



Investigating the Extent to which teachers use Integrated approach in Teaching of English Language in Junior Schools in HOHOE Municipality

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Abstract

This study aimed to examine the extent to which teachers employ an integrated approach in the instruction of the English language in junior high schools within Hohoe Municipality. The primary factor influencing this study was the inadequate academic performance of students in the English language. The integrated method is essential for teaching the English language and enhances learners' language proficiency. The research was founded on the principles of Basil Bernstein's theory and corroborated by Theodore Frick's Integrated Education Theory. The research employed a qualitative methodology, utilising interviews with 10 circuit supervisors, 10 department heads, and 10 English teachers in Junior High Schools. It sought to furnish a thorough comprehension of a research topic by initially gathering qualitative data for elucidation. This design enabled researchers to attain a more profound comprehension of the research problem via qualitative methods. In this study, the researcher conducted interviews with teachers, department heads, and circuit supervisors. Interview questions for Heads of Departments (language) focused on the degree to which educators employ an integrated approach in the instruction of the English language. The study concluded that teachers who integrate language and literature into their instruction enhance students' comprehension and facilitate more practical discussions. The integrated approach has consistently prevented teachers from completing the syllabus on schedule. The study advised that school administration conduct annual seminars for English teachers to ensure they remain informed about the latest pedagogical techniques. School management should promote the adoption of this teaching approach among educators.

Keywords: Integrated, teachers, students, English Language, Hohoe Municipality,

Introduction

Classroom teachers have diligently employed innovative teaching and learning methodologies in recent years to improve the quality of their instruction and the educational experience for their pupils. Tamakloe et al. (2005) assert that the term "teaching" may be broadly applied to contexts in which a professional educator assists a student in acquiring literacy skills inside a classroom environment, or when a mother aids her daughter in soup preparation, or when a carpenter instructs an apprentice in chair construction. Tamakloe et al. (2005) define teaching as the process of imparting knowledge, skills, attitudes, and values to pupils while acting as a mentor, counsellor, and motivator. The responsibilities of the teacher and the student are complimentary, functioning concurrently in the teaching and learning process. Teaching and learning are inextricably linked, like to two sides of a coin, as the former cannot exist without the latter (Grabe, 2019; Alvunger, 2018; Villegas et al., 2018). Instruction transcends merely delivering lessons and assigning tasks. The primary objective of education is to identify the most efficient method for altering behaviour via a series of instructional activities (Kyriacou, 1995).

Tamakloe et al. (2005) assert that allowing students to engage completely in the teaching-learning process is a comprehensive pedagogical approach. Democratic ideas ought to be fostered through education, enabling each student to engage comfortably in critical thinking, collaboration, and dialogue with peers. The principal objective of education is to cultivate autonomous students capable of employing critical

thinking to address problems. It is widely acknowledged that no singular method is optimal for teaching or learning; however, an educator can still facilitate effective learning by employing a diverse array of tactics, strategies, and approaches (Boggu, 2019). It is widely recognised that English holds significant importance in Ghanaian culture and is crucial to the nation's standing. It functions as the official language for administration and governance. It is the language of commerce, scholarship, and journalism. It is the most widely utilised language on the internet as a global lingua franca (Rahamat, 2017). English serves as the medium of instruction from Primary 4 through Tertiary education. This signifies that proficiency in English is essential for success in education across all levels. Instruction in the English language is mandated in Ghanaian schools for these and additional reasons (Teaching Syllabus for English Language for Junior High Schools, 2019). In Ghana, junior high school (JHS) constitutes the foundational stage for comprehensive education in general, agricultural, technical, and vocational disciplines. A robust JHS performance should be regarded as the foundation of education and the pathway to higher education in Ghana. The West African Examinations Council, on behalf of the Ghana Education Service, conducts remotely supervised examinations to assess outstanding performance. The Ministry of Education (2010) stipulates that completing the Basic Education Certificate Examination (BECE) in grades 1–9 is the minimum requirement for admission to Junior High School (JHS).

Students exhibiting ability in the English language were often assigned to their preferred senior high school (SHS) programs. Students would have the opportunity to specialise in or select elective courses at the senior high school level. Numerous parents and the Ghana Education Service utilise the BECE scores as a standard to evaluate the quality of Junior High School education. The Chief Examiners' Reports (2014, 2015) indicate that most exam failures result from inadequate question explanations, limited proficiency in English, illegible handwriting, misspelt technical terms, and insufficient engagement with the prescribed texts. This study investigates the extent to which teachers employ an integrated strategy in teaching the English language in junior high schools within the Hohoe municipality.

