will use samples of 44 secondary school students to participate at the experiment as control and experimental groups.

1.7.1 Sample of Teachers’ Questionnaire

The sample population for questionnaire consists of 37 English teachers who teach at Secondary school- Karrari Locality-Khartoum State. The majority of the teachers graduated from Faculties of Education (80%) , (20% from others). Also these selected teachers are male and female (60% male-405 female). And the respondents from a variety of professional capabilities and experiences.
1.7.2 Sample of Students’ Questionnaire

Students’ questionnaire was distributed to 85 secondary schools students at Omdurman and Karrari Localities – Khartoum State. The students from sex girls and boys 50 for boys and 35 for girls.

1.7.3 Sample of Students’ Experiment

The researcher used a sample 44 secondary school students for the purpose of the experiment. The students are from Alhara Alawla Secondary School for Boys - Karrari Locality – Khartoum State. The sample of the students divided into two groups, 22 students for experimental group and 22 for control group. The experiment is done in three months to each group.

1.8 Limitation of the study

This study (The role of the integrated skill approach in developing the students’ aural-oral achievement at secondary school, will be conducted at Khartoum State- Karrari locality. The study will be conducted during the period from: 2014 →2018.

1.9 Structure of the Study

Chapter one: Introduction
Chapter two: Literature Review and Previous Studies
Chapter three: Research Methodology
Chapter four: Data Analysis and Discussion
Chapter five: Results, Recommendations and Suggestions

1.10 Variables

This study considers two variables. On one hand, the integration of the four skills of the English language, this is considered independent variable. On the other hand, the students’ aural-oral achievement which is going to be considered as the dependable variable.

1.11 Definition of key terms:

1.11.1 Student Achievement:

The definition of academic achievement refers to the level of schooling you have successfully completed and the ability to attain success in your studies. When you receive great
grades, this is an example of academic achievement. When you attend college and graduate school this is an example of academic achievement.

1.11.2 Control group:

The control group is defined as the group in an experiment or study that does not receive treatment by the researchers and is then used as a benchmark to measure how the other tested subjects do.

1.11.3 Experimental group:

An experimental is the group in an experiment that receives the variable being tested. One variable is tested at time. The experimental group is compared to control group, which does not receive the test variable. In the way, experimental groups are used to find answers in an experiment.

1.11.4 Achievement test:

A test which measures how much of a language someone has learned with reference to a particular course of study or program of instruction. The difference between this and a more general type of test called a proficiency test is that the latter is not linked to any particular course of instruction. For example, an achievement test might be a listening comprehension test based on a particular set of dialogues in a textbook. The test helps the teacher to judge the success of his or her teaching and to identify the weakness of his or her students. A proficiency test might use similar test items but would not be linked to any particular textbook or language syllabus. Language achievement tests and language proficiency test differ mainly in the way they are prepared and interpreted.

1.11.5 Language skills

The four macro skills (Listening, speaking, reading, writing) are all part of normal language proficiency and use. They can also work together in language acquisition, and the phrase integrated skills is commonly used to describe curricula that develop the skills in parallel fashion.
Chapter Two

Literature Review

2.0 Introduction

This chapter consists of two parts; the first part covers the theoretical background pertaining to the integration of language learning skills. The second part is to investigate how previous studies on the integration of skills were conducted and to discuss, compare and comment on their findings.

2.1 Theoretical Framework

2.1.1 Second language-Acquisition Theories

There are many different theories of how people learn a language. What follows is a variety of them, and it is useful to consider their application to how your students learn and also how you teach in educational programmes. It is interesting to think about your own particular way of learning and to recognize that everyone does not learn the way you do.

2.1.1.1 Stephen Krashen’s theory of second Language acquisition

Language acquisition does not require extensive use of conscious grammatical rules, and doesn’t require tedious drill. Acquisition requires meaningful interaction in the target language-natural communication, in which speakers is concerned not with form of their utterances but with the message they are conveying and understanding. Comprehensible input is crucial and necessary ingredient for the acquisition of language. The best methods are therefore those that supply comprehensible input in low anxiety situation, containing messages that students really want to hear. These methods do not for early production in the second language, but allow students to produce when they are “ready” recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production. In the real world, conversations with sympathetic native speakers who are willing to help the acquirer understand are very helpful.

Krashen’s theory of second language acquisition consist of five main hypothesizes:

1. The Acquisition-learning hypothesis
2. The Monitor hypothesis
3. The Natural order hypothesis
4. The Input hypothesis
5. And the Affective filter hypothesis.

The **Acquisition-learning distinction** is the most fundamental of all the hypotheses in Krashen’s theory and the most widely known among linguists and language practitioners. According to Krashen there are two independent systems of second language performance: the acquired system and the learned system. The acquired system or acquisition’ is the product of a subconscious process very similar to the process children undergo when they acquired their first language. It require meaningful interaction in the target language –natural communication- in which speakers are concentrated not in the form of their utterances, but in the communicative act.

The ‘learned system’ or learning’ is the product of formal instruction and it comprises a conscious process which result in conscious knowledge ‘about’ the language, for example knowledge of grammar rules. According to Krashen ‘learning’ is less important than ‘acquisition’

The **Monitor** hypothesis explains the relationship between acquisition and learning and defines the influence of the latter on the former. The monitoring function is the practical result of the learned grammar. According to Krashen, the acquisition system is the utterance initiator, while the learning performs the role of the “monitor” or the “editor”. The monitor acts in a planning, editing and correcting function when three specific conditions are met= that is, the second language learner has sufficient time at his/her disposal, he/she focuses on form or thinks about correctness, and he/she know the rule.

It appears that the role of conscious learning is somewhat limited in second language performance. According to Krashen, the role of the monitor is- or should be –minor, being used only to correct deviations from “normal” speech and to give speech amore ‘polished’ appearance.

Krashen also suggest that there is individual variation among language learners with regard to monitor’ use. He distinguishes those learners that use the “monitor” all the time (over-users); those learners who have not learned or who prefer not to use their conscious knowledge (under-users) and those learners that use the monitor appropriately (optimal users). An evaluation of the person’s psychological profile can help to determine to what group they
belong. Usually extroverts are under-users, while introverts and perfectionists are over-users. Lack of self-confidence is frequently related to the over-use of the ‘monitor’.

The **Natural order hypothesis** is based on research findings (Dulay and Burt, 1974 Fathman, 1975, Makino, 1980 cited in Krashen, 1987) which suggested that the acquisition of grammatical structures follows a “natural order” which is predictable. For a given language, some grammatical structures tend to be acquired early while others late. This order seemed to be independent of the learners’ age, L1 background, conditions of exposure, and although the agreement between individual acquires was not always 100% in the studies, there were statistically significant similarities that reinforced the existence of a Natural order of language acquisition. Krashen however points out that the implication of the natural order hypothesis is not that language program syllabus should be based on the order found in the studies. In fact, he rejects grammatical sequencing when the goal is language acquisition.

The **Input** hypothesis is Krashen’s attempt to explain how the learner acquire a second language-how second language acquisition take place. The input hypothesis is only concerned the “acquisition”, not “learning”. According to this hypothesis, the learner improves and progress along the natural order ‘input’ that is one step beyond his/her current stage of linguistic competence. For example, if a learner is at stage ‘I’ then acquisition takes place when he/she is exposed to comprehensible input that belong to level ‘I+1. Since not all of the learners can be at the same level of linguistic competence at the same time, Krashen suggest that natural communicative input is the key to design syllabus ensuring in this way that each learner will receive some ‘i+1’ input that is appropriate for his/her current stage of linguistic competence.

Finally, the fifth hypothesis, the **Affective Filter** hypothesis, embodies Krashen’s view that number of ‘affective variable’ play facilitative but non-casual, role in second language acquisition. These variables include: motivation, self-confidence and anxiety. Krashen claims that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition. Low motivation, low self-esteem, and debilitating anxiety can combine to ‘raise’ the affective filter and form ‘a mental block’ that prevents comprehensible input from being used for acquisition. In other words, when the filter is ‘up’ it impedes language acquisition. On the other hand, positive effect is necessary, but not sufficient on its own for acquisition to take place.

The conceptual frame work of integrated approach is proposed to give a true language environment to learners to develop listening, speaking, reading and writing skills in a
meaningful context. One of the elements of language is to accomplish social purposes. In a language classroom, teachers build up an authentic environment for social interaction among learners (Lightbown and Spada, 1993; Long and Porter, 1985). The subject and learning exercises must be applicable and fascinating to the learners. The learning of grammatical rules is embedded in communicative activities.

2.1.1.2 Sensory stimulation theory

Traditional sensory stimulation theory has its basic premise that effective learning occurs when the senses are stimulated (Liard 1985). Laird quotes research that found that the vast majority of knowledge held by adults (75%) is learned through seeing. Hearing is next most effective (about 13%) and all the other senses-touch, smell and taste account for 12% of what we know.

By stimulating the senses, especially the visual sense, learning can be enhanced. However, this theory says that if multi-senses are stimulated, greater learning takes place. Stimulation through the senses is achieved through a greater variety of colors, volume levels, strong statements, facts presented visually, use of a variety of techniques and media.

2.1.1.3 Communicative competence

The introduction of the concept of ‘communicative competence” (Hymes, 1971; 1972) brought about a change in the perspective on how language skills were to be taught and use for communication inside and outside of the classroom. Although not directly associated with language teaching, Hymes’ work emphasized the key role of the social context in communication and the centrality of soci-linguistic norms of appropriateness in speech communities and their cultures. Hymes was particularly interested in language as social behavior. New perspectives began to emerge that authentic representations and uses of language in the classroom were nearly impossible-particularly so within the established models associated with the audio lingual method. The structural separation of the four skills, pattern practice, error avoidance, and native-speaker imitation in second and foreign language production contrasted markedly with teaching language as a means of communication.

Communicative language teaching (CTL) places a great deal of value on teaching language skills with goal of enabling learners to communicate meaningfully both inside and outside the classroom, as in , for example, asking for information, seeking clarification, relying
on circumlocution when necessary, and in general, negotiating by all linguistic and nonlinguistic means at one’s disposal. In their seminal publication on learners’ coping strategies, Canale and Swain (1980) developed a three-component framework of language competence, and sociolinguistic competence. Canale’s and Swain’s empirical findings demonstrated convincingly that practicing a range of language skills simultaneously and in the context of communication allowed learners to attain levels of grammatical competence similar to those achieved by students who concentrated on audio structural patterns. In addition, however, the communicative competence of the learners who practice their skills in interaction, measured in terms of language fluency, comprehensibility, and effort, substantively exceeded that of learners without comparable practice. As an outcome of this and other studies published at the time (e.g., Paulston, 1974; Saignon 1972; 1983), CLT and its subsequent methodological offshoots have presently come to dominate integrated approaches to teaching of the central four skills.

2.1.2 Linguistic and Methodological Base for integrating the four skills

As early as the 1970s many researchers and methodologist noted that the teaching of language skills cannot be conducted through isolable and discrete structural elements (Corder, 1971; 1978; Kapan, 1970; Stern, 1992). In reality, it is rare for language skills to be used in isolation; e.g., both speaking and listening comprehension are needed in a conversation and in some contexts, reading or listening and making notes is likely to be almost as common as having a conversation. The central innovative characteristic of the communicative approach in second or foreign language teaching was the integration of the four macro skills and their components.

Widdowson (1978) was one of the first linguist to call for integrating the four language skills in instruction to raise learners’ proficiency levels and enable advanced language learning. In his proposal for integrated and communicative language teaching in general and in particular in English for specific purposes, Widdowson emphasized that virtually all languages uses take place in the form of discourse and in specific social contexts. Although he notes that the separated teaching of language skills is probably more administratively convenient, as in “divide and rule” (1978: 144), language comprehension and production does not in fact take place in discrete ‘units’. Thus, to attain proficiency, learners need to develop receptive and productive skills in both spoken and written discourse. Widdowson’s 1978 strong emphasis on the integration of the four skills, as well as discourse-based teaching, have had a considerable
impact on the emergence of discourse-oriented curricula and teaching methods in English for specific purposes and English for academic purposes. Widdowson (1978) and Halliday’s (1978) early work and their insights into the importance of discourse in language usage provided highly influential theoretical foundations in linguistic analyses and language teaching. These works have led to the subsequent rise and prominence of content-based and integrated language instruction, especially in English as a second language in Australia, in the U.K, and to some extent in North America.

In the 1980 and 1990s, a great deal of elaboration and refinement took place in communicative and integrated teaching of the four skills. In light of the fact that opportunities for meaningful communication in the language classroom are limited—particularly in the regions where English is taught as a foreign language—a great need arose for integrated communicative activities. These had to be interaction-centered and as authentic as possible to enable students to use the language for purposeful communication (Savignon, 1983; 1990). The need for integrated activities led to the evolution of task-based instruction. 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.

2.1.3 Integrating the four skills: Current and Historical perspectives

In the contemporary world of second and foreign language teaching, most professionals largely take it for granted that language instruction is naturally divided into discrete skill sets, typically reflecting speaking, listening, reading and writing, and usually arranged in this order. (Language Teaching 2007). Based on the principles of Bloofieldian linguistic analyses and their application to language pedagogy, the structural division of language teaching in the four skills areas has the learning objective of imitating the native speaker. The continual separation of the four skills lies at the core of research and testing in speaking, listening, reading and writing.

Some current approaches to teaching language however, strive to integrate the four skills in pedagogy whenever possible. Integrated language teaching and various integrated pedagogical paradigms are usually associated with outgrowth of communicative teaching. Relative to its predecessor, the audio-lingual method, integrated teaching of the four skills represents a central innovation. On the other hand in the U.K, the path toward integrated teaching of the language skill did not derive from a strong audio-lingual focus but rather from
an evolution of older situational and functional teaching methods that were developed prior to and concurrent with the structural method in U.S.

2.1.4 How the four skills became separated?

In the early 1940s and during World War 2, a group of specialists under the auspices of the linguistic society of American were called on to develop effective, efficient and intensive language teaching to members of the U.S. Armed Forces.

Based on methods for linguistic field studies and in keeping with the outline developed by Bloomfield (1942). In this way, following the principles of structural linguistics in conjunction with prevailing behaviorist learning theories, the primacy of speaking skills was established in a famously successful language teaching program. The instruction in, and the learning of, spoken patterns was accompanied by similar structure-based teaching and learning of listening skills, needed for conversing in a target language. Learning to read-or write- in another language was not a focus of the linguistic analysis or of teaching simply because these skills were not expected of the learners in their practical and required language uses in the field.

The structural and behaviorist approach to language teaching and learning, with an almost exclusive focus on speaking and grammar drills and listening comprehension, became known as the "oral method " the "aural-oral method", the "structural method", and in the 1950s as the "audio-lingual method". Ellis(1990, p.21) comment, however, that "audio lingualism was very much an American method. In its purist form it was never popular in Britain and Europe, where less attention was paid to teaching the formal patterns of the second language and more to their situational uses" Ellis continues, however, that many of the audio-lingual assumption regarding the way language is learnt can be found in pedagogical prescription of British and European methodologists writing at this time."

In the 1960s, however, with the influx of foreign workers and students, as well as former colonials, British perspectives on ELT began to change. One of the top priorities in teaching English as both a second and foreign language lay in the need for specialized instruction for technical and highly trained personal, for academic linguistic skills for college students as well as for grade school teachers of the children of immigrants. Howatt and Widdowson (2004: 247) comment that in the 1960s" history intervened in a somewhat dramatic way in the U.k. creating a wholly new professional alignment." New and urgent demands arose
for teaching the language needed in technical and academic fields, as well as for integrated teaching of the discrete skills.

To this end, in the U.K. the emphasis on situational, rather than structural, language skills became predominant in the curricula, similar to the syllabuses developed by A.S.Hornby in the 1950s. The situational approach" also called the "situational-structure method "resembled the pragmatic and situational zed-version of the audio-lingual method, with a primary emphasis on speaking and listening skills.

2.1.5 Integrated-Skill Instructions vs. Segregation-Skill Instruction:

In the past decades EFL classes gave prominence to one or two of the four traditional skills discretely, sometimes precluding the other three; each skill did not support or interact with each other. Rather, these segregated-skill-oriented (SSI)courses had language itself as the focus of instruction to the extent that excessive emphasis on rules and paradigms taught students a lot about the language at the expense of teaching language itself (Brown,2000:2018).As Oxford (1990) maintains, in SSI courses ,language learning was, and sometimes still is, separate from content learning, which did not ensure adequate preparation for later success in academic communication, career-related language use, or even everyday interaction in the language.

In recent decades, however, a trend toward skill integration has ensued. Curriculum and course designers have taken a whole language approach whereby reading, for instance, is treated as one of two or more interrelated skills. The experts have realized that by emphasizing what learners can do with the language, rather than using the forms of language, EFL instructors can incorporate any or all of the language skills that are relevant into the classroom arena. According to Brown (2000: 2018) the richness of integrated- skill courses give EFL students greater motivation that converts to better retention of principles of effective speaking, listening, reading and writing.