Study Objective

The objective of the study was to investigate the extent to which teachers use integrated approach in teaching of English Language in Junior high schools in Hohoe Municipality.

Literature Review

Theoretical framework

The researcher grounded the study in Basil Bernstein's theory (1974) as the primary framework, supplemented with Theodore's integrated Education theory (2017). Basil Bernstein's thesis posits that language and literature ought to be taught integrally rather than in isolation (Sadovnik, 1995). Basil Bernstein's idea posits that integration is taught as a whole entity rather than in fragmented segments. Basil Bernstein's idea illustrates the necessity for educators to incorporate literature and language in the instruction of language acquisition skills (Wrightn & Froehlich, 2012). The hypothesis illustrates that educators' pedagogical approaches significantly influence students' success. Basil Bernstein's theory demonstrates that a comprehensive approach facilitates learners in enhancing their comprehension skills and articulating smoothly in both classroom dialogues and ordinary conversations (Singh, Sadovnik & Semel, 2010). Additionally, Theodore (2017) formulated the Integrated Education Theory in 2017. The integrated Education hypothesis posits that students' actions will facilitate the integration of their cognitive processes across diverse educational methodologies. Learning assignments should progress sequentially, avoiding redundancy, while facilitating steady development in the English language, transitioning from simple to sophisticated concepts. The Integrated Education Theory (TIE) delineates many forms of learning within the educational sphere, including discovery learning, compelled learning, and induced learning, among others (Theodore, 2017). The educational process relies on cognition, motivation, and affective states. The theory of wholly integrated education posits that the integration of three forms of knowledge—'knowing that,' 'knowing how,' and 'being acquainted with'—results in a cohesive understanding. The cognitive intentions and emotions of students are temporally interconnected; students develop robust mental frameworks (Theodore, 2017). The two theories were pertinent to the current study. Basil Bernstein's hypothesis illustrates how literature and language instruction can enhance learners' proficiency in the English language. Basil Bernstein's perspective underscores the necessity of teaching language and literature as an integrated whole rather than in isolation. Basil posits that educators' pedagogical approaches influence students' accomplishments. The current study aims to evaluate the an

integrated strategy to teaching and studying English language in junior high schools in the Volta Region, Ghana.

Language Learning strategies

Researchers in second language acquisition (SLA), along with language educators and trainers, seek to provide a methodology for the efficient instruction of languages in the classroom (Aljadani, 2020). Numerous models have been established in the pedagogy literature to assist instructional practices (Boggu, 2016). These models are predicated on the notion that learners possess diverse talents and needs, necessitating that educators tailor their instructional strategies to meet the learning requirements of students (Monje, 2020; Feradepi, 2019; Wilson, 2018; Adunola, 2011). All individuals possess equal intelligence, grounded in the notion that educators and students collaboratively generate and disseminate knowledge, since each learner exhibits a distinct learning style during the educational process (Deilami, 2016). Adelabu and Nder (2013) assert that many methodologies, including Demonstration, Problem-Solving, Vee-Mapping, Concept Mapping, and Individualised Instruction, are employed in the instruction of the English Language. A study advocates for education that incorporates critical thinking and reflection to highlight the processes of our actions, belief systems, relationships, and surroundings (Barone, 2018; Gilakjani, 2017; Cunliffe, 2009). Bourgeois (2019) advocates for experiential learning as a viable mechanism for learners to attain educational results. The author references neuroscience studies demonstrating that information acquisition is improved by experiences that incorporate active learning and environmental factors, thus activating emotion, critical thinking, and reflection (Ahmadi et al., 2018; Bourgeois, 2019). Recently, a significant portion of contemporary understanding of experiential learning is based on Kolb & Kolb's (2012) research, which draws from the extensive contributions of Dewey, Piaget, and Jung, among others. Research on language learning methodologies has been thoroughly conducted, providing recommendations to assist English language educators (Muscat & Mollicone, 2012; Chermahini & Talab, 2013; Tete et al., 2014; Boggu, 2019; Schnapp, 2020).

Empirical Review

The integrated teaching method enables students to concurrently develop listening, speaking, reading, and writing skills (Jepkuruny, 2014). Webster and Son (2015) indicate that the integrated method has been predominantly employed by teachers in most schools for English Language instruction. The integrated method enhances learners' listening and speaking skills efficiently, while also facilitating their ability to receive and respond to information effectively. Applebee et al. (2015) indicate that the majority of schools have extensively implemented an integrated strategy to teaching the English language to students. Listening and speaking skills are crucial for comprehending the application of the language.

Hernández and Vargas (2013) conducted a study to evaluate the influence of learner motivation on the improvement of listening skills. The study, utilising a descriptive research approach, revealed that the Integrated Approach was significantly advantageous for students and was mostly utilised by educators. Students were anticipated to implement this methodology in their daily tasks, including report writing, etiquette, and draughting minutes and letters, thereby enhancing their communication abilities. The Integrated Approach employed books, poetry, and drama to enhance learning. The study revealed that a complete teaching technique designed to enhance children's intelligence, cognitive capacities, and linguistic skills dramatically improved their language proficiency and literary knowledge. Whereas Hernández and Vargas (2013) utilised a descriptive design, the current study adopts an exploratory research methodology.

Mouza, Karchmer-Klein, Nanda Kumar, Ozden, and Hu (2014) examined the impact of an integrated teaching strategy on the improvement of teachers' Technological Pedagogical Content Knowledge (TPCK). Their research emphasised that literature fosters an ideal setting for exposing kids to varied voices and dialects, thereby enhancing listening abilities. The research indicated that consistent read-aloud sessions markedly improved language use in English classes. Moreover, narratives in literature textbooks and children's stories facilitated students' visualisation of imagery that effectively linked their thoughts to storylines, characters, and sequences. Mouza et al. (2014) concentrated on the significance of integrated techniques in technology-enhanced instruction, whereas the current study investigates their implementation in English language education.

Mbithe (2014) investigated the efficacy of Integrated English on students' academic performance in the English Language at the Kenya Certificate of Secondary Education (KCSE) level in Masinga Division, Kenya. The study aimed to ascertain the effects of teaching and learning practices on English performance, the effect of the Integrated English syllabus on student achievement, and the degree to which internal assessments impacted KCSE English results. The study, utilising a descriptive research approach, revealed that pupils were capable of just basic reading and listening tasks, with a restricted capacity to analyse and articulate information from various sources in depth. Regression analysis revealed that instructional practices, curriculum material, and internal evaluations substantially impacted English performance at the KCSE level. Consistent with Mbithe (2014), this study examines the degree to which English educators employ the integrated method in language instruction.

Khan and Soomro (2022) conducted a comprehensive study investigating teachers' beliefs and practices regarding integrative approaches to English language instruction in English Language Tuition Centres (ELTCs) in Quetta, Baluchistan. The study aimed to explore the extent to which educators incorporate integrative teaching strategies in their classrooms and how these methodologies impact language acquisition. To achieve this, the researchers employed a qualitative approach, collecting data through semi-structured interviews and classroom observations. The participants included ten English language instructors, both male and female, from various ELTCs across Quetta city.

Thematic analysis of the collected data identified five major themes: Integrated ELT Approaches, Integrated Classroom Activities, Rationale for the Integration of Diverse Approaches, Impact on Target Language Acquisition, and Recommendations for Educators. These themes provided insights into how teachers perceive and apply integrated teaching methods, the specific classroom activities that support integration, the underlying reasons for adopting multiple approaches, and the subsequent effects on students' English language proficiency.

The findings revealed a growing acceptance and application of integrative teaching methods among English language instructors at ELTCs in Quetta. This approach combines elements from multiple language teaching methodologies within a single classroom session to enhance student engagement and learning outcomes. The study emphasized that by merging different pedagogical strategies, educators could create more dynamic and interactive learning environments that cater to diverse student needs.

Additionally, the study suggested that future research should investigate how English instructors' training and teaching experience influence their ability to adopt and effectively implement integrative approaches. Given the evolving nature of language education in the post-method era, where rigid adherence to singular methodologies is replaced by flexible, context-driven teaching strategies, the study recommended examining various instructional settings to understand the broader implications of integrative English language teaching.