In his highly acclaimed book, Nunan (1989) outlines the principles that should guide the design of teaching materials and modules for integrating a variety of language skills. According to Nunan, effective integrated modules are characterized by the uses of authentic language models and exemplars, continuity of language work from comprehension to production. In his later work on designing integrated syllabuses, Nunan (2001) explains that the first step is to identify the context and situations in which learners will need to communicate. After the
communicative events are identified in general terms, the next phase should work toward learners’ functional goals along with the linguistic elements required to achieve them. According to Nunan, in integrated instruction, language skills are taught and practiced depending on the students’ learning objectives, rather than in the context of the four separate instructional areas.

2.1.6. Integrated-skill Approach

2.1.6.1 What is integrated approach?

1. Richard. Platt and Weber (1988:144) define the teaching of integrated skills in the long man dictionary of applied linguistics: ‘the teaching of the language skills of reading, writing, listening and speaking in conjunction with each other as when a lesson involves activities that relate listening and speaking to reading and writing.” There are several principled models for integrating the teaching of two or more language skills. Such models can vary substantially in their complexity and in the type of skills that can be integrated to benefit learning, and virtually all have their advantages and disadvantages in particular contexts.

2. Longman Dictionary of language teaching and applied linguistics defines the integrated approach: ‘In language teaching the teaching of the language skills of reading, writing, listening and speaking, in conjunction with each other, as when a lesson involves activities that relate listening and speaking to reading and writing’.

3. Hungyo, Josephine and Kijai (2009) explain that 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.”

4. The integrated approach is one in which learners learn by doing in a learner-centered environment in learner-interest contexts.

5. Integrated skills a combination of two or more skills within a communicative task. The past-acute of English can be divided into two main groups, receptive and productive skills. Listening and reading are receptive, while writing and speaking are productive skills.
2.1.6.2 Some Characteristics of Integrated Skill Approach:

1. It allows students to engage in purposeful, relevant learning.
2. It encourages students to see the interconnectedness and interrelationships between the curriculum areas.
3. Students are able to use their prior experiences to construct learning.
4. Because integrated units are child-centered, they provide opportunities for cross-cultural sharing.
5. It gives opportunities for students to display competence are given rather than relying on a written or oral test.
6. Beneficial for both Teachers and students.
7. Provides relevant information to students.
8. It gives Chances to interact in authentic and meaningful way.
9. It allows for growth in all main skill area.
10. Target language is learned for communication
11. High motivation is provided to students.
12. Classroom techniques for receptive skills are often similar.
13. Productive skills lessons also share many similarities.
2.1.6.3 What to integrate?

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As Peregoy and Boyle (2001) state in Chen (2007), ‘in natural, day-to-day experience, oral and written languages are not kept separate and isolated from one another, they often occur, integrated in specific communication events.’

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

Peregoy and Boyle (2001) conclude in Chen (2007) that the teacher should incorporate opportunities through the reading for the students to develop their own learning by responding verbally as they read, write, and learn in English, because it is integrated use of oral and written language for functional and meaningful purposes that best promotes the full development of second language proficiency. They suggest that reading and writing as well as speaking and listening should be integral part of all language classroom activities because all these processes interact with one another. Teachers should provide opportunities and resources for students to engage in authentic speech and literacy activities.

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

According to Brown (2001, quoted in Hungyo and Kijai, 2009), the integrated-skill approach is a whole language approach where if a course deals with reading skills, then, it will also deal with listening, speaking, and writing skills.’ This approach is considered as one in which‘the English language is taught not just for academic but also for communication purpose.’ In other words, it considers the communicational goal that every language course should achieve by exposing learners[ to the richness and complexity of the language ‘ (Hall, 2006, quoted in Hugyo, 2009)

A very important opinion to consider when talking about integrated skill approach is the one that gives Rebecca Oxford . She compares the teaching of English in ESL/EFL classrooms is that of a tapestry in which every aspect of English language teaching –such as the characteristics of the teacher or students’ language – is a strand that contributes to form the final goal, which communication.
In order to achieve this goal, Oxford proposes that the ‘instructor’s teaching style must address the learning style of the learner, the learner must be motivated, and the setting must provide resources and values that strongly support the teaching of the language.’ If these condition are not present within the EFL classroom, ‘the instructional loom is likely to produce something small, weak, ragged and pale’.

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

2.1.6.4 Why integration?

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

(Mohan, 1986) stresses the need for skill integration in language learning since each language skill is not used separately in real life communication. The successful classrooms must present the real world holism, it means exercising one or two language faculties is not enough we need to provide ample opportunities for enhancing all facets of language; this refers to using cooperative learning activities as one of the best ways to accomplish this (Arslan). The LT can use activities such as simulated conversations in pairs and small groups, storytelling, picture description, reproducing any incident.

Hungyo and Kijai (2009) state that one of the advantages of using this approach is that teachers ‘can build the lesson plan around a theme or atopic based on the interest of learners and also on topics relevant to them,’ which contributes to make lesson more dynamic and engaging for learners, who participate in different kinds of activities and interaction.

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

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

2.1.6.5 How to Integrate?

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

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

In content-based instruction, students practice all the language skills in a highly integrated, communicative fashion while learning content such as science, mathematics, and social studies. Content-based language instruction is valuable at all levels of proficiency, but the nature of the content might differ by proficiency level. For beginners, the content often involves basic social and interpersonal communication skills, but past the beginning level, the content can become increasingly academic and complex.

In Task-based Instruction, students’ basic pair work and group work are often used to increase student interaction and collaboration. For instance, students work together to write and edit a class newspaper, develop a television commercial, enact scenes from a play, or take part in other joint tasks. More structured cooperative learning formats can also be used in task-based instruction. Task-based instruction is relevant to all levels of language proficiency, but the nature of the task varies from one level to the other.

According to Harmer (2007), productive work should not always be imitative. Students are greatly helped by being exposed to examples of writing and speaking which show certain conventions for them to draw upon.
Harmer (2007) also states that skill integration is a major factor in lesson planning. Weaving threads of different skills and topics is a major art of teachers who plan for a sequence of lessons. Skill integration happens when students are involved in project work, which may well involve researching (through reading or listening), speaking (e.g. in discussions or when giving a presentation) and writing (e.g. submitting a report).

Most of the integrations is from presenting a receptive skills before asking students to produce something that to say providing comprehensible input before asking students for any output, in this sense listening comes before speaking or reading comes before writing.

**Example**

**About news article**

1. Teacher introduce the topic
2. Students- say what they could know in the article (speaking skill)
3. Then students read the article and complete the task (Reading skill)
4. Finally the students could write a letter to the editor in respond to the article or write a similar article.

**2.1.6.6 Advantages of the integrated skill approach**

Integrated skill approach exposes English learners to authentic language and challenges them to interact naturally in the language. Learners rapidly gain a true picture of the richness and complexity of the English language as employed for communication. Moreover, this approach stresses that English is not just an object of academic interest nor merely a key to passing an examination, instead, English becomes areal means of interaction and sharing among people. This approach allows teachers to track students’ progress in multiple skills at the same time. Integrating the language skills also promotes the learning of real content, not just the dissection of language forms. Finally the integrated –skill approach, whether found in content-based or task-based language instruction or some hybrid form, can be highly motivating to students of all ages and backgrounds.

It is very important for every EFL program to provide numerous and extensive opportunities for natural communication that investigate the main and subsidiary language skills in principled ways. In actual language use- the way we really communicate- any single skill such as listening is rarely employed in isolation from other language skills like speaking or
reading. This because communication requires the integration of both the main and the subsidiary language skills. In integrated-skill instruction, learners are exposed to authentic language and are involved in activities that are investigating and meaningful. Integrating the main language skills has many advantages:

1. Language becomes not just an object of academic interest but areal means of interaction among people.
2. Skill integration allows mutually supportive growth in all the skills and the subsidiary skills.
3. In an integrated –skill format, language instruction promotes the learning of real content rather than the dissection of the language forms.
4. The learning of authentic content through language is highly motivating to students of all ages and background.
5. Teachers are given the power and the opportunity to track students’ progress in multiple skills at the same time.

2.1.6.7 Research Findings Related to Integrated Skill Approach:

Many research findings show that integrated skills:

1. Helps learners carry over their skills and declarative knowledge from one skill to another which facilitate and simplifies the improvement of the other skills (Strang, 1972).
2. Creates a dynamic and exciting classroom environment (Richard-Amato, 1996)
3. Enables learners to have a more realistic a access to authentic language learning , where as a segregated approach doesn’t offer a meaningful understanding of language or a motivating style to learning a foreign language (Myers and Hilliard, 1997)
4. Leads to focus on realistic language and can therefore lead to students’ all-round development of communicative competence in English(Jing,2006)
5. Was enthusiastically accepted by students and most of them had a positive attitude toward this approach(Mitrofanova and Chemezov,2011)
6. Leads to better comprehension of the material by students (Mitrofanova and Chemezov, 2011)
7. Increase learners’ motivation and self-confidence by presenting something worthwhile to talk about.
8. Reduce their level of stress and anxiety by engaging them in real communication of ideas rather than mechanical practice of skills and components.

9. Shifts teachers’ attention away from then coverage of the book towards involving students in communication since integration save time.

10. Encourage simultaneous use of all the language skills and create conditions that are conducive to real communication as opposed to contrived practice of isolated skills.

11. Provides the learners with reflection time. This is something which is missing in the communicative approach to teaching since it focuses on spontaneous language use and penalizes reflective learners.

12. Reconceptualizes teachers’ role i.e. it is conducive to a learner-centered approach since students have an active part in constructing and meaning during reading, writing and conversational exchange with the partners.

2.1.6.8 Two forms of integrated –skill instruction

Two types of integrated-skill instruction are content-based language instruction and task-based instruction. The first of these emphasizes learning content through language, while the second stresses doing tasks that require communicative language use. Both of these benefit from a diverse range of materials, textbooks, and technologies for the ESL or EFL classroom.

1. Content–Based Instruction’’: In content based instruction, students practice all the language skills in a highly integrated, communicative fashion while learning content such as science, mathematics, and social studies. Content-based language instruction is valuable at all level of proficiency, but the nature of content might differ by proficiency levels. For beginners, the content often involves basic social and interpersonal communication skills, but past the beginning level, the content can become increasingly academic and complex. The cognitive Academic language Learning Approach(CALLA), created by Chamot and O’Malley(1994) show how language learning strategies can be integrated into the simultaneous learning of content and language.

2. Task-based instruction. In task-based instruction, students participate in communicative task in English. Task are defined as activities that can stand alone as fundamental units and that require comprehending, producing, manipulating, or interacting in authentic language while attention is principally paid to meaning rather than form (Nunan,1989).
The task-based model is beginning to influence the measurement of learning strategies, not just the teaching of ESL or EFL. In task-based instruction, basic pair work and group work are often used to increase students’ interaction and collaboration. For instance, students work together to write and edit a class newspaper, develop a television commercial, enact scene from a play, or take part in other joint task. More structured cooperative learning formats can also be used in task-based instruction. Task-based instruction is relevant to all levels of language proficiency, but the nature of task varies from one level to the other. Tasks become increasingly complex at higher proficiency levels. For instance, beginners might be asked to introduce each other and share one item of information about each other. More advanced students might do more intricate and demanding tasks, such as taking a public opinion poll at school, the university, or a shopping mall.

2.1.6.9 The Role of the Teacher in Integrated Skill Approach

1. A facilitator of learning.
2. Setting learner-centered curriculum related tasks.
3. Setting tasks that are open-ended in order to support problem solving and critical thinking.
4. Developing contextualized activities.
5. Setting tasks that develop collaborative group skills.
6. Using ICT to enhance and stimulate thinking around the issues presented in lessons.
7. Facilitate and manage of learning.

2.1.6.10 Models of integrated lessons

Teaching integrated skill is teaching which the four skills taught are mixed.

Reading and Writing

1-Read story and answer questions.
2- Read and match sentences.
3-Read and paraphrase.
Listening and Speaking

1- Listen and repeat.

2- Listen and retell.

3- Discussion.

Listening and Writing

1- Listen and answer the questions.

2- Listen and fill the blank.

Speaking and Reading

1- Read the text loudly.

2- Role play.

3- Conversation practice.

Example(1)

A lesson for intermediate level students based on a newspaper article.

Stage 1

T. Introduces topic, students say what they know and discuss what they could find in the article

stage 2

Students read the newspaper article and complete tasks, reading comprehension, vocabulary development, etc.

stage 3

Students could write a letter to the editor in response to the article, or write a similar article

Speaking

Reading

Writing
Example 2

A lesson for lower level students about finding accommodation.

Stage 1

Students read a newspaper advertisement, focusing on some of the special vocabulary. (Reading)

Stage 2

Students complete some tasks, role play, information gap a activity with a possible telephone conversation with the landlord( asking questions and making an appointment to see that flat). (Speaking)

Stage 3

Students listen to a short piece of conversation between the landlord and someone being shown round the flat. (Listening)

Stage 4

Students write a letter to a friend describing their new flat. (Writing)

Chart (2.2)

More activities for teaching the four skills in every lesson

After a speaking activity
1. Retell with a new audience. After a pair work task, learners tell a new partner what their first partner said.

2. Learners write a summary of the dialogue/speech. This can be as a simple task as “write three sentences you remember.”

3. Learners ask and answer questions about the dialogue/speech in pairs or small groups. This can be writing or speaking.

**After a writing activity**

1. Learners’ written work can become student-generated material and used in a number of ways. E.g. Read and write a short summary.
2. Learners read each other’s writing and then write 3 questions about it.
3. Provide speaking opportunity after writing a story by getting learners to act out a scene or having a guided discussion in small groups.

**After a reading activity**

1. Learners write a diary entry (as a character in a text they have read).
2. Give learners two or three discussion questions in small groups. Provide language models and support as appropriate.
3. Learners make a Wanted’ poster about one of the people mentioned in the text. They include a drawing and a written description of the person and explain the crime. Thanks to Cheryl Plain for this idea.

**After a listening activity**

1. Select 5 or 6 words from the audio and write them or draw them on the board in jumbled order. Learners listen and order the words.
2. Select 12-15 words from an audio (some from the beginning, the middle and the end). Write them on the board. Learners choose 4-8 words to write into a Bingo grid. Play the audio and play the game.
For dialogue, select some words that each speaker mentions. Write them in a list on the board (or dictate them). Play the audio. Learners write the name of the speaker next to each word. Make sure only one speaker says each of the chosen words.

2.1.7 Syllabus and Integration of Skills

2.1.7.1 Views toward Textbooks

Textbooks are a key component in most language programmes. In some situations they serve as the basis for much of the language input which learners receive and the language practice that occurs in the classroom. They may provide the basis for the content of the lessons, the balance of skills taught and the kinds of language practice the students take part in. In other situations, the textbooks may serve primarily to help the teachers' instruction. For learners, the textbook may provide the major source of content they have with the language apart from input provided by the teacher. In case of inexperienced teachers, books provide ideas on how to plan and teach lessons as well as formats that teachers can use.

Much of the language teaching that occurs throughout the world today could not take place without the extensive use of commercial textbooks. I caring how to use and adapt textbooks is hence an important part of a teacher professional knowledge (Richards, 2001 : 1)

Textbooks are an effective resource for self-directed leaning, an effective resource for presenting material, a source of ideas and activities, a reference source for students, a syllabus where they reflect pre-determined learning objectives and support for less experienced teachers who have yet to gain in confidence. (Cunningsworth, 1995, p. 7)

2.1.7.2 Review of Sudanese Syllabuses and Teaching Approaches

In 1898 the British colonized the Sudan. As a result, English language found foothold in a land that was dominated by Arabic language. The teaching of English began with beginning of the condominium regime and secular education, also began at the cost of Islamic religious education. The British wanted to create an English speaking class who would act as intermediaries between the British and the local people (Holt, 1979). Therefore the use of English was limited to small section of the educated elite. The first syllabus was mainly Egyptian Readers; the teaching method was the grammar translation method. Students were motivated to learn English, as with English language they could get government jobs.
After the First World War, there was a change in the educational objectives and consequently a change took place in the English language syllabus. The new method readers were introduced and the Direct Method was adopted.

When Gordon Memorial College was up-graded from a secondary school to a university college, Cambridge school Certificate was revised and a new syllabus designed which advocated the teaching of the four skills and translation. The direct Method that was previously used changed to another eclectic approach.

By the 1930s, the change of teaching/learning theories lead to change the oral approach which concentrated on the teaching of structural patterns and the development of oral skills rather than the teaching of vocabulary. New texts were added to the syllabus and the Audio-Lingual Approach was used.

By the early 1980s The Nile Course was introduced as a book written specially for Sudanese learners. The Nile Course, which adopted the communicative Approach, was used for about fifteen years.

In 1991 a ministerial decree was issued that a Sudanese syllabus should be written. And book one of Sudan Practical National English (SPINE) appeared at schools in 1992.

The present course books at schools are spine series which focusing mainly on reading and writing and there is obvious negligence for listening and speaking skills. English four skills(listening, speaking, reading and writing) are sometimes taught separately and the same class is taught by more than one teacher, each teach different skill and this doesn’t enable communicative teaching.

2.1.7.3 Aural-Oral and integrated Skills within Sudanese Syllabus

The title of Sudan practical Integrated National English series declare that the content of this book series is integrated. The concept of integrating curriculum has been around since the 1800s and was advocated by (Dewey and Meredith Smith).

Beane (1977) defined integrated curriculum: "It is away to teach students to break down barriers between subjects and make learning more meaningful to students. The idea is to teach around themes or "organizing centers" that students can identify with, such as "The environment"," Life in School" or more traditional areas like "Myths and Legends".
English curricula have been changed many times as it was mentioned above, but in 1989 not only the curriculum changed, but also the education ladder. In 1991 Spine series (Sudan Practical Integrated National English) were introduced and English language started to be taught from basic school instead of intermediate level. However the standard of English continues to decline steadily and particularly the aural-oral skills. Although the authors of spine series claimed that" The spine series integrate the four skills so that each skill supports the others."

According to the above definition and spine series’ author’s claims that mentioned before which supposed by studying spines, the students would master the four skills in real life by integration of the language skills in the classroom, and they will perceive the relation between the four skills.

The author of this study has been teaching spine series since 2002 noticed that the aims of the spine series are not achieved, and nobody would claim that the aims of spine series which indicated are achieved.

2.1.7.4 Integration of Skills and Sudan School Examinations

Aural-Oral skills are an important part of the curriculum in language teaching and this makes them an important object of assessment as well.

It has been observed that the Sudan Examinations tested two skills (reading and writing) only, and no place for aural-oral skills in the formats of the exam. In research carried by Ahmed Siddek (2004) he came with the truth that through the analysis of the examinations of the General Secondary School Certificate Examinations, those examinations:

1. Lack content validity.
2. Were incomprehensive.
3. Were proficiency test rather than achievement test.
4. Were unreliable.
5. Were invalid.
6. Were impractical in formatting and marking.
7. Had very little wash back.
2.1.8 Segregated-Skill Instruction

In the segregated–skill approach, the mastery of discrete language skills such as reading and speaking is seen as the key to successful learning, and language learning is typically separate from content learning (Mohan, 1986). This is contrary to the integrated way that people use language in normal communication, and it clashes with the direction in which language teaching experts have been moving in recent years. Skill segregation is reflected in traditional ESL/EFL programs that offer classes focusing on segregated language skills. Why do they offer such classes? Perhaps teachers and administrators think it is logistically easier to present courses on writing divorced from speaking, or listening isolated from reading. They may believe that it is instructionally impossible to concentrate on more than one skill at a time. Even if it were possible to fully develop one or two skills in the absence of all the others, such an approach would not ensure adequate preparation for later success in academic communication, career-related language use, or everyday interaction in the language. An extreme example is grammar translation method, which teaches students to analyze grammar and to translate (usually in writing) from one language to other. This method restricts language learning to a very narrow, uncommunicative range that doesn’t prepare students to use the language in everyday life.

Frequently, segregated skill ESL/EFL classes present instruction in terms of skill-linked learning strategies: reading strategies, listening strategies, speaking strategies, and writing strategies (Peregoy and Boyle, 2001). Learning strategies are strategies that students employ, most often consciously, to improve their learning. Examples are guessing meaning based on context, breaking a sentence or word down into parts to understand the meaning, and practicing the language with someone else. Very frequently, experts demonstrate strategies as though they were linked to only one particular skill, such as reading or writing (e.g. Peregoy and Boyle, 2001). However, it can be confusing or misleading to believe that a given strategy is associated with only one specific language skill. Many strategies, such paying selective attention, self-evaluating, asking questions, analyzing, synthesizing, planning, and predicting, are applicable across skill areas (Oxford, 1990). Common strategies help weave the skill together. Teaching students to improve their learning strategies in one skill area can often enhance performance in all language skills (Oxford 1996). Fortunately in many instances where an ESL or EFL course is labeled by a single skill, the segregation of language skills might be only partial or even illusory. If the teacher is creative, a course bearing a discrete-skill title
might actually involve multiple, integrated skills. For example, in a course on intermediate reading, the teacher probably gives all of the directions orally in English, thus causing students to use their listening ability to understand the assignment. In this course, students might discuss their readings, thus as pronunciation, syntax and social usage. Students might be asked to summarize or analyze reading in written form, thus activating their writing skills. In a real sense, then, some courses that are labeled according to one specific skill might actually reflect an integrated-skill approach after all. The same can be said for ESL/EFL textbooks. A particular might highlight certain skills in one book or another, but all the language skills might nevertheless be present in the tasks in each book. In this way, students have the benefit of practicing all the language skills in an integrated, natural, communicative way, even if one skill is the main focus of a given volume.

2.1.9 Problems with the traditional approach to teaching English

According to Su (2007), the traditional approach to teaching English as a second or foreign language teaches reading, writing, speaking and listening—the four language skills—separately by stressing 'skill orientation and rote memorization, where teachers pay a great deal of attention to reading and writing instruction.'

Another problem that Su sees with the lessons that stick to the traditional approach is that those ‘’are teacher-centered are emphasize linguistic over communicative competence.’’ This represent a problem since the ultimate goal of the language classroom is communication.

Su also states that instruction tends to be skill-oriented, emphasizing the acquisition of hierarchically arranged skills, with the teacher acting as the central authority. Students are viewed as passive participants.

As Su (2003) states in Su (2007) this traditional teaching procedure decreases students’ motivation and interest in learning English. Students are encouraged to identify a large number of individual words, idioms, and grammatical structures to enhance their language competence rather than use the language for real communicative purposes.
2.1.10 The four skills

When we learn a language, there are four skills that we need for complete communication. When we learn our native language, we usually learn to listen first, then to speak, then read and finally to write. These are called the four ‘language skills.’

2.1.10.1 Listening

Listening is receiving language through the ears. Listening involves identifying the sound of speech and processing them into words and sentences in listening. Language listening requires focus and attention. It is a skill that some people need to work at harder than others. In addition, teaching the learners a lot of listening activities is a good way of enlarging their vocabulary. People who have difficulty in concentrating are typically poor listeners.

Like babies, students learn the skill by listening to people who already know how to speak the language. This may or may not include native speakers. For practice, they can listen to live or recorded voices. The most important thing is to listen to a variety of voices as often as you can.

Therefore, to become a fluent speaker in English, we need to develop strong listening skills. Listening is not only helps we understand what people are saying to us, but it also helps us to speak clearly to other people. It helps us learn how to pronounce word properly, how to use intonation and where to place stress in words and sentences.

Good listening bring benefits to our personal lives including a greater number of friends and social networks, improved self-seem and confidence higher grades at school and academic work and even better health and general well-being.

2.1.10.2 How to teach listening?

1. Beginners should be given more chances for listening.
2. Speak slowly and as close to natural speed as possible.
3. Using shorter sentences, and the number and length of pauses in your speech.
4. Reduce distraction and noise.
5. Use equipment like TV, radio, tape recorder.
6. Repeat or play the text twice or thrice.
7. Give them a listening task as home task.(listening to news)
2.1.10.3 Speaking

Speaking is the delivery language through mouth. Speaking is also known as the productive skill in the oral mode. It, like the other skills, is more complicated and it seems at first and involves more than just pronouncing words. To speak, we create sounds using many parts of our body including the lungs, vocal tract, vocal chords, tongue, teeth and lips.

This vocalized form of language usually requires at least one listener. When two or more people speak or talk to each other, the conversation is called dialogue. It can also be planned and rehearsal as in delivery of speech or presentation. Of course, some people talk to themselves. In fact, some English learners practice speaking standing alone in front of a mirror.

There are three kinds of speaking situation, that we should understand which are interactive, partially interactive and non-interactive. Interactive speaking situation include face-to-face conversation and telephone calls, in which we have a chance to ask for clarification, repetition, or slower speech from our conversation partner. Where as in partially interactive situation its involve giving a speech to the audience and no interruption during the speech. The speaker never the less can see the audience and judge from the expressions on their faces and body language whether or not he or she is understood. The non-interactive speaking can be defined as recorded speech such as when recording a speech for radio broadcast.

To conclude, speaking can be formal or informal. Informal speaking is typically used with family and friends or people you know well. Formal speaking occurs in business or academic situations or when meeting people for the first time. Speaking is probably the language skill that most language learners wish to perfect as soon as possible. Fluency in speaking can help build up your confidence level while speaking to others.

2.1.10.4 How to teach speaking?

1. Communicative teaching.
2. Mistakes should be welcome.
3. Actions with speaking.
5. Content of speaking should be practical and useable in real life.
6. Provide appropriate feedback, but don’t interrupt communication.
7. Address both interactive fluency and accuracy.
8. Encourage strategies like asking for clarification, paraphrasing, gestures, and initiating (hey, so, by the way)

2.1.10.5 Reading

‘Reading’ is the receptive skill in the written mode.

It can develop independently of listening and speaking skills but often develops along with them especially in societies with a highly developed learning interaction. Reading can help build vocabulary that helps listening comprehension at the later stages, particularly.

In other words, reading is the process of looking at a series of written symbols and getting meaning to them. When we read, we use our eyes to receive written symbols (letter, punctuation marks and spaces) and we use our brain to convert them into words, sentences and paragraphs that communicate something to us.

Reading can be silent (in our head) or aloud (so other can hear). Reading is an important way of gaining information in language learning and it is a basic for a language learner.

Therefore reading skills refer to the specific abilities that enable a person to read with independence and interact with the message.

Reading is therefore a highly valuable skill and activity, and it is recommended that English learners try to read as much as possible in English. Moreover, Reading is a complex cognitive process of decoding symbols in order to construct or derive meaning. Like all language, it is a complex interaction between the text and the reader which is shaped by reader’s prior knowledge, experience, attitude and language community which is culturally and socially situated.

To sum up, reading process requires continuous practice, development, refinement, creativity and critical analysis.

2.1.10.6 How to teach Reading

1. For beginners reading text should be simple in terms of grammar and vocabulary.
2. The text should be relevant to the context, real life and background knowledge of reader.
3. Use reading strategies prediction, guessing from the context, skimming and scanning.
4. Silent reading vs. Reading aloud. (Reading aloud improve pronunciation and silent reading focus comprehension)

2.1.10.7 Writing

Writing is a process of using symbols (letters of alphabet, punctuation and spaces) to communicate thought and ideas in readable form. Writing is a productive skill in the written mode. It is more complicated and often seems to be the hardest of the skill, even for native speakers of language, since it involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way.

To write clearly, it is essential to understand the basic system of a language. In English, this includes knowledge of grammar, punctuation and sentence structure. Vocabulary is also necessary as is correct spelling and formatting. The result of writing is generally called text, and the recipient of text is called a reader.

Nowadays, motivation for writing includes publication, storytelling, correspondence and diary. Writing also has been instrumental in keeping history, dissemination of knowledge through the media and the formation of legal systems.

A writer may write for a personal enjoyment or use, or for an audience of one person or more. The audience may be known (targeted) or unknown. Taking notes for study purpose is an example of writing to one’s self. Blogging publicly is an example of an unknown audience. A letter to a friend is an example of writing for a targeted audience. As with speaking, it is important to consider your audience when writing. There are many different styles of writing from informal to formal.

2.1.10.8 How to teach writing?

1. Coping text word for word.
2. Writing what you dictate.
3. Imitating a model.
4. Filling in blanks in sentences or paragraphs.
5. Taking a paragraph and transforming certain language, for example changing all verbs and time reference to past tense.
6. Summarizing a story text, video, or listening clip.
2.1.10.9 Conclusion

Therefore, the four language skills are related and connected to each other in two ways, which is the direction of communication (in or out) and the method of communication (spoken or written). This four language skills or sometimes called the “macro-skills” are very important and necessary toward learning a second language.

All four skills support each other since they are interconnected, therefore, cannot be taught independently, listening and reading both rely on input from an outside source and require knowledge of the language, background knowledge, and comprehension skills.

The productive skills of writing and speaking are more complex as they necessitate taking knowledge of a language a step further to actually produce new language.

All four skills facilitate language learning. Language learning like swimming, you cannot teach swimming to someone by sitting at the bank of the river and giving lecture. For this purpose you will have jump in the river. In the same way, language cannot be learned by just cramming the rules of grammar or lecture. It can be learn through conversation and discussion.

2.1.11 English language Teaching Methods and Aural-Oral skills

2.1.11.1 Grammar Translation Method

The grammar–translation method is a method of teaching foreign languages derived from the classical (sometimes called traditional) method of teaching Greek and Latin. In grammar–translation classes, students learn grammatical rules and then apply those rules by translating sentences between the target language and the native language. Advanced students may be required to translate whole texts word-for-word. The method has two main goals: to enable students to read and translate literature written in the source language, and to further students’ general intellectual development. The overall concept of grammar-translation has been criticized due to a lack of verifiable sources that supported the existence of such a method in the nineteenth century, or earlier.

2.1.11.1.1 Principles and goals

There are two main goals to grammar–translation classes. One is to develop students’ reading ability to a level where they can read literature in the target language. The other is to develop students’ general mental discipline. The users of foreign language wanted simply to
note things of their interest in the literature of foreign languages. Therefore, this method focuses on reading and writing and has developed techniques which facilitate more or less the learning of reading and writing only. As a result, speaking and listening are overlooked.

2.1.11.2 Method

Grammar–translation classes are usually conducted in the students’ native language. Grammar rules are learned deductively; students learn grammar rules by rote, and then practice the rules by doing grammar drills and translating sentences to and from the target language. More attention is paid to the form of the sentences being translated than to their content. When students reach more advanced levels of achievement, they may translate entire texts from the target language. Tests often consist of the translation of classical texts.

2.1.11.3 Conclusion

In this method Grammar Translation Method as it mentioned above there is not usually any listening or speaking practice, and very little attention is placed on pronunciation or any communicative aspects of the language. The skill exercised is reading, and then only in the context of translation.

2.1.11.2 The Direct Method

The direct method of teaching, which is sometimes called the natural method, and is often (but not exclusively) used in teaching foreign languages, refrains from using the learners' native language and uses only the target language. It was established in Germany and France around 1900 and contrasts with the grammar–translation method and other traditional approaches, as well as with C.J.Dodson's bilingual method. It was adopted by key international language schools such as Berlitz and Inlingua in the 1970s and many of the language departments of the Foreign Service Institute of the U.S. State Department in 2012. In general, teaching focuses on the development of oral skills.

2.1.11.2.1 Definition

Direct method is a method of teaching language directly establishing a direct or immediate association between experience and expression, between the English word, phrase or idiom and its meaning through demonstration, dramatization without the use of the mother tongue.
2.1.11.2.2 Aims

Direct method aims to build a direct relation between experience and language, word and idea, thought and expression. This method intends for students to learn how to communicate in the target language. This method is based on the assumption that the learner should experience the new language in the same way as he/she experienced his/her mother tongue.

2.1.11.2.3 Conclusion

The Direct method of teaching English can be applied in lower level classes where less explanation are required; the method is good at laying a firm basis for acquiring linguistic habits. However, the direct method of teaching can create problems as sometimes the students fail to follow what is being taught properly. Teachers can modify the direct method to meet the practical requirements of their own schools, implementing the main principles, teaching through oral practice and banning all translation into the target language. Obviously compromise is needed. The direct method did pave the way for more communicative, oral based approaches, and as such represented an important step forward in the history of language teaching.

2.1.11.3 Audio-lingual Method

The audio-lingual method, Army Method, or New Key, is a style of teaching used in teaching foreign languages. It is based on behaviorist theory, which professes those certain traits of living things, and in this case humans, could be trained through a system of reinforcement. The correct use of a trait would receive positive feedback while incorrect use of that trait would receive negative feedback.

This approach to language learning was similar to another, earlier method called the direct method. Like the direct method, the audio-lingual method advised that students should be taught a language directly, without using the students' native language to explain new words or grammar in the target language. However, unlike the direct method, the audio-lingual method did not focus on teaching vocabulary. Rather, the teacher drilled students in the use of grammar. Applied to language instruction, and often within the context of the language lab, it means that the instructor would present the correct model of a sentence and the students would have to repeat it. The teacher would then continue by presenting new words for the students to sample in the same structure. In audio-lingualism, there is no explicit grammar instruction: everything is simply memorized in form.
The idea is for the students to practice the particular construct until they can use it spontaneously. The lessons are built on static drills in which the students have little or no control on their own output; the teacher is expecting a particular response and not providing the desired response will result in a student receiving negative feedback. This type of activity, for the foundation of language learning, is in direct opposition with communicative language teaching.