Similarly, Manyasi (2014) conducted a study analyzing the implementation of an integrated teaching methodology in relation to cultural practices and English language proficiency. The research specifically examined how Margaret Ogola's novel, *The River and the Source*, was used as a tool for teaching both cultural literacy and language skills. The study sought to understand whether literature was effectively integrated into language instruction to develop students' competencies in listening, speaking, reading, and writing.

The findings revealed that, in many cases, educators primarily focused on analyzing cultural practices within the novel in isolation, rather than integrating them holistically with language skills. This fragmented approach often resulted in inadequate emphasis on essential linguistic elements such as punctuation and grammar. Additionally, the study found that instructional objectives predominantly centered on recognizing and interpreting cultural issues presented in the novel, with a strong emphasis on cognitive development while neglecting the psychomotor and affective domains of learning.

Manyasi (2014) underscored the importance of utilizing literature as a means of enhancing English language proficiency while simultaneously fostering cultural awareness. By integrating literary texts with language instruction, educators could offer students a richer and more immersive learning experience, allowing them to develop linguistic competence alongside a deeper understanding of cultural dynamics. The study highlighted the need for instructional reforms that encourage a balanced approach to teaching English—one that incorporates cognitive, emotional, and practical skill development.

Furthermore, the study referenced the National Centre for Cultural Competence's definition of culture as a unified pattern of human behavior encompassing thoughts, communication styles, languages, beliefs, values, customs, social roles, and traditions. Understanding this definition is crucial in shaping an educational framework that aligns with Kenya's diverse cultural landscape. The restructuring of the Kenyan education system was designed to reflect the priorities of an independent nation, emphasizing national unity and fostering economic, social, and cultural growth.

In conclusion, both Khan and Soomro (2022) and Manyasi (2014) contribute valuable insights into the implementation of integrative teaching methodologies. While Khan and Soomro focused on teachers' perceptions and practices regarding integrative English language instruction in ELTCs, Manyasi examined the role of literature in language learning and cultural literacy. Together, these studies reinforce the necessity of adopting integrative approaches that accommodate multiple learning dimensions, ensuring that language education is both comprehensive and contextually relevant.

Tefera and Mahlalela (2015) examined the extent of the Grade 9 English textbook "English for Ethiopia: Secondary English Course." The "Grade 9 Students' Book (2003)" follows an integrated skills approach to language instruction and acquisition. Data was gathered using content analysis, scrutinising 50% of the textbook's material. The study revealed that most language activities in the Grade 9 English textbook were designed in an integrated manner, meeting the criteria of an integrated skills approach. However, there were specific deficiencies in the design of vocabulary and grammatical classes. The study advised curriculum creators and language instructors to rectify these inadequacies in vocabulary and grammar instruction.

Research Methodology

This study utilised an explanatory research design. The research targeted a population of 1,382 individuals, comprising 10 circuit supervisors, 10 heads of department, and 10 English teachers throughout 55 Junior High Schools. It sought to furnish a thorough comprehension of a research subject by initially gathering qualitative data for elucidation. This architecture enabled researchers to attain a more profound comprehension of the research subject through quantitative methodologies. Due of the circuit supervisors' demanding schedules, the researcher employed a random selection procedure. The study's quantitative data was examined utilising descriptive statistics.

Results and Discussion

The study to investigate the extent to which teachers use integrated approach in teaching of English language. The descriptive statistics of the integrated approaches in teaching the English language is depicted in Table 1

Statements	Frequentl y	Sometimes	Rarely	Never
	F (%)	F (%)	F (%)	F (%)
I prefer teaching grammar using literary aspect	2 (11.10%)	13 (72.20%)	2 (11.10%)	1 (5.60%)
I prefer teaching grammar using comprehension text	3 (16.70%)	2(11.10%)	6 (33.30%)	7 (38.90%)
I use several methods in teaching a lesson	2 (11.20%)	8 (44.40%)	8 (44.40%)	0%
The integrated approach enables me to cover the syllabus on time	5 (27.80%)	4 (22.20%)	1(5.60%)	8(44.40%)

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I prefer to use different methods while teaching English Language	4 (22.20%)	9 (50.00%)	3(16.70%)	2(11.10%)
The integrated approach is more of Learner-cantered method and it improves the performance of the students	5(27.80%)	6 (33.30%)	2 (11.10%)	5(27.80%)