Charles C. Fries, the director of the English Language Institute at the University of Michigan, the first of its kind in the United States, believed that learning structure, or grammar was the starting point for the student. In other words, it was the students' job to recite the basic sentence patterns and grammatical structures. The students were given only “enough vocabulary to make such drills possible.” (Richards, J.C. et-al. 1986). Fries later included principles for behavioral psychology, as developed by B.F. Skinner, into this method.

2.1.11.3.1 Aims

Oral skills are used systematically to emphasize communication. The foreign language is taught for communication, with a view to achieve development of communication skills.

Practice is how the learning of the language takes place. Every language skill is the total of the sets of habits that the learner is expected to acquire. Practice is central to all the contemporary foreign language teaching methods. With audio-lingual method, it is emphasized even more.

Oral learning is emphasized. Stress is put on oral skills at the early year of the foreign language course and is continued during the later years. Oral skills remain central even when, later, reading and writing are introduced. Learners are asked to speak only what they have had a chance to listen to sufficiently. They read only the material used as part of their practice. They have to write only that which they have read. Strict order of material, in terms of the four skills, is followed.

2.1.11.3.2 Advantages

1. Listening and speaking skills are emphasized and, especially the former, rigorously developed.
2. The use of visual aids is effective in vocabulary teaching.
3. The method is just as functional and easy to execute for larger groups.
4. Correct pronunciation and structure are emphasized and acquired.
5. It is a teacher-dominated method.
6. It is a mechanical method since it demands pattern practice, drilling, and memorization.
7. The learner is in a passive role; the learner has little control over their learning.
8. It is grounded on a solid theory of language learning.

2.1.11.3.3 Conclusion

The audio lingual method represents the beginning of focusing on aural-oral skills in language teaching method. Listening and speaking skills are emphasized and, especially the former, rigorously developed. Oral learning is emphasized. Stress is put on oral skills at the early year of the foreign language course and is continued during the later years. Oral skills remain central even when, later, reading and writing are introduced.

2.1.11.4 The situational Method

The aim of this method was to ensure that the target language is used meaningfully in close association with people, objects and the situation it a speaks about. Like the audio-lingual method it is based on behaviorist psychology which assumes that all human actions can be analyzed into stimulus and response.

Through this method the rules of language are learned by means of deduction without the learner being conscious of their forms and without the teacher spending time talking about grammar. The main characteristics of the situational approach are:

1. Teaching begins with spoken language.
2. The target language is the language of the classroom.
3. New language points are introduced and practical in situations.
4. Vocabulary is carefully selected.
5. Items of grammar are graded from simple to complex.
6. Reading and writing are introduced once a sufficient grammatical and lexical basis is established.

The objective of the approach is practical command of all four language skills, but the skills are approached through a graded, structural syllabus. Accuracy of pronunciation and grammar is regarded as highly important.
The situational method continued to be widely used up to the beginning of the 1980s as it was liked by many practically oriented classroom teachers. However this method is believed to be more suitable for teaching children because it involves play-acting and provides great opportunities for oral assimilation.

2.1.11.5 Communicative language teaching (CLT)

The approach starts from the theory of language as communication. Hence the goal of language teaching is to develop communicative competence (the knowledge of language and the ability to use it to perform the different kinds of functions the learner might need). (Bloom: skill +knowledge=ability) (Larsen-Freemans)

The focus of this method is to enable the learner to communicate effectively and appropriately in the various situations she would be likely to find herself in. The content of CLT courses are functions such as inviting, suggesting, complaining or notions such as the expression of time, quantity, location.

2.1.11.6 Community Language Learning

In this method attempts are made to build strong personal links between the teacher and student so that there are no blocks to learning. There is much talk in the mother tongue which is translated by the teacher for repetition by the student.

2.1.11.7 The Natural Approach

This approach, propounded by Professor S. Krashen, stresses the similarities between learning the first and second languages. There is no correction of mistakes. Learning takes place by the students being exposed to language that is comprehensible or made comprehensible to them.

2.1.11.8 The oral approach and language teaching

Few language teachers today are familiar with the term Oral Approach or Situational Language Teaching. According to Richard and Rodgers (2002, p 36) which refer to an approach to language teaching developed by British applied linguists from the 1930s up to the 1960s. Even though neither term are commonly used today, the impact of the oral Approach has been long-lasting, and has shaped the design of many widely used English as second/foreign language text books and courses, and are still used today. Hubbard, Jones, Thornton and
Wheeler’s comment still holds true today "this method is widely used at the time writing and a very large number of text books are based on it " (Hubbard 1983 p. 36)

The origin of the oral approach began with work of British applied linguists in the 1920s and 1930s. Beginning at that time, a number of outstanding applied linguists developed the basis for principal approach to methodology in language teaching. Two of the leaders in this movement were Harold Palmer and A.S. Hornby, two of the most prominent figures in British twentieth century language teaching. Both were familiar with the Direct Method. They attempted to develop more scientific foundation for an oral approach to teaching English than was evidenced in the Direct Method.

Palmer, Hornby, and other British applied linguists, from the 1920s onward , developed an approach to methodology that involved systematic principles of selection:(the procedures by which lexical and grammatical content was chosen) a gradation principle by which the organization, and sequencing of content were determined ) and presentation (techniques used for presentation and practice of items in course).Although Palmer , Hornby and other English teaching specialist had differing views on the specific procedures to be used in teaching English, their general principles were referred to as the Oral Approach to language teaching . This was not to be confused with Direct Method , which, although it used oral procedures, lacked a systematic basis in a applied linguistic theory and practice.

The Oral Approach was the accepted British approach to English language teaching by the 1950s. It is described in the standard methodology books. One of the most active proponents of the oral Approach in the 1960s was Australian George Pittman and his colleagues were responsible for developing an influential set of teaching materials based on the situational Approach, which were widely used in Australia, New Guinea, and the Pacific territories. Materials by Alexander and other leading British textbook writers also reflected the principles of Situational language teaching as they evolved over a 20-year period. The main characteristics of the approach as follows:

1- Language teaching begins with the spoken language. Materials is taught before it is presented in written form.
2- The target language is the language of the class room.
3- New language points are introduced and practiced orally or in situations.
It was the third principle that became a key feature of the approach in the 1960s, and it was then the term situational was used increasingly in referring to the oral Approach. Hornby himself used the term Situational Approach in the title of influential series of articles published in English language teaching in 1950. Later the term Structural Situational Approach and Situational Language Teaching came into common usage.

In this approach speech was regarded as the basis of language, and structure was viewed as being at the heart of speaking ability. The theory of learning is a type of behaviorist habit learning theory. It addresses primarily the processes rather than the conditions of learning.

2.2 The previous studies

2.2.0 Introduction

Many studies have investigated the importance of integration of the four skill of English language in teaching the language also there are some investigated the impact of the negligence of these skills on language performance and students achievements.

The aim of this section in "Literature Review" is to investigate how previous studies on the integration of the four skills and how they work in learning English language.

2.2.1 First study

Mona M. Hamad conducted study (2014) under the title" Reasons behind the failure of teaching Sudan practical Integrated National English in Sudan. The study aims at exploring the reasons behind the failure in spine from teachers' point of view in Khartoum. The researcher used questionnaires to collect the data of the study. The main findings of the study were:

1- The four skills(listening ,speaking, reading and writing) are sometimes taught separately and the class is taught by more than one teacher, each teach different skill and this doesn’t enable communicative teaching.

2- Most of the English language teachers do not refer to teacher's book to teach the four skills.
According to the findings of the above study, the way of teaching is the main reason of the reasons behind the failure in spine from teachers' point of view. These findings agree with the present study.

### 2.2.2 Second study

IaamTagelsir Ali Elsheikh (2009) conducted a study under the title "Evaluation of Spine Textbooks for Teaching English in SudaneseSecondary Schools". In Khartoum University. The aim of the study was to investigate to what extent do SPINE textbooks reflect the objectives of teaching English in Sudanese Secondary Schools?

The researcher adopted a descriptive analytical method. The tools of the study were the questionnaire and the interview. The researcher obtains the following findings:

1- The emphasis on the book is on reading and writing.

2- Listening and speaking are the least practiced skills in the books.

3- The SPINE textbooks of secondary level do not help students to communicate in English because ability needs many task and activities in order to be developed. There are not enough of them on the books.

### 2.2.3 Third study

Maryam Tajzad and Seyyed Ali Ostivar (2014) conduct a study under the title "Exploring EFL Learners' Perception of Integrated Skills Approach". In Islamic Azad University, ShahroudBranch.Iran. The study aims at exploring EFL Learners' perceptions of the integrated skills approach to language teaching. The researchers presented the integrated skill approach to a group of 30 participants and interviewed those who were willing to share their views and experience with the researchers. The researchers used grounded theory to collect and analyze interview data. The results were:

1- Presenting skills in a segregated fashion may help learners to learn their knowledge of language but it will not enable them to use their knowledge in actual communication. On the other hand, integrated skill is a matter of language use. While the former approach is contrived in nature, the latter is a simulation of communication in actual context of use. Thus integrating the four main skills i.e., listening, reading, speaking and writing, is very beneficial in second language classroom.
2- In integrated approach, language is treated as a mean of interaction and interplay, rather than an academic subject. The ISA enables learners to interact properly and achieve to high level of motivation to learn language.

3- When the teacher breaks the language into skills and component and focus on one skill at a time, teachers don't have sufficient time to cover them all. On the other hand, when skills are presented in an integrated fashion, there is sufficient time for practice and communication.

2.2.4 Fourth study

Olga Tolstykh and Anastasia Khomutova (2006-2012) conducted study under the title ‘Developing the communicative competence of the university staff’ using an integrated skill approach. The study is devoted to the integrated skill approach applied in teaching English in the frame work of the project lingva. The integrated skill approach applied in the project lingva in South Ural University (2006-2012) is considered to be the most efficient method of language teaching in the modern world. The integrated –skill approach became the leading mode of instruction in the project lingva. All the participants were to pass a final test which involved various ways of checking communicative competence.

2.2.5 Fifth study

Zekiye Muge Tavil conducted a study under the title "Integrating listening and Speaking Skills to facilitate English language learners' Communicative Competence" to prove that teaching listening and speaking skills in integration improves oral communicative competence of the students. In order to collect data for the study, a pre-posttest and various tasks were designed for 180 students from the preparatory school of Hacettepe University, Turkey. The collected data was analyzed through t-test. At the end of the study, the group practicing the skills in integration was found to be more successful than the group practicing the skills separately.

2.2.6 Sixth study

Rasha SeifEldeen Gibreel conducted study under the title "The Problems that affect English language Teaching in Secondary Schools in Northern Sudan". The study aim at identifying the actual problems that affect ELT in Secondary school and trying to suggest solutions for these problems to develop ELT through raising the standard of English. The
research adopted the descriptive method for conducting the study. The data used in this study are taken from questionnaire. The main findings of the study were as follows:

1- The syllabus of English needs clear aims.
2- The programmes of training are not effective.

2.2.7 Seventh study

Ahmed Adam Abdullah conducted study under the title "Sudanese EFL Learner's Oral Communication Problems". The study attempt to investigate the Sudanese EFL oral communication problems. The research data have obtained by using two instruments: the interview and class room observation. The research findings have shown that the main problems are problems of pronunciation, weakness of speaking skill, difficulty in communication and lack in fluency. The findings have also revealed that most of the subjects think that the main causes of Sudanese oral communication are:

1- Lack of practice speaking in English.
2- Most of the textbooks do not have enough oral activities.
3- Some methods of teaching English are not suitable for developing the aural-oral skills of the students.

2.2.8 Eighth study

Renukadevi conducted study under the title "The role of listening in language acquisition". The study deals with prime importance of listening in language acquisition and the challenges in attaining listening competence. The researcher concludes his study by "To conclude, it can be said, without listening skills, language learning is impossible. This is because there is no communications where there is no human interaction. Also, listening is crucial not only in language learning but also for learning other subjects.

The study prove the essential role of listening (aural-oral skills) in learning English language and the researcher claims that "No listening, no language learning"

2.2.9 Ninth Study

The study was conducted by Mohammed Mutasim Mohammed Ali. Conducted study “Evaluation of aural communication Activities in Spine Series”
The study aims at investigating whether the oral communicative activities provided by the Spine series for the secondary level and the teaching practice are conductive to developing the students’ oral communicative competence.

The findings of the study revealed that the oral communicative activities provided by spine series are often communicative, but the spine series does not provide a variety of aural communicative activities. Also, they have revealed that the students are not provided with adequate oral receptive input and opportunities to use the target language.

2.2.10 Tenth study

Al-Rafeea Suleiman Alfadil (2010) conducted study under the title ‘Strategies for developing English oral communication in Sudanese secondary school’’ The study confirms that communication is the main focus in English language learning and that is very important for the students to be competent communicators.

According to the responses to the questionnaire and tests held to investigate and answer the questions of the research, the researcher comes out with the following results:

1- Teachers do not use most of the recommended strategies when they teach English speaking skills. Lack of using proper strategies for teaching English speaking skills is obviously reflected in the students’ in ability to say even a correct English sentence. It also provides reasons for the poor standard of the students ‘oral communication which was the general assumption of the research.

2- Teachers do not use proper strategies when they introduce new English word.

3- Teachers do not use effective listening strategies because they do not teach listening lessons, the only one strategy they use is general strategy which be used for all skills. This result also justify the poor standard of the students’ oral communication, since listening is an essential part of it.

2.2.11 Conclusion

It is noticed that all of these studies assure that the integration of the four skills is essential in the development of aural-oral skills and the negligence of the aural-oral skills affect negatively on the overall standard of Sudanese learners.
Chapter Three

Methodology of the Study

3-0 Introduction

This chapter describes the subjects used in the empirical study. It also, describes the instrument used to collect data and the procedures followed to analyze the data.

3-1 Subjects of the Study

In this study a questionnaire and an experiment were used. The subjects of the study are 129 secondary school students (for questionnaire and treatment). The sample also include 85 English teachers.

3.1.1 Teachers’ Questionnaire

The sample population for questionnaire consist of 37 English teachers who teach at Secondary school- Karrari Locality-Khartoum State. The majority of the teachers graduated from Faculties of Education (80% ), (20% from others). Also these selected teachers are male and female (60% male-405 female). And the respondents from a variety of professional capabilities and experiences.

3.1.2 Students’ Questionnaire

Students’ questionnaire was distributed to 85 secondary schools students at Omdurman and Karrari Localities – Khartoum State. The students from both sex girls and boys, 50 for boys and 35 for girls.

3.1.3 The Experiment

The researcher used a sample 44 secondary school students. The students in the treatment are from Alhara Alawla Secondary School for Boys - Karrari Locality – Khartoum State. The sample of the students divided into two groups, 22 students for experimental group and 22 for control group. The experiment is done in three months to each group. The experimental group was taught through Integrated Skill Approach.
3-2 The Design of the Study

The present study used the descriptive experimental methods. The experiment was conducted on 44 secondary school students. The first questionnaire is oriented to 37 Secondary School English Language teachers from Khartoum State. The other questionnaire is to 85 students from Khartoum State secondary school students. The study design to investigate the role of the integration of language skills on secondary school students’ aural-oral achievement. For collecting data on the role of integrated skill approach in developing aural-oral skills. The researcher attached a letter to the test to inform the students about the aim of the test which they are going to respond to. The test includes two parts. The first part is listening comprehension and the second part is speaking about general topics. The letter emphasized the confidentiality to the respondents. The name of the researcher, the place where he works, the title of the study and name of supervisors were appeared on the letter.

The researcher uses the computer program (SPSS) to analyze the tests scores, questionnaire data.

3.3 Data Collection Tools

The data upon which the analyses and discussion are made are obtained via an experiment (pre- and post-test) and two questionnaires. The tests are pre and post oriented to the first class secondary school students. One of the two questionnaires is oriented to the secondary school students and the other is oriented to secondary school English teachers.

3.3.1The experiment

The researcher used experimental and control group to measure the students’ aural-oral achievement. The control group represents the same group as the experimental group. The researcher use static or pre-experimental design (one class first year-secondary school). The researcher divided the class into two groups randomly to make the groups more comparable. Randomization is a procedure with which to reduce the amount of systematic error that might result from biases in the assignment of subjects to groups. It also provides better control of variables that could affect internal validity.

The researcher designs lessons to teach the skills integrated. The activities are using the simple integration. In simple integration we integrate receptive skills with productive.

1. (Reading Listening) – Receptive. 2. (Speaking Writing) – Productive.
The researcher used listening text as a model for the students’ speaking and a reading
text as a model for the students writing. This is common practice among teachers, and we call it
simple integration.

**Reading and Writing**

1- Read story and answer questions.

2- Read and match sentences.

3- Read and paraphrase.

**Listening and Speaking**

1- Listen and repeat  
2- Listen and retell.  
3- Discussion.

### 3.3.1.1 Adjusting the textbook contents:

The researcher adjusts the textbook content to come across the four skills in correct
order. Sometime you may find the order of the skills placed in different part of unit in the
textbook. Writing after we finish the reading passage, speaking after finish listening passage

### 3.3.1.2 Adjusting timetable:

The lesson is given one skill. Reading one day, listening one day. The researcher
arranges the timetable to make the arrangement more flexible so that we can integrate the skills better.
A pre-test was given to experimental group and control group before the treatment was
given. The treatment was given to the experimental group in the form of integrated approach. The
integrated lessons are designed by the researcher. The researcher used the students’ book
and also the researcher used the book *(Better English Now)* to collect some activities and
prepare the lessons according to the strategies and techniques of integrated approach. The
experiment last about two months, then the same teachers administrated a post-test.

### 3.3.1.3 Construction of the test

For collecting data on the role of integration of the four skills of the language in
developing aural-oral skills, the researcher attached a letter to the test to inform the students
about the aim of test which they are going to respond to. The name of the researcher, the place
where he works, the title of the study and name of supervisors were appeared on the letter. The
respondents were totally prepared for the test in order to be familiar with nature of the test. The
The test has two parts (aural and oral). The aural test is in the form of an interview about general topics to check the students’ speaking skill. The second part is listening comprehension.

The aim of the test is to discover whether the integration of the four skills improves aural-oral skills to the students of first year at secondary school. The test was given pre and post to both the control group and the experimental group.

3.3.1.4 Aural-oral scoring (Speaking rubric)

For the evaluation of aural-oral skills, the researcher used a readymade rubric for scoring speaking. 

<table>
<thead>
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<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
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</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>The student speaks about the topic for almost the entire allotted time</td>
<td>The student speaks more than half of allotted time</td>
<td>The student speaks for almost half of allotted time</td>
<td>The student speaks for almost none of the allotted time</td>
<td>The student has no knowledge of the topic</td>
</tr>
<tr>
<td><strong>vocabulary</strong></td>
<td>All of the vocabulary is relevant and varied.</td>
<td>More than half of the vocabulary is relevant and varied.</td>
<td>Almost half of vocabulary is relevant and varied.</td>
<td>Very little of the vocabulary is relevant and varied.</td>
<td>The vocabulary used has no connection to the question</td>
</tr>
<tr>
<td><strong>grammar</strong></td>
<td>Almost all of the speech is grammatically correct.</td>
<td>More than half of the speech is grammatically correct.</td>
<td>Almost half of the speech is grammatically correct.</td>
<td>Very little of the speech is grammatically correct.</td>
<td>None of the speech is grammatically correct.</td>
</tr>
<tr>
<td><strong>Pronunciation and fluency</strong></td>
<td>Almost all the words are pronounced correctly with natural pauses.</td>
<td>More than half of the words are pronounced correctly with a few pauses that affect fluency</td>
<td>Almost half of the words are pronounced correctly with quite a few pauses that affect fluency</td>
<td>Very few of the words are pronounced correctly with pauses that seriously affect fluency</td>
<td>No words are pronounced correctly and the speech is not fluent.</td>
</tr>
</tbody>
</table>
3.3.1.5 Validity and Reliability

3.3.1.6 Content validity

To determine the validity of the test for assessing the aural - oral skills, the researcher showed it to a validation jury which contained four expert EFL university teachers. In the light of their suggestions, some items of the test were modified or substituted and others were deleted. Finally, their remarks and suggestions were then incorporated into the test.

The jury members agreed that the final form of the test was generally valid. Lado (1967:321) defines validity as “essentially a matter of relevance.” So the test meets the requirements and is able to fulfill the aims of this study.

Reliability on the other hand, is linked with validity. Lado (1967) says “validity is not possible unless the scores we deal with are stable, that is, reliable”. Consequently, reliability as a measuring way of research instrument is the ability of the instrument if it is used again. Brown (2001:386) supports that by saying, "If you give the same test to the same subject or matched subjects on two different occasions, the test itself should yield similar results; it should have test reliability".

The researcher administered the test to the students of first year at secondary schools, The number of the students is (22). The re-test is administered after a week. The researcher used the SPSS program to analyze the test. The reliability of the test was computed and proved to be reliable at (0.604). The correlation between test and re test is calculated by using SPSS and the test was reliable at (0.604).

Scale All variables.

Case Processing Summary

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<tr>
<td>Total</td>
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Reliability Statistics

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<th>Cronbach's Alpha</th>
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<tbody>
<tr>
<td>.604</td>
<td>2</td>
</tr>
</tbody>
</table>
Reliability = 0.604

3.3.2 Construction of the teachers’ questionnaire

This questionnaire consists of two parts. Part one seeks to elicit biographical information about the respondents. They are seven items in this part. Item (1) reminds the respondent that his/her name is not required. This is to avoid intimidating and to secure the respondent on the privacy/confidentiality issues. Item (2) asks about the place of work. Item (3) asks about the gender of the respondent. Item (4) inquiries about the age of the respondent. Item (5) asks about the present job of the respondent at school. Item (6) inquiries about the academic qualification of the respondent. Item (7) inquiries about the teaching experience of the respondent.

Part two of the teachers’ questionnaire consists of 20 items. The respondent is asked to indicate his/her response by ticking one of the alternatives given in front of each item.

All the items in the questionnaire have been developed by the researcher to cover the four questions of the research, which introduced in chapter one.

3.3.3 Construction of the students’ questionnaire

The students’ questionnaire consists of 16 items. The researcher use Likert scaling (strongly agree, agree, neutral, disagree, strongly disagree). The respondent are asked to answer each item by putting a tick in the column that represent their opinions. The researcher put in consideration the level of proficiency of the students, so the instructions of the students’ questionnaire are clear and direct. Also the teachers explain to the students inside the class how to deal with the questionnaire.
3.3.3.1 Reliability

To guard against the instrumentation bias of measuring instrument, the reliability of the teachers’ and students’ questionnaires has been worked out. The researcher has divided the items into odd and even numbers and calculated the odd and even numbers. To test the reliability of the two questionnaires, the researcher use SPSS and reliability was computed and proved to be reliable at (0.757) for students’ questionnaire and (0.733) for teachers’ questionnaire.

**First the students’ questionnaire**

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cases</td>
<td>85</td>
<td>100.0</td>
</tr>
<tr>
<td>Excluded</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>85</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Reliability Statistics

<table>
<thead>
<tr>
<th>Cronbach’sAlpha</th>
<th>N of items</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.757</td>
<td>16</td>
</tr>
</tbody>
</table>

**Second the teachers’ questionnaire**

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cases valid</td>
<td>37</td>
<td>100.0</td>
</tr>
<tr>
<td>Excluded</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>37</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Reliability Statistics

<table>
<thead>
<tr>
<th>Cronbach’sAlpha</th>
<th>N of items</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.733</td>
<td>25</td>
</tr>
</tbody>
</table>
3.3.3.2 External Validity

To guard against possible problems such as ambiguity, poor wording, poor instructions and other administration issues, experts’ consultation was sought. The teachers’ and students’ questionnaire, accompanied by covering letters explaining the purpose of the study and the aim of questionnaires, were handed over to arbitrators (3 assistant professors) for reviewing and evaluation. In the light of their feedback some modifications were done.

All arbitrators, in fact, expressed their satisfaction with the general form and content of the teachers’ and students’ questionnaire.
Chapter Four

Data Analysis and Discussion

4.0 Introduction

This chapter deals with data analysis and discussion. The discussion aims to give answers for research four questions. The researcher used the SPSS to analyze the data collected from the Students tests and the questionnaires.

5.1 Analysis and Discussion of the Tests:

The researcher used paired test to analyze the scores for the test and compare between the post and pretest.

- Control group – speaking test (pre and post).
- Control group – listening test (pre and post).
- Experimental group – speaking test (pre and post).
- Experimental group – listening test (pre and post).
- Control group with Experimental group – speaking test (post and post).
- Control group with Experimental group – listening test (post and post).

4.1.1 Table (4.1) control group – speaking test (pre and posttests)

<table>
<thead>
<tr>
<th>Paired Samples Statistics</th>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1 Speaking test Control Group (Pre-test)</td>
<td>14.0909</td>
<td>22</td>
<td>6.66125</td>
<td>1.42018</td>
</tr>
<tr>
<td>Speaking test Control Group (Post-test)</td>
<td>15.0000</td>
<td>22</td>
<td>7.40013</td>
<td>1.57771</td>
</tr>
</tbody>
</table>
Paired Samples Correlations

<table>
<thead>
<tr>
<th>Pair 1</th>
<th>Speaking test Control Group (Pre-test) &amp; Speaking test Control Group (Post-test)</th>
<th>N</th>
<th>Correlation</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>22</td>
<td>.435</td>
<td>.043</td>
</tr>
</tbody>
</table>

Paired Samples Test

<table>
<thead>
<tr>
<th>Paired Differences</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
<th>95% Confidence Interval of the Difference</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking test Control Group (Pre-test) - Speaking test Control Group (Post-test)</td>
<td>-.90909</td>
<td>7.50180</td>
<td>1.59939</td>
<td>-</td>
<td>4.23520</td>
<td>2.41702</td>
<td>-.568-</td>
</tr>
</tbody>
</table>

4.1.2 Discussion of table (4.1)

The above table show that the P-value=0.576. If P-value =0.162>×=0.05. There is no significant difference and this accepts null hypothesis. So there are no significant differences in the scores of pre and post-tests. This result confirms the stability of the scores in both tests, because the group did not take any treatment. Hence the second hypothesis is accepted.
4.1.3 Table (4.2) control group – Listening test (pre and posttests).

**Paired Samples Statistics**

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1 Listening test Control Group (Pre-test)</td>
<td>8.5000</td>
<td>22</td>
<td>4.65730</td>
<td>.99294</td>
</tr>
<tr>
<td>Listening test Control Group (Post-test)</td>
<td>9.6818</td>
<td>22</td>
<td>5.67691</td>
<td>1.21032</td>
</tr>
</tbody>
</table>

**Paired Samples Correlations**

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Correlation</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1 Listening test Control Group (Pre-test) &amp; Listening test Control Group (Post-test)</td>
<td>22</td>
<td>.930</td>
<td>.000</td>
</tr>
</tbody>
</table>

**Paired Samples Test**

<table>
<thead>
<tr>
<th></th>
<th>Paired Differences</th>
<th>95% Confidence Interval of the Difference</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Std. Deviation Mean</td>
<td>Std. Error Mean</td>
</tr>
<tr>
<td>Pair 1 Listening test Control Group (Pre-test) - Listening test Control Group (Post-test)</td>
<td>-1.18182 E0</td>
<td>2.17423</td>
<td>.46355</td>
</tr>
</tbody>
</table>
4.1.4 Discussion of table (4.2)

The above table expressed that the P-value is 0.019'. If P-value=0.261 >×=0.05. This means there is no significant difference between pre and post scores. This accept Null hypothesis. This result indicates that there is no improvement in the students’ achievement, because the group did not take any treatment. This confirms the second hypothesis.
### Paired Samples Statistics

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1 Experimental Group Listening test (Pre-test)</td>
<td>8.3636</td>
<td>22</td>
<td>3.31728</td>
<td>.70725</td>
</tr>
<tr>
<td></td>
<td>32.0909</td>
<td>22</td>
<td>7.04346</td>
<td>1.50167</td>
</tr>
</tbody>
</table>

### Paired Samples Correlations

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Correlation</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1 Experimental Group Listening test (Pre-test) &amp; Experimental Group Listening test (Post-test)</td>
<td>22</td>
<td>-.101</td>
<td>.654</td>
</tr>
</tbody>
</table>

### Paired Samples Test

<table>
<thead>
<tr>
<th></th>
<th>Std. Deviation Mean</th>
<th>Std. Error Mean</th>
<th>95% Confidence Interval of the Difference Lower</th>
<th>95% Confidence Interval of the Difference Upper</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1 Experimental Group Listening test (Pre-test) - Experimental Group Listening test (Post-test)</td>
<td>2.37273 E1</td>
<td>8.08397</td>
<td>-27.31151 E1</td>
<td>-21.04304 E1</td>
<td>-27.31151 E1</td>
<td>-21.04304 E1</td>
<td>21</td>
</tr>
</tbody>
</table>
4.1.6 Discussion of table (4.3)

The table above shows the P-value= 0.000. If the p-value 0.000<×=0.05. This means the difference is highly significant. So there is a significant difference in the scores between pre and posttests. The results of the two tests show the effect of independent variable (teaching integrated approach skills) on the dependent variable (students’ achievement). The result indicates that there is improvement in the students’ listening achievement. This confirm the research hypothesis No (1).

4.1.7 Table (4.4) Experimental group–speaking test(pre and posttests)

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1 Experimental Group Speaking (Pre-test)</td>
<td>17.2727</td>
<td>22</td>
<td>6.31085</td>
<td>1.34548</td>
</tr>
<tr>
<td>Pair 1 Experimental Group Speaking (Post-test)</td>
<td>31.5909</td>
<td>22</td>
<td>9.30775</td>
<td>1.98442</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Correlation</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1 Experimental Group Speaking (Pre-test) &amp; Experimental Group Speaking (Post-test)</td>
<td>22</td>
<td>.361</td>
<td>.099</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
<th>95% Confidence Interval of the Difference</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paired Differences</td>
<td></td>
<td></td>
<td></td>
<td>t</td>
<td>df</td>
</tr>
</tbody>
</table>
Paired Samples Test

<table>
<thead>
<tr>
<th>Pair</th>
<th>Experimental Group Speaking (Pre-test) - Experimental Group Speaking (Post-test)</th>
<th>Paired Differences</th>
<th>95% Confidence Interval of the Difference</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Std. Deviation</td>
<td>Std. Error Mean</td>
<td>Lower</td>
<td>Upper</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>-</td>
<td>1.43182E-1</td>
<td>9.16716</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1.95444</td>
<td>18.38267</td>
<td>-10.25369-</td>
<td>- 7.326-</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>21</td>
<td></td>
<td>.000</td>
</tr>
</tbody>
</table>

4.1.8 Discussion of table (4.4)

The table above shows the P-value= 0.000. If the p-value 0.000<×=0.05. This means the difference is highly significant. So there is a significant difference in the scores between pre and posttests. The result of the two tests shows the effect of independent variable (teaching integrated skills approach) on the dependent variable (students’ achievement). The result indicates that there is improvement in the students’ speaking achievement This confirm the research hypothesis No (1).
4.1.9 Table (4.5) control group speaking posttest with experimental speaking posttest.

Paired Samples Statistics

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1 Speaking test Control Group (Post-test)</td>
<td>15.0000</td>
<td>22</td>
<td>7.40013</td>
<td>1.57771</td>
</tr>
<tr>
<td>Experimental Group Speaking (Post-test)</td>
<td>31.5909</td>
<td>22</td>
<td>9.30775</td>
<td>1.98442</td>
</tr>
</tbody>
</table>

Paired Samples Correlations

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Correlation</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1 Speaking test Control Group (Post-test) &amp; Experimental Group Speaking (Post-test)</td>
<td>22</td>
<td>-.259</td>
<td>.244</td>
</tr>
</tbody>
</table>

Paired Samples Test

<table>
<thead>
<tr>
<th></th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
<th>95% Confidence Interval of the Difference</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td></td>
<td></td>
<td>Lower</td>
<td>Upper</td>
</tr>
</tbody>
</table>

79
Paired Samples Test

<table>
<thead>
<tr>
<th>Pair</th>
<th>Speaking test Group (Post-test) - Speaking Group (Post-test)</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
<th>95% Confidence Interval of the Difference</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Control Group (Post-test) - Experimental Group</td>
<td>1.65909E1</td>
<td>13.30828</td>
<td>2.83734</td>
<td>-22.49147 - 10.69035</td>
<td>-</td>
<td>5.847</td>
<td>.000</td>
</tr>
</tbody>
</table>

4.1.10 Discussion of table (4.5)

The table above shows the P-value = 0.000 If the p-value 0.000 < x = 0.05. This means the difference is highly significant. So there is a significant difference in the scores between pre and posttests. The result of the two tests shows the effect of independent variable (teaching integrated skills approach) on the dependent variable (students’ achievement). The result indicates that there is an improvement to students’ speaking skill. This confirm the research hypothesis No (1)
### 4.1.11 Table (4.6) control group – listening post test and experimental post tests

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Std. Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1 Listening test Control Group (Post-test)</td>
<td>9.6818</td>
<td>22</td>
<td>5.67691</td>
<td>1.21032</td>
</tr>
<tr>
<td>Experimental Group Listening test (Post-test)</td>
<td>32.0909</td>
<td>22</td>
<td>7.04346</td>
<td>1.50167</td>
</tr>
</tbody>
</table>

**Paired Samples Correlations**

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Correlation</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1 Listening test Control Group (Post-test) &amp; Experimental Group Listening test (Post-test)</td>
<td>22</td>
<td>.017</td>
<td>.939</td>
</tr>
</tbody>
</table>

**Paired Samples Test**

<table>
<thead>
<tr>
<th></th>
<th>Paired Differences</th>
<th>95% Confidence Interval of the Difference</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Std. Deviation</td>
<td>Std. Error Mean</td>
</tr>
<tr>
<td>Pair 1 Listening test Control Group (Post-test) - Experimental Group Listening test (Post-test)</td>
<td>2.24091E-1 1</td>
<td>8.96904</td>
<td>1.91221</td>
</tr>
</tbody>
</table>
4.1.12 Discussion of table (4.6)

The table above shows the P-value= 0.000. If the p-value 0.000<×=0.05. This means the difference is highly significant. So there is a significant difference in the scores between pre and posttests. The result of the two tests shows the effect of independent variable (teaching integrated skills approach) on the dependent variable (students’ achievement). The result indicates that there is an improvement occurred to the students’ achievement in listening skill. This confirm the research hypothesis No (1).