Table 1 illustrates that 13 of the 18 sampled teachers occasionally favoured teaching grammar through a literary lens, 2 frequently preferred this approach, 2 rarely opted for it, and 1 teacher never chose to teach grammar in this manner. The majority of teachers occasionally favoured teaching grammar through a literary approach. The study's findings revealed that 7 out of 18 teachers reported that teaching grammar using comprehension texts has never sufficiently elucidated the curricular content to the pupils. It was determined that 6 out of 18 teachers indicated that teaching grammar through comprehension texts rarely provided adequate explanations of the curriculum content to students. Conversely, 3 out of 18 reported that this method frequently elucidated the curriculum content, while 2 out of 18 stated that it sometimes adequately explained the curriculum content to students. This indicated that the majority of teachers noted that instructing grammar using comprehension texts had never sufficiently conveyed the curricular information to the students.

The findings indicated that 8 out of 18 teachers said that employing various strategies in English language instruction was occasionally or infrequently implemented. The data revealed that 11.20% of the teachers noted that the employment of various strategies in lesson delivery was commonly practiced in English language instruction. Additionally, eight teachers indicated that the syllabus was not completed on schedule due to the used methodology. The survey revealed that 5 of 18 teachers reported that the syllabus was completed on schedule due to the implementation of an integrated strategy. Furthermore, 4 out of 18 teachers reported that the integrated method occasionally facilitated timely syllabus completion. The survey revealed that one teacher stated the integrated approach seldom facilitated timely syllabus completion.

The study's results indicated that 9 teachers occasionally favoured employing various methods in English Language instruction, whereas 4 teachers always supported diverse approaches. The study indicated that 16.70% of respondents infrequently favoured employing various approaches to teach the English language. The results indicated that 2 out of 18 teachers reported never employing diverse approaches to instruct English Language. The study revealed that 6 out of 18 sampled teachers indicated that the integrated approach was occasionally more learner-centred and enhanced student performance. Additionally, 5 out of 18 teachers reported that the integrated strategy was often or never aligned with the learner-centred method to enhance student performance. It was also shown that 11.10% of the teachers reported that the integrated strategy was infrequently employed compared to the learner-centred method to enhance student performance.

The data indicated that the majority of teachers contended that the integrated strategy was occasionally more of a learner-centred manner, enhancing student performance. The results suggested that an integrated strategy was employed by teachers to instruct English language in junior high schools, albeit to a limited level. Occasionally, teachers favoured the discovery approach for instructing the English language, while the role-play method was infrequently employed. It was determined that educators occasionally favoured diverse methodologies in teaching the English language, and that the integrated approach, often more learner-centred, enhanced student performance. The findings concurred with Webster and Son (2015), who asserted that educators extensively employed an integrated method in English language instruction.

Furthermore, Applebee, Langer, Nystrand, and Gamoran (2015) noted that an integrated approach occasionally employed the discovery technique and role-play method in English language instruction. Furthermore, Hernández and Vargas (2013) indicated that the integrated strategy proved beneficial for both students and educators. The methodology has assisted students in all aspects of daily life, including report writing, etiquette, minute-taking, and letter composition, thereby enhancing their

communication skills. The integrated method sought to enhance children's intelligence, cognitive skills, and linguistic competencies, while also fostering their language mastery and literary expertise.

Use of literature to teach other aspects of the English language

Use of literature in teaching the language skills as other aspects of the English language		
Use of the literature in discussing the literature text in class	7	38.9
Use of literature to enable students to brainstorm events in the text	3	16.7
Use of the literature in teaching language before the literature	2	11.1
Total	18	100

The findings presented in Table 2 revealed that 7 out of 18 teachers from the selected population acknowledged their utilisation of literature in instructing language skills with other facets of the English language. The survey additionally revealed that six teachers from the studied population reported utilising literature to facilitate text discussions in class. Furthermore, 3 out of 18 teachers from the tested population indicated that they utilised literature to facilitate students' brainstorming of events inside the text. Finally, 2 out of 18 teachers in the examined population reported utilising literature in language instruction prior to the literature itself. The study's results suggested that educators utilised literature to instruct several facets of the English language.