4.1.13 Table (4.7) The mean scores for all tests for both Control and Experimental Groups

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking test Control Group (Pre-test)</td>
<td>22</td>
<td>14.0909</td>
<td>6.66125</td>
<td>1.42018</td>
</tr>
<tr>
<td>Speaking test Control Group (Post-test)</td>
<td>22</td>
<td>15.0000</td>
<td>7.40013</td>
<td>1.57771</td>
</tr>
<tr>
<td>Listening test Control Group (Pre-test)</td>
<td>22</td>
<td>8.5000</td>
<td>4.65730</td>
<td>.99294</td>
</tr>
<tr>
<td>Listening test Control Group (Post-test)</td>
<td>22</td>
<td>9.6818</td>
<td>5.67691</td>
<td>1.21032</td>
</tr>
<tr>
<td>Experimental Group Listening test(Pre-test)</td>
<td>22</td>
<td>8.3636</td>
<td>3.31728</td>
<td>.70725</td>
</tr>
<tr>
<td>Experimental Group Listening test(Post-test)</td>
<td>22</td>
<td>32.0909</td>
<td>7.04346</td>
<td>1.50167</td>
</tr>
<tr>
<td>Experimental Group Speaking (Pre-test)</td>
<td>22</td>
<td>17.2727</td>
<td>6.31085</td>
<td>1.34548</td>
</tr>
<tr>
<td>Experimental Group Speaking (Post-test)</td>
<td>22</td>
<td>31.5909</td>
<td>9.30775</td>
<td>1.98442</td>
</tr>
</tbody>
</table>
### One-Sample Test

<table>
<thead>
<tr>
<th></th>
<th>Test Value = 0</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>Lower</th>
<th>Upper</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>T</td>
<td>df</td>
<td>Sig. (2-tailed)</td>
<td>Mean Difference</td>
<td>95% Confidence Interval of the Difference</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking test Control Group (Pre-test)</td>
<td>9.922</td>
<td>21</td>
<td>.000</td>
<td>14.09091</td>
<td>11.1375</td>
<td>17.0443</td>
<td></td>
</tr>
<tr>
<td>Speaking test Control Group (Post-test)</td>
<td>9.507</td>
<td>21</td>
<td>.000</td>
<td>15.00000</td>
<td>11.7190</td>
<td>18.2810</td>
<td></td>
</tr>
<tr>
<td>Listening test Control Group (Pre-test)</td>
<td>8.560</td>
<td>21</td>
<td>.000</td>
<td>8.50000</td>
<td>6.4351</td>
<td>10.5649</td>
<td></td>
</tr>
<tr>
<td>Listening test Control Group (Post-test)</td>
<td>7.999</td>
<td>21</td>
<td>.000</td>
<td>9.68182</td>
<td>7.1648</td>
<td>12.1988</td>
<td></td>
</tr>
<tr>
<td>Experimental Group Listening test(Pre-test)</td>
<td>11.82</td>
<td>6</td>
<td>.000</td>
<td>8.36364</td>
<td>6.8928</td>
<td>9.8344</td>
<td></td>
</tr>
<tr>
<td>Experimental Group Listening test(Post-test)</td>
<td>21.37</td>
<td>0</td>
<td>.000</td>
<td>32.09091</td>
<td>28.9680</td>
<td>35.2138</td>
<td></td>
</tr>
<tr>
<td>Experimental Group Speaking (Pre-test)</td>
<td>12.83</td>
<td>8</td>
<td>.000</td>
<td>17.27273</td>
<td>14.4747</td>
<td>20.0708</td>
<td></td>
</tr>
<tr>
<td>Experimental Group Speaking (Post-test)</td>
<td>15.91</td>
<td>9</td>
<td>.000</td>
<td>31.59091</td>
<td>27.4641</td>
<td>35.7177</td>
<td></td>
</tr>
</tbody>
</table>

### 4.1.14 Discussion of the Test Results

The results of the study proved that there is statistically significant difference between the mean scores of the experimental groups for listening and speaking in pre and posttest. These results stated that Integrated Skill Approach effective to improve aural-oral skills to secondary school students.
4.2 The Questionnaire Analysis

4.2.1 Analysis and Discussion of the Teachers' Questionnaire (Part 1)

4.2.2 Research Question (1)

In this part of the questionnaire, English language teachers have been requested to give their opinions about the integration of language skills and its role in developing aural-oral skills for secondary school students.

Therefore, they had to determine the extent to which the Integrated Skill Approach:

a. Is a valuable instructional approach, is an efficient classroom strategy.

b. Helps students to grow in main skills area.

c. Helps both teachers and students inside classrooms.

d. Gives learners chance to interact in an authentic and meaningful way.

e. Helps students to learn language for communicative target.

4.2.3 The role of integrated approach in the improvement of students’ achievement at aural-oral skills.

Table (4-8)

<table>
<thead>
<tr>
<th>Item No</th>
<th>No of respondents</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.Teachers</td>
<td>Integration of language skills is effective in teaching English language.</td>
<td>37</td>
<td>17</td>
<td>15</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>45.9%</td>
<td>40.5%</td>
<td>8.1%</td>
<td>2.7</td>
</tr>
<tr>
<td>2.Teachers</td>
<td>Integrated approach helps students to grow in all main skills area.</td>
<td>37</td>
<td>10</td>
<td>15</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>27.0%</td>
<td>40.5%</td>
<td>18.9%</td>
<td>8.1%</td>
</tr>
<tr>
<td>3.Teachers</td>
<td>Integration is an efficient classroom strategy</td>
<td>37</td>
<td>13</td>
<td>18</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>35.1%</td>
<td>48.6%</td>
<td>16.2%</td>
<td>0</td>
</tr>
<tr>
<td>4.Teachers</td>
<td>Using integrated</td>
<td>37</td>
<td>10</td>
<td>16</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>
The result in table (4-8) show that 32i.e.86.4% of respondent teachers 17i.e.45% (strongly agree),15i.e.40.5% (agree) believe that the integrated approach is effective method in teaching English language.3 i.e.8.1% of respondents could not decide whether the integrated skill is effective or not. 2 i.e.5.4% of respondents do not believe that the integrated skill is effective in teaching English language, 1 i.e.1.7% (agree) 1 i.e. 1.7% (disagree).

25 i.e. 67.5% of respondent teachers 10i.e.27% (strongly agree), 15i.e.40.5 %( agree) believe that the integrated skill approach helps students to grow in all skills area.7i.e.18.9% of respondents could not decide whether the integrated skill helps students to grow in all skills area or not. Only 5i.e.15.5% of respondents do not believe that the integrated skill helps students to grow in all skills area, 3i.e.8.1% (disagree), and 2i.e.5.4% (strongly disagree).

35i.e.83.7% of respondent teachers 13 i.e.35.1% (strongly agree), 18i.e.48.6% (agree) believe that the integrated approach is an efficient classroom strategy. 6i.e.16.2% of respondent could not decide whether the integrated approach is an efficient classroom strategy or not.

26i.e71.2% of respondent teachers 10 i.e.27% (strongly agree), 16 i.e.43.2% (agree) believe that integrated approach is beneficial for both teachers and learners. 5i.e.13.5% of
respondents could not decide whether the integrated approach is beneficial for both teachers and learners or not. 6 i.e. 16.2% of respondents do not believe that the integrated approach is beneficial for both teachers and learners, 5 i.e. 13.5% (disagree) and 1 i.e. 2.7% (strongly disagree).

23 i.e. 62.1% of respondent teachers 5 i.e. 13.5% (strongly agree), 18 i.e. 48.6% (agree), believe that integration of skills helps learners to learn language for communicative target. 7 i.e. 18.9% of respondents could not decide whether the integration of skills helps learners to learn language for communicative target or not. 7 i.e. 18.9% of respondents do not believe that integration of skills helps learners to learn language for communicative target.

51 i.e. 60% of the respondent teachers 26 i.e. 30.6% (strongly agree), 23 i.e. 27.1% (agree) believe that the integration gives learners a chance to interact in an authentic and meaningful way. 15 i.e. 17.6% of respondents could not decide whether the integration gives learners a chance to interact in an authentic and meaningful way or not. 20 i.e. 23.6% of respondent do not believe that the integration of skills gives learners a chance to interact in an authentic and meaningful way, 14 i.e. 16.5% (disagree), 6 i.e. 7.1% (strongly disagree).

4.2.5 The Answer of Question (1)

Q. Is there a statistically significant correlation between the integration of skills and improvement of students’ aural-oral skills achievement to English learners at secondary schools?

Answer:

Yes, there is a statistically significant correlation between the integration of skills and the improvement of students’ aural-oral skills to English learners at secondary schools.

According to the questionnaire, teachers show positive attitude towards the Integrated Approach and confirm its efficiency and effectiveness in aural-oral skills development. 75% of the participants look at integrated approach as a valuable instructional approach, 90% consider it as an efficient classroom strategy and so forth according to table (4-8).

With reference to the results of both, pre and post-tests of the experimental group and the questionnaire, the Integrated Skill Approach is an effective tool for aural-oral skills improvement.
4.2.6 Research Question (2)

Q. Do EFL teachers use the Integrated Approach to teach aural-oral skills at secondary schools?

The answer of question two is obtained from the teachers' opinions and through the students’ responses of what they practice inside classrooms.

4.2.7 Analysis and Discussion of the Teachers' Questionnaire (Part 2)

In this part of the questionnaire, English language teachers had to determine the extent to which they use the Integrated Skill Approach.

4.2.8 The use of integrated approach by English teachers.

Table (4-9)

<table>
<thead>
<tr>
<th>Item No</th>
<th>No of respondents</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.Teachers</td>
<td>Many English teachers do not use integrated approach in their classrooms</td>
<td>37</td>
<td>15</td>
<td>15</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>40.5%</td>
<td>40.5%</td>
<td>8.1%</td>
<td>10.8%</td>
</tr>
<tr>
<td>8.Teachers</td>
<td>Teachers usually focus only on reading and writing.</td>
<td>37</td>
<td>10</td>
<td>13</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>27.0%</td>
<td>35.1%</td>
<td>10.8%</td>
<td>24.3%</td>
</tr>
<tr>
<td>9.Teachers</td>
<td>Teachers teach one skill in each lesson.</td>
<td>37</td>
<td>13</td>
<td>18</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>35.1%</td>
<td>48.6%</td>
<td>8.1%</td>
<td>8.1%</td>
</tr>
<tr>
<td>10.Teachers</td>
<td>Teachers do not know their role in integrated approach.</td>
<td>37</td>
<td>17</td>
<td>15</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>45.9%</td>
<td>40.5%</td>
<td>5.4%</td>
<td>5.4%</td>
</tr>
<tr>
<td>The teachers</td>
<td></td>
<td>26</td>
<td>15</td>
<td>17</td>
<td>21</td>
<td>6</td>
</tr>
</tbody>
</table>
1. Students occasionally use segregated skill approach. 

<p>| | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>30.6%</td>
<td>17.6%</td>
<td>20.0%</td>
<td>24.7%</td>
<td>7.1%</td>
</tr>
</tbody>
</table>

2. Teachers often focus on reading and writing. 

<p>| | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>37.6%</td>
<td>21.2%</td>
<td>14.1%</td>
<td>18.8%</td>
<td>8.2%</td>
</tr>
</tbody>
</table>

3. Every skill is taught by different teacher. 

<p>| | | | | | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>30.6%</td>
<td>32.9%</td>
<td>17.6%</td>
<td>9.4%</td>
<td>9.4%</td>
</tr>
</tbody>
</table>

4. Teachers do not use all skills in one class. 

<p>| | | | | | | |</p>
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>31.8%</td>
<td>24.7%</td>
<td>15.3%</td>
<td>11.8%</td>
<td>16.5%</td>
</tr>
</tbody>
</table>

5. Students want to study the materials included in the exams only. 

<p>| | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>32.9%</td>
<td>24.7%</td>
<td>14.1%</td>
<td>11.8%</td>
<td>16.5%</td>
</tr>
</tbody>
</table>

### 4.2.9 Discussion of table (4-9)

The result in table (4-9) show that 30 i.e. 81% of respondent teachers 15 i.e. 40.5% (strongly agree), 15 i.e. 40.5% (agree) believe that many teachers do not use the integrated approach in their classrooms. 3 i.e. 8.1% of respondents could not decide whether the teachers use the integrated approach in their classes or not. Only 4 i.e. 10.8% of respondents do not believe that the teachers use integrated approach in their classrooms.

23 i.e. 62.1% of respondent teachers 10 i.e. 27% (strongly agree), 13 i.e. 35.1% (agree) believe that the teachers usually focus only on reading and writing. 4 i.e. 10.8% of respondents could not decide whether the teachers focus only on reading and writing or not. 10 i.e. 27% of respondents don’t believe that the teachers focus only on reading and writing, 9 i.e. 24.3% (disagree), and 1 i.e. 2.7% (strongly disagree).

31 i.e. 63.7% of respondent teachers 13 i.e. 35.1% (strongly agree), 18 i.e. 48.6% (agree) believe that the teachers teach one skill in each lesson. 3 i.e. 8.1% of respondents could not
decide whether the teachers teach one skill in each lesson or not. 3 i.e. 8.1% of respondents (disagree) do not believe that the teachers teach one skill in each lesson.

32 i.e.86.4% of respondent teachers 17i.e.45.9 % (strongly agree), 15i.e.40.5% (agree) believe that the teachers do not know their role in integrated skill approach. 2 i.e.5.4% of respondents could not decide whether the teachers know their role in integrated skill approach or not. 3 i.e. 8.1% of respondents do not believe that the teachers do not know their role in integrated skill approach, 2 i.e. 5.4% (disagree) and 1 i.e. 2.7% (strongly disagree)

41 i.e.48.2% of the respondent students 26 i.e. 30.6% (strongly agree), 15 i.e. 17.6% (agree), believe that the teachers occasionally use segregated skill approach. 17 i.e. 20% could not decide whether the teacher prefer to use segregated skill or not. 27 i.e. 31.8% do not believe that the teachers use the segregated approach, 21 i.e.24.7 (disagree), 6 i.e.7.1% (agree).

50i.e.58.8% of respondent students 32i.e.37.6% (strongly disagree), 18i.e.21.2% (agree) believe that the teachers focus on reading and writing only. 12 i.e. 14.1% of respondents could not decide whether the teachers focus on reading and writing only or not. 23 i.e. 27% of respondents do not believe that the teachers focus on reading and writing only, 16 i.e. 18.6% (disagree), 7 i.e. 8.2 % (strongly disagree).

54 i.e. 63.5% of respondent students 26 i.e. 30.6% (strongly agree),28 i.e. 32.9% (agree) believe that each skill is taught by different teacher. 15 i.e. 17.6% of respondents could not decide whether each skill is taught by different teacher or not. 16 i.e. 18.8% of respondents do not believe that each skill is taught by different teacher, 8 i.e. 9.4% (disagree), 8 i.e. 9.4% (strongly disagree).

48 i.e. 56.5% of respondent students 27 i.e. 31.8% % (strongly agree), 21 i.e. 24.7 % (agree) believe that the teachers do not teach all the skills in a class. 13 i.e. 15.3% of respondents could not decide whether the teachers teach all the skills in a class or not. 24 i.e. 28.3% of respondent do not believe that the teachers teach all the skills in a class, 10 i.e. 11.8 % (disagree), 14 i.e. 16.5% (strongly disagree).

49 i.e. 57.6% of respondent students, 28 i.e. 32.9% (strongly agree), 21 i.e. 24.7%(agree), believe that the students want to learn the skills that are included in the exams. 12 respondents could not decide whether the students want to study the skills included in the exams or not. 24 i.e. 28.3% of respondents do not believe the students want to study the skills included in the exams only, 10 i.e.11.8% (disagree),14 i.e. 16.5%(strongly disagree).
4.2.10 The Answer to Question (2)

Q. Do English teachers use the integrated skill approach in their classes to improve aural-oral skills?

Answer

No, English teachers do not use the integrated approach to improve aural-oral skills.

According to table (4-9), 81% of the participants (teachers and students) believe that teachers do not use the Integrated Skill Approach.

4.2.11 Research Question (3)

Q. Do EFL teachers face difficulties in applying the Integrated Skill Approach?

The answer of question three is obtained from the teachers' opinions through the assigned third part of the questionnaire and the students’ responses of the same part of questionnaire.

4.2.12 Analysis and Discussion of the Teachers' Questionnaire (Part 3)

In this part of the questionnaire, English language teachers and students had to determine the difficulties facing them in the application of the Integrated Skill Approach. The difficulties are in terms of the teaching two skills at a time, material and tools availability, motivation of the students, teachers’ experience and exams.

4.2.13 The difficulties that face the teachers in applying integrated approach.

Table (4-10)

<table>
<thead>
<tr>
<th>Item No</th>
<th>No of respondents</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Teachers</td>
<td>Teaching two skills at a lesson is more challenge</td>
<td>37</td>
<td>15</td>
<td>19</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

90
<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Teachers</td>
<td>Many teachers do not have experience to implement integrated approach in their classrooms.</td>
<td>37</td>
<td>6</td>
<td>13</td>
<td>7</td>
</tr>
<tr>
<td>13. Teachers</td>
<td>The materials and tools for applying integrated approach are not available</td>
<td>37</td>
<td>12</td>
<td>19</td>
<td>1</td>
</tr>
<tr>
<td>14. Teachers</td>
<td>Students are not motivated toward aural-oral skills.</td>
<td>37</td>
<td>15</td>
<td>18</td>
<td>1</td>
</tr>
<tr>
<td>15. Teachers</td>
<td>Some teachers are not aware about the importance of aural-oral skills</td>
<td>37</td>
<td>10</td>
<td>19</td>
<td>5</td>
</tr>
<tr>
<td>16. Teachers</td>
<td>The focusing on reading and writing skills helps students to pass the exams.</td>
<td>37</td>
<td>15</td>
<td>17</td>
<td>3</td>
</tr>
<tr>
<td>6. Students</td>
<td>Teaching two skills at a lesson is more challenge</td>
<td>85</td>
<td>26</td>
<td>21</td>
<td>17</td>
</tr>
<tr>
<td>7. Students</td>
<td>Many teachers do not have experience to implement integrated approach in their classrooms.</td>
<td>85</td>
<td>32</td>
<td>18</td>
<td>12</td>
</tr>
<tr>
<td>8. Students</td>
<td>The materials and tools for applying integrated approach are not available</td>
<td>85</td>
<td>26</td>
<td>28</td>
<td>15</td>
</tr>
<tr>
<td>9. Students</td>
<td>Students are not</td>
<td>85</td>
<td>27</td>
<td>21</td>
<td>13</td>
</tr>
</tbody>
</table>
motivated toward aural-oral skills. | 31.8% | 24.7% | 15.3% | 11.8% | 16.5% |
--- | --- | --- | --- | --- | --- |
10. Students | Some teachers are not aware about the importance of aural-oral skills | 85 | 37 | 37 | 2 | 7 |
| 43.5% | 43.5% | 2.4% | 8.2% | 2.4% |

### 4.2.14 Discussion of table (4-10)

The result in table (4-10) above show that 34 i.e.91.9% of respondent teachers believe that teaching more than skill at a time is more challenge. 15i.e.40.5% (strongly agree) 19i.e.51.4 % (agree) believe that teaching more than skill at a time is a challenge or not. 2i.e.5.4% of respondents do not believe that teaching more than skill at a time is more challenge.

19 i.e.51.3% of respondent teachers believe that many teachers do not have experience to implement integrated approach in their classes. 6i.e.16.2% (strongly agree), 13 i.e.35.1% (agree) believe that many teachers do not have experience to implement integrated approach in their classes. 7i.e.18.9% of respondents could not decide whether many teachers have experience to implement integrated approach or not. 11 i.e. 29.7% do not believe that many teachers do not have experience to implement integrated approach in their classes, 6 i.e. 16.2% (disagree) and 5 i.e. 13.5% (strongly disagree).

31 i.e.83.8% of respondent teachers believe that the materials and tools for applying integrated approach are not available. 1i.e.2.7% of respondent could not decide whether the materials for applying integrated approach are available or not. 5 i.e. 13.5% of respondents do not believe that the materials and tools for applying integrated approach are available.

33i.e.89.1% of respondent teachers believe that the students are not motivated toward aural-oral skills. 1 i.e. 2.7% of respondents could not decide whether the students are motivated toward aural-oral skills or not. 3 i.e. 8.1% of respondents do not believe that the students are not motivated toward aural-oral skills.

29 i.e. 78.4% of respondent teachers believe that some teachers are not aware about the importance of aural-oral skills. 5 i.e. 13.5%
of respondents could not decide whether the teachers are aware about the importance of aural-oral skills or not. 3 i.e. 13.5% of respondents do not believe that the teachers are not aware about the importance of aural-oral skills.

32 i.e. 86.4% of respondent teachers 15 i.e. 40.5% (strongly agree), 17 i.e. 45.9% (agree) believe that the focusing on reading and writing helps students to pass the exams. 3 i.e. 8.1% of respondents could not decide whether the focusing on reading and writing helps students to pass the exams or not. 2 i.e. 5.4% of respondents do not believe that the focusing on reading and writing helps students to pass the exams.

41 i.e. 48.2% of respondent students 26 i.e. 30.6% (strongly agree), 15 i.e. 17.6% (agree), 2 i.e. 2.4% (disagree), 14 i.e. 16.5% (strongly disagree) believe that teaching two skills at one lesson is more challenge for the students. 17 i.e. 20% could not decide whether the teaching two skills is challenge or not. 27 i.e. 31.8% do not believe that teaching two skills at a lesson is a challenge, 21 i.e. 24.7% (disagree), 6 i.e. 7.1% (strongly disagree).

50 i.e. 58.7% of respondent students 32 i.e. 37.6% (strongly agree), 18 i.e. 21.2% (agree), 12 i.e. 14.1% could not decide whether many teachers do not have experience to implement integrated approach in their classrooms. 14 i.e. 17.6% could not decide whether many teachers do not have experience or not. 23 i.e. 27% do not believe that the teachers do not have experience to implement integrated approach in their classrooms. 16 i.e. 18.8% (disagree), 7 i.e. 8.2% (strongly disagree).

54 i.e. 63.5% of respondent students 26 i.e. 30.6% (strongly agree), 28 i.e. 32.9% (agree) believe that the materials and tools for applying integrated approach are not available. 15 i.e. 17.6% of respondents could not decide whether the materials and tools for applying integrated approach are available or not. 16 i.e. 18.8% do not believe that the materials and tools for applying integrated are not available, 8 i.e. 9.4% (disagree), 8 i.e. 9.4% (strongly disagree).

48 i.e. 56.5% of respondent students 27 i.e. 31.8% (strongly agree) 21 i.e. 24.7% (agree), 13 i.e. 15.3% could not decide whether the students are motivated toward aural-oral skills. 13 i.e. 15.3% could not decide whether the students are motivated toward aural-oral skills or not. 24 i.e. 16.5% do not believe that the students are not motivated toward aural-oral skills, 10 i.e. 11.8% (disagree), 14 i.e. 16.5% (strongly disagree).

74 i.e. 87% of respondent students 37 i.e. 43.5% (strongly agree), 37 i.e. 43.5% (agree), 2 i.e. 2.4% of respondents could not decide whether some students are not aware about the importance of aural-oral skills.
aural-oral skills or not. 9 i.e. 10.6% do not believe that some of the students are not aware about the importance of aural-oral skills. 7 i.e. 8.2% (disagree), 2 i.e. 2.4% (strongly disagree).

4.2.15 The Answer of Question (3)

Q. Do English teachers face difficulties in applying the Integrated Skill Approach in classrooms?

Answer

Yes, EFL teachers face difficulties in applying the Integrated Skill Approach in classrooms.

According to table (4-10) 51.3% of the participants suppose that the teachers do not have experience to teach integrated approach. 91.9% of respondents think teaching two skills at a time is a challenge, and 83.8% of respondents believe that the materials and tools for applying integrated approach are not available.

4.2.16 Research Question (4)

Q. To what extent is segregated approach affects the students’ aural-oral skills achievement?

The answer of question four is obtained from the teachers' opinions through the assigned last part of the questionnaire and the students’ responses of the same parts of questionnaire.

2.4.17 Analysis and Discussion of the Teachers' Questionnaire (Part 4)

In this part of the questionnaire, English language teachers and students had to determine the impact of teaching through segregated skill approach, emphasis on developing students’ reading and writing skills and the negligence of aural-oral skills.

4.2.18 The impact of segregated approach on the students’ aural-oral skills.

Table (4.11)

<table>
<thead>
<tr>
<th>Item No</th>
<th>No of respondents</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>17.Teachers Students never speak the language inside</td>
<td>37</td>
<td>22</td>
<td>14</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>59.5%</td>
<td>37.8%</td>
<td>2.7%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

94
<table>
<thead>
<tr>
<th>Students</th>
<th>Teachers</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students never speak the language inside the classroom</td>
<td>Teachers sometimes use Arabic language for explanation.</td>
<td>37</td>
</tr>
<tr>
<td>Students always find difficulties in listening comprehension.</td>
<td>Teachers always find difficulties in listening comprehension.</td>
<td>37</td>
</tr>
<tr>
<td>Students find difficulties in classroom interaction.</td>
<td>Teachers find difficulties to interact with students.</td>
<td>37</td>
</tr>
<tr>
<td>Students always find difficulties in listening comprehension.</td>
<td>Students always find difficulties in listening comprehension.</td>
<td>37</td>
</tr>
<tr>
<td>Students sometime ask the teacher to explain in Arabic.</td>
<td>Students sometime ask the teacher to explain in Arabic.</td>
<td>85</td>
</tr>
<tr>
<td>Students always find difficulties in listening comprehension.</td>
<td>Students find difficulties in classroom interaction.</td>
<td>85</td>
</tr>
<tr>
<td>Students find difficulties in classroom interaction.</td>
<td>Students find difficulties in classroom interaction.</td>
<td>85</td>
</tr>
</tbody>
</table>
4.2.19 Discussion of table (4-11)

The result in table (4-11) above show that 36 i.e. 96% of respondent teachers 22 i.e. 59.5% (strongly agree) 14 i.e. 37% (agree) believe that the students never speak the language inside the classroom. 1 respondent 2.7% could not decide whether the students speak the language inside the classroom or not.

36 i.e.96% of respondent teachers 12 i.e.32% (strongly agree), 24 i.e. 64% (agree) believe that the teachers use Arabic language to explain English to the students. 1i.e 2.7% of respondents could not decide whether the teachers use Arabic to explain to the students or not.

It’s clear from the table above that 24 i.e. 64.8% of the respondent teachers 12 i.e.32.4% (strongly agree) 12 i.e32.4% (agree) believe that the students find difficulties in listening comprehension. 5 i.e.13.5% of respondent teachers could not decide if the students find difficulties or not. Only 8 i.e.21.6% believes that students do not find difficulties in listening comprehension, 7i.e.18.9% (disagree), 1 i.e. 2.7%(strongly disagree).

35i.e.95.5% of respondent teachers 18 i.e.48.6% (strongly agree), 17i.e.45.9% (agree) believe that the teachers find difficulties to interact with the students. 2i.e.5.4% of respondents could not decide whether the teachers find difficulties in interaction or not.

The result in table (4.4) above, shows that 74 i.e. 87% of respondent students 37i.e.43.5% (strongly agree), 37i.e 43.5% (agree) believe that the students never speak the language inside the classroom.2 i.e.2.4% of students could not decide whether the students speak the language or not. Only 9i.e10.6% of respondents believes the students speak the language inside the classroom,7 i.r.8.2%(disagree),2 i.e. 2.4%(strongly disagree).
70 i.e. 82.4% of respondent students 52 i.e.61.2% (strongly agree), 18 i.e.21.2% (agree) believe that the students ask the teachers to explain in Arabic.9 i.e. 10.6% of respondents could not decide if the students ask the teachers or not. 6 i.e. 7.1% of respondents do not believe the students ask the teachers to explain in Arabic, 6 i.e. 7.1% (disagree)

56 i.e. 65.9% of respondent students 31i.e.36.5% (strongly agree) 25i.e.29.4% (agree) believe that the students find difficulties in listening comprehension. 18 i.e. 21.2% of respondents could not decide whether the students find difficulties or not.11 i.e. 12% of respondents do not believe that the students find difficulties in listening comprehension, 9 i.e.10.6%(disagree), 2 i.e. 2.4% (strongly disagree).

53 i.e. 62.4% of respondent students, 30 i.e. 35.3% (strongly agree), 23 i.e.27.1%, believe that the students find difficulties in classroom interaction.7 i.e. 8.2% of respondents could not decide if the students find difficulties in class interaction or not. 25 i.e. 29.4% of respondents do not believe the students find difficulties in classroom interaction, 15 i.e.17.6%( disagree),10 i.e. 11.8%(strongly disagree).

34 i.e. 40% of respondent students 21i.e.24% (strongly agree), 13 i.e. 15.3% (agree), believe that the students never listen to audio materials inside the classroom. 21 i.e. 24.7% of respondents could not decide whether the students listen to audio materials or not. 30 i.e. 35.3% of respondents believe that the teachers use audio materials in the classroom, 11 i.e.12.9% (disagree),19 i.e.22.4%(strongly disagree).

20 i.e.23.6% of respondents, 2 i.e.2.4% (strongly agree),18 i.e.21.2% (agree), believe that students find it easy to interact with their teachers. 9 i.e.10.6% of respondents could not decide whether the student find it easy to interact with their teachers or not. 56 i.e.65.9% of respondents do not believe that the students find it easy to interact with their teachers, 31 i.e 36.5% (disagree), 35 i.e.29.4% (strongly disagree).

4.2.20 The answer of question (4)

Q. To what extent is segregated approach affects the students’ aural-oral skills achievement?

Answer
Teaching English language through segregated skill approach has negative influence on the students’ aural-oral skills. This approach described as traditional way of teaching since it focus only on teaching reading and writing. (87% of students) confirmed that students never speak language inside classrooms. Also (64.8% of teachers) confirmed that the students have difficulties in listening comprehension and class interaction.

4.3 Discussion of the questionnaire's results

4.3.1 Discussion of teachers’ questionnaire

The questionnaire was administered to the English teachers in Khartoum state-secondary schools, to know their opinions toward the role of the integration of the language skills in developing students’ aural-oral skills, whether the teacher use the integration of skills to develop all skills or not, the difficulties that face the teachers in applying this method and finally the effects of using segregated approach on the student aural-oral achievement.

Most the teachers i.e. (86.4%) believe that the integrated approach is an effective and valuable method in teaching English language. 67.5% of teachers believe that integrated approach helps students to grow in all main skills area. Also most the teachers 62.1% think that integrated approach gives the students chance to interact in authentic and meaningful way.

According to the statistics 81% of the teachers do not use the integrated approach to develop aural-oral skills. 62.1% of the teachers think that the teachers focus only on reading and writing skills.

Some teachers face difficulties in implementing integrated approach in classrooms. 51.3% of teachers think that some teachers do not have experience to implement integrated approach. Lack of tools and materials is another difficulty mentioned by 83.8% of the teachers.

The teachers and students in last part of the questionnaires reflected the negative influence of the segregated approach on the students’ achievement in aural-oral skills. (77% teachers), (87% students) believe that the students do not speak language inside classrooms. Also (64.8 teachers), (65.9 students) believe that the students have difficulties in listening comprehension.
4.3.2 Discussion of Students’ questionnaire

The questionnaire was administered to the samples of secondary school students, to know what is happening and what are doing. According to the results, students believe that the lack of integration has negative effect on the their aural-oral achievement(87% of the students) believe that the students do not speak language inside classrooms.. Also 80% of the students believe that teachers focus only on reading and writing and do not use integrated skill approach.

4.4 Evaluation of Research Hypotheses

This study is concern mainly with the role of integrated approach in developing aural-oral skills for secondary school students. So the purpose of the study was to find out how this method is effective and efficient in teaching English and developing aural-oral skills in particular.

The study used three sources of data to generate evidences to the hypotheses of the study.

1- Treatment was (pre-posttests) was designed and administered to representative samples of secondary school students (experimental and control groups) for the purpose of seeing the effectiveness of integrated approach on the experimental group.

2- A questionnaire was design and administered to representative samples ( 36 of secondary school English teachers) to know their opinion about the integrated approach, and whether they use it in their classrooms. Also to determine the difficulties face them in applying this method. In addition to describe the present situation of teaching skills in isolation on the students.

3- Another questionnaire was design and administered to a representative of 86 secondary school students to determine and describe what is happening in their classroom concerning the using of integrated approach, difficulties, and the impact of segregated skill on their aural-oral achievement

Based on all previous statistically treated data, the following four research hypotheses will be examined and judged :

1- There is a significant correlation between the integration of the four skills and the improvement of aural-oral skills’ achievement in Sudanese secondary schools.