The findings concurred with the assertions of Mouza, Karchmer-Klein, Nandakumar, Ozden, and Hu (2014), who stated that literature is a vital element in teaching the integrated method. Furthermore, Torto (2017) indicated that literature was employed in the instruction of the English language at educational institutions. The study additionally disclosed that English comprises four components: composition, comprehension, literature, and grammar. Furthermore, Adamba (2018) posited that literature facilitated students in generating ideas on various subjects throughout class sessions. The primary function of including literature in English language instruction is to enable students to have a comprehensive understanding of literature in their everyday contexts. The Integrated Approach envisions a scenario in which the instructor acts as a facilitator and the learners serve as contributors to the learning process.

Speaking skills

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

Statement	Never	Rarely	Occasional	Frequently	Always
	F (%)	F (%)	F (%)	F (%)	F (%)
use group/ pair work to develop speaking skills I use drills through minimal pairs	0	2	4 (22.20%)	7 (38.90%)	5 (27.80%)
I use tongue twisters and games passages	1 (5.60%)	0.00%	3 (16.70%)	10 (55.60%)	4 (22.20%)
Students repeat new language to themselves	1 (5.60%)	3 (16.70%)	7 (38.90%)	3 (16.70%)	4 (22.20%)

Table 3 revealed that 7 out of 18 sampled teachers reported commonly utilising group or pair work to enhance students' speaking skills. Additionally, 5 of the 18 teachers in the sampled population reported consistently employing group or pair work to enhance speaking skills, 4 teachers occasionally utilised this method, and 2 out of 18 indicated they infrequently used group or pair work for this purpose. The majority of teachers in the examined population said that they regularly employed group or pair work to enhance students' speaking skills.

The study revealed that among the 18 sampled teachers, 7 occasionally utilised tongue twisters and game passages to enhance students' speaking skills, 4 consistently employed these methods, 3 did so infrequently, and 1 never incorporated tongue twisters and game passages for this purpose. The findings indicated that most teachers consistently encouraged pupils to repeat the new language back to them. The results corroborated the findings of Ghavife kr and Rosdy (2015), which demonstrated that group work facilitated the enhancement of speaking skills among students. Furthermore, Mbithe (2014) asserted that the instructional methods, the content of the Integrated English syllabus, and the internal assessment and evaluation significantly impacted English performance. The students could enhance their comprehension and proficiency in the English language by practicing the new language both inside and outside of class sessions.

Listening skills

The study sought to examine the frequency with which teachers used listening skills to enhance the teaching of the English language.

Table 4

Statement	Never	Rarely	Occasional ly	Frequently	Always
	F (%)	F (%)	F (%)	F (%)	F (%)
Listening comprehension passages	6 (33.30%)	4 (22.20%)	2 (11.10%)	3(16.70%)	3(16.70%)
Listening to speeches	3(16.70 %)	3(16.70 %)	5 (27.80%)	5 (27.80%)	2 (11.10%)
Use of oral communication in classroom	2 (11.10%)	0%	3(16.70%)	5 (27.80%)	8(44.40%)
Use Language Laboratory	3(16.70 %)	4 (22.20%)	3(16.70%)	6 (33.30%)	2 (11.10%)
Use recorded CDs and Radio Cassettes	1(5.60%)	4 (22.20%)	6 (33.30%)	5 (27.80%)	2 (11.10%)

Table 4.2 illustrates that among the 18 sampled teachers, 6 reported never utilising listening comprehension passages to enhance students' listening skills, 4 rarely employed them, 3 frequently used them, 3 consistently applied them, and 2 occasionally incorporated them into their teaching practices. The study revealed that 44.40% of teachers consistently employed oral communication in the classroom, 27.80% did so frequently, 16.70% occasionally, and 11.10% never utilised it. The survey revealed that 33.30% of teachers frequently utilised the language laboratory to enhance pupils' reading skills, whereas 22.20% used it seldom, 16.70% occasionally, 11.10% consistently, and 16.70% never employed it. This indicated that the majority of teachers occasionally utilised the language laboratory to enhance students' listening abilities. The study revealed that 33.30% of teachers occasionally utilised recorded CDs and radio cassettes to enhance students' listening skills, with 27.80% employing them regularly, 22.20% seldom utilising them, 11.10% consistently utilising them, and 5.60% never using them. The findings demonstrated that listening abilities, including understanding of passages, speeches, oral communication in the classroom, utilisation of language laboratories, and engagement with recorded