2- The absence of integrated-skill approach of English language affects negatively on the students’ aural -oral achievement.
3- The teachers find difficulties in applying integrated skill approach in classrooms.
4- The English teachers do not use integrated approach to develop aural-oral skills for secondary school students.

4.4.1 Research hypothesis No (1)

1- There is a significant correlation between the integration of the four skills and the improvement of aural-oral skills’ achievement in Sudanese secondary schools.

According to the significant difference between the mean in the pre and posttests of experimental group, the integrated approach is effective in developing students’ aural-oral skills for secondary school students. Also 86.4% of respondent teachers believe that integrated approach is effective approach to develop students’ aural-oral skills. These results have proved the research hypothesis (1).

4.4.2 Research Hypothesis No(2)

2- The absence of integrated-skill approach of English language affects negatively on the students’ aural-oral achievement.

According to the statistical result, (77% teachers), (87% students) agree with the research hypothesis. Also there is no significant difference between the mean in the pre- posttests of control group. These results approved that the hypothesis No(2) is accepted.

4.4.3 Research Hypothesis No (3)

3- The teachers find difficulties in applying integrated skill approach in classrooms.

According to the statistical results,(83.8% of teachers)(55.3% of students), supported the hypothesis. This results approved the hypothesis No (3) is accepted.

4.4.4 Research Hypothesis No (4)

4- The English teachers do not use integrated approach to develop aural-oral skills.

According to the statistical results (81% of the teachers) do not use the integrated approach to develop aural-oral skills. This result approved the hypothesis No (4) is accepted.
All in all, the practical evidences obtained from these three sources of treated data appeared to confirm the hypotheses, formulated in this study that there is a significant correlation between the integration of the four skills and the improvement of aural-oral skills’ achievement in Sudanese secondary schools, that the absence of integrated-skill approach of English language affects negatively on the students’ aural -oral achievement, that many English teachers do not use integrated approach to develop aural-oral skills, that the teachers find difficulties in applying integrated skill approach.

4.5 Research Main Question

Q. To what extent is the integrated skill approach effective in improving the students’ achievement in aural-oral skills?

Answer

According to all statistical results obtained from the treatment and the questionnaires, the integrated Skill Approach has proved to be an effective in improving students’ achievement in aural-oral skills.

4.6 Conclusion

This research has come out with empirical evidences in the use of integrated skill approach .These results can be generalized to fulfill the overall implied objective of this research, which is the use of Integrated Skill Approach to improve students’ achievement in aural-oral skills to secondary school students.

The following chapter deals with, conclusion, findings and recommendations.
Chapter Five

Conclusion, Findings and Recommendations

5.0 Introduction

This chapter includes the conclusion, the findings and the recommendations of the study.

5.1 Conclusion

The study has been conducted to investigate the role of the integrated skill approach in developing the students’ achievement in aural-oral skills for secondary school students. It has addressed to achieve the following objectives:

1- To shed the light on the relation between the integration of the skills and the improvement of aural-oral skills in Sudanese secondary schools.
2- To investigate the impact of the segregation of skills on the students’ aural-oral achievement in secondary schools.
3- To investigate the present situation of using integrated skill approach in secondary schools.
4- To investigate the difficulties that faces the teachers in applying the integrated skill approach in classrooms.

And to find answers to the following questions:

Main Question:

To what extent does the integration of the four skills is effective in improving the aural-oral skills’ achievement of secondary school students?

Sub-questions:

1- Is there a significant correlation between the integration of the four skills and improvement of aural-oral skills’ achievement of secondary school students?
2- To what extent do English teachers use integrated approach in teaching English in Sudanese secondary schools?
3- Do the English teachers find difficulties in applying integrated skill approach in secondary school classroom?
4- To what extent is segregated approach affects the students’ aural-oral skills achievement?

**And to validate the following hypothesis:**

1- There is a significant correlation between the integration of the four skills and the improvement of aural-oral skills’ achievement in Sudanese secondary schools.

2- The absence of integrated-skill approach of English language affects negatively on the students’ aural -oral achievement.

3- The teachers find difficulties in applying integrated skill approach in classrooms.

4- The English teachers do not use integrated approach to develop aural-oral skills.

**To find answers to the questions and to validate the hypothesis of the study. Three sources of data were utilized:**

1- A treatment (pre-posttests) was designed and administered to representative samples of secondary school students (experimental and control groups) for the purpose of seeing the effectiveness of integrated approach on the experimental group.

2- A questionnaire was design and administered to representative samples (37 of secondary school English teachers) to know their opinion about the integrated approach, and whether they use it in their classrooms. Also to determine the difficulties face them in applying this method. In addition to describe the impact of segregated approach on the students’ aural-oral achievement.

3- Another questionnaire was design and administered to representative samples (of 86 secondary school students) to determine and describe what is happening in their classroom concerning the using of integrated approach, difficulties, and the impact of segregated skill on their aural-oral achievement.

**5.2 Findings**

The results obtained from the experiment and the analysis of the teachers and students’ questionnaire have shown

1. There is a statistically significant correlation between the integrated approach and the improvement of students’ aural-oral skills at Sudanese secondary schools.

2. The experiment has shown that segregated approach has negative effects on the students’ aural-oral skills achievement.
3. There is a relation between the integrated approach and the improvement of aural-oral skills achievement at secondary schools.

4. The impact of teaching English language through segregated approach.

5. The teachers face difficulties in applying integrated approach.

6. These results have shown that the objectives have been achieved through the answers of research questions and the validation of research hypotheses.

5.3 Recommendations

In the light of these results, the researcher recommends the following

1. The Integrated Approach should be generalized in teaching English for secondary school students.

2. The useless of teaching language skills in isolated way and the encouragement of Integrated Skill Approach.

3. Teachers should avoid using of segregated skill approach in teaching English language.

4. The students have to realize the crucial role of aural-oral skills in language learning.

5. English language teachers have to be trained in using the Integrated Skill Approach.

6. The difficulties that may face English language teachers in applying the Integrated Skill Approach have to be solved.
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Appendix No (1)
University of Gezira
Collage of higher studies
The Role of Integrated Skill Approach in Developing Students’ Aural-Oral Skills Achievement for Secondary School Students.
Teachers’ questionnaire

Dear colleague

Thank you in advance for taking part and contribute in this questionnaire, which is a part of my PhD research in applied linguistic I’m now doing at the University of Gezira. Could you please participate in this study by putting a tick (✓) against each statement that represent your opinion. Your responses will be confidential and only for scientific purpose.

Thank you so much for cooperation.
Adam Albadry Adam Alhassan
Prince Sattam University / Saudi Arabia
wedelbadry@gmail.com
2016

General information about the respondents

Please put (✓) in the bracket of your choice

1-Name : (optional).................................................................................................................
2-place of work: .......................................................................................................................  
3-Sex  
   a. male ( )  b. female ( )
4-Age  
   a. 22- 25 ( )  b. 26- 35 ( )
   c. 36- 45 ( )  d. 46- 55 ( )
   e. more than 55 ( )
5-present job  
   a. Teacher ( )  b. headmaster ( )
   c. supervisor ( )
6-Academic qualification:
   a- Bachelor ( )  b- post graduate diploma ( )
   c -Master ( )  d. PhD ( )
7-Teaching Experience:  
   a. 1---3 years  b.4---6 years ( )
   c-7---10 years  d. more than 10 years.
<table>
<thead>
<tr>
<th>Item No</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.Teachers</td>
<td>Integration of language skills is effective in teaching English language.</td>
<td></td>
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<tr>
<td>2.Teachers</td>
<td>Integrated approach helps students to grow in all main skills area.</td>
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<tr>
<td>3.Teachers</td>
<td>Integration is an efficient classroom strategy</td>
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<td>4.Teachers</td>
<td>Using integrated approach is beneficial for both teachers and learners.</td>
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<tr>
<td>5.Teachers</td>
<td>Integration of skills helps learners to learn language for communicative target.</td>
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<td>6.Teachers</td>
<td>Integration gives learners chance to interact in an authentic and meaningful way.</td>
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<td>7.Teachers</td>
<td>Many English teachers do not use integrated approach in their classrooms</td>
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<tr>
<td>8.Teachers</td>
<td>Teachers usually focus only on reading and writing.</td>
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<tr>
<td>9.Teachers</td>
<td>Teachers teach one skill in each lesson.</td>
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<td></td>
<td>Teachers</td>
<td>Remarks</td>
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<td>10</td>
<td>Teachers do not know their role in integrated approach.</td>
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<td>11</td>
<td>Teaching two skills at a lesson is more challenge</td>
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<tr>
<td>12</td>
<td>Many teachers do not have experience to implement integrated approach in their classrooms.</td>
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<tr>
<td>13</td>
<td>The materials and tools for applying integrated approach are not available</td>
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<tr>
<td>14</td>
<td>Students are not motivated toward aural-oral skills.</td>
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<td>15</td>
<td>Some teachers are not aware about the importance of aural-oral skills</td>
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<tr>
<td>16</td>
<td>The focusing on reading and writing skills helps students to pass the exams.</td>
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<tr>
<td>17</td>
<td>Students never speak the language inside the classroom</td>
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<tr>
<td>18</td>
<td>Teachers sometimes use Arabic language for explanation.</td>
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</tbody>
</table>
19. Teachers always find difficulties in listening comprehension.

20. Teachers find difficulties to interact with students.

Appendix No (2)
University of Gezira / Collage of higher studies

The Role of Integrated Skill Approach in Developing Students’ Aural-Oral Skills Achievement for Secondary School Students.

Students’ questionnaire

Dear student:
Thank you in advance for taking part and contribute in this questionnaire, which is a part of my PhD research in applied linguistic I’m now doing at the University of Gezira. Could you please participate in this study by putting a tick (√) against each statement that represent your opinion. Your responses will be confidential and only for scientific purpose.

Thank you so much for cooperation
Adam Albadry Adam Alhassan
Prince Sattam University / Saudi Arabia
wedelbadry@gmail.com 2016

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Strongly agree</th>
<th>agree</th>
<th>neutral</th>
<th>disagree</th>
<th>Strongly disagree</th>
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<tbody>
<tr>
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<td>The teachers occasionally use segregated skill</td>
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<tr>
<td>Students</td>
<td>Teachers often focus on reading and writing.</td>
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<tr>
<td>Students</td>
<td>Every skill is taught by different teacher.</td>
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<tr>
<td>Students</td>
<td>Teachers do not use all skills in one class.</td>
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<tr>
<td>Students</td>
<td>Students want to study the materials included in the exams only.</td>
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<tr>
<td>Students</td>
<td>Teaching two skills at a lesson is more challenge.</td>
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<tr>
<td>Students</td>
<td>Many teachers do not have experience to implement integrated approach in their classrooms.</td>
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<td>Students</td>
<td>The materials and tools for applying integrated approach are not available.</td>
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<tr>
<td>Students</td>
<td>Students are not motivated toward aural-oral skills.</td>
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<td></td>
<td>Students</td>
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<tr>
<td>10.</td>
<td>Some teachers are not aware about the importance of aural-oral skills</td>
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<tr>
<td>11.</td>
<td>Students never speak the language inside the classroom</td>
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<td>12.</td>
<td>Students sometime ask the teacher to explain in Arabic</td>
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<td>13.</td>
<td>Students always find difficulties in listening comprehension.</td>
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<td>15.</td>
<td>Students never listen to audio materials inside the classroom.</td>
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<tr>
<td>16. Students</td>
<td>Students find it easy to interact with their teachers.</td>
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</table>

### Appendix No. (3)

**Speaking test rubric**

<table>
<thead>
<tr>
<th>Scores</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>The student speaks about the topic for almost the entire allotted time.</td>
<td>The student speaks more than half of allotted time.</td>
<td>The student speaks for almost half of allotted time.</td>
<td>The student speaks for almost none of the allotted time.</td>
<td>The student has no knowledge of the topic.</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>All of the vocabulary is relevant and varied.</td>
<td>More than half of the vocabulary is relevant and varied.</td>
<td>Almost half of the vocabulary is relevant and varied.</td>
<td>Very little of the vocabulary is relevant and varied.</td>
<td>The vocabulary used has no connection to the question.</td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>Almost all of the speech is grammatically correct.</td>
<td>More than half of the speech is grammatically correct.</td>
<td>Almost half of the speech is grammatically correct.</td>
<td>Very little of the speech is grammatically correct.</td>
<td>None of the speech is grammatically correct.</td>
</tr>
<tr>
<td>** Pronunciation and fluency**</td>
<td>Almost all the words are pronounced correctly with natural pauses.</td>
<td>More than half of the words are pronounced correctly with a few pauses that affect fluency.</td>
<td>Almost half of the words are pronounced correctly with quite a few pauses that affect fluency.</td>
<td>Very few of the words are pronounced correctly with pauses that seriously affect fluency.</td>
<td>No words are pronounced correctly and the speech is not fluent.</td>
</tr>
</tbody>
</table>
Appendix No(4)

The Role of Integrated Skill in Developing Students’ Aural-Oral Skills Achievement for Secondary School Students.

Students' Listening Test

Dear student

I would like to thank you in advance for taking some of your time to respond to this listening test. This test concerns my PhD in applied linguistics I'm now doing at the University of Gezira. Could you please participate in this study by answering all questions? I would like to assure you that your responses will not be made available to anyone for whatever purpose except to the carrying out of this research work.

Thank you so much for your time and cooperation

Adam Albadry Adam Alhassan.


Track 1

A- Listen to the following passage and fill in the missing words or phrases:

Hello. My name is Ali Hassan. I am in grade…………..I am going to talk to you about my last summer…………….. In the first two weeks, I stayed at home. Then my…………and I decided to go……………….in the city pool. We used to stay there for two…………. In the afternoon we…………to go to the sports club to play tennis and basketball. We also made two…………: the first one was to the…………... and the second was to the…………in the capital city. We had a great time there…………………………………

B- Listen to the passage again and answer these questions:

1-Who is speaking? .................................................................

2-What is he talking about? .....................................................
3-What did he do at the beginning of his holidays?

4-Where did they use to play tennis? .................................

Track2

A-Listen to the following passage and fill in the missing words or phrases:

Ziyad was going to the………………last night. He was driving at high………….While he was driving, one of the back…………blew out. The driver tried to…………., but the car went to right side of the……………and hit the guardrail. Fortunately, Ziyad was not hurt. The three …….who were with him were unhurt as well. The right side of the car was ………….The headlight was also broken. I wish I had been more ………....." said Ziyad………………

B- Listen to the following passage again and answer these questions:

1-What is the passage about?

………………………………………………………………………………

2-How was Ziyad driving?

………………………………………………………………………………

3-Who was with him?

………………………………………………………………………………

4-Why did the accident happen?

………………………………………………………………………………

C- Listen to the following passage and fill in the blanks.

As we know, there are many kinds of………………in our environment. Every kind causes many types of……………….Infarct, many diseases now days are caused by pollution. For example, cancer may be caused by air pollution, smoking and bad………………. Chemical materials such as mercury, which comes from industrial………………may cause damage to the liver and kidney. Contaminated foods form another………………problem in several diseases such as stomachache ,………………and diarrhea.
Malaria, cholera and typhoid are diseases caused by spreading dirt in the………………………. Bathing in the ponds may cause…………..problem and other diseases. Air pollution caused by factories and means of ……………..is abig problem all over the world. It causes asthma, heart………………..and sometimes lung cancer. Finally, noise pollution may cause nervous tension, anxiety,……………..and ear damage.

D- Listen again and circle the correct answer:

1-The best title for this passage may be………………
   a. water pollution   b-contaminated food  c. -disease caused by pollution.

2- Hard breathing may be caused by……………pollution.
   a. noise  b.airc.water

3-Bacteria and Microbes may cause…….
   A.stomachache       b. lung cancer       c.nervious tension

4- Ear damage may be caused by………………
   A-land       b.water       c. noise
**Appendix No (5)**

The Role of Integrated Skill in Developing Students’ Aural-Oral Skills Achievement for Secondary School Students.

Students' speaking Test

Dear student

I would like to thank you in advance for taking some of your time to respond to this speaking test. This test concerns my PhD in applied linguistics I'm now doing at the University of Gezira. Could you please participate in this study by answering all questions? I would like to assure you that your responses will not be made available to anyone for whatever purpose except to the carrying out of this research work.

Thank you so much for your time and cooperation.

Adam Albadry Adam Alhassan.


**Speaking Test**

1-Which school do you study at?

2-Tell me about your first day at school?

3-Describe the place you like most at the school and why?

4-What is your favorite subject and why?

5-Why do you think studying at school is important?

6-Could you tell me about your best friend at the school?

7-What do you do in your free time?

8-What would you like to be in the future and why?

9-Where are you going to your summer vacation? Describe the place you will go?

10-Tell me about some important activities you usually do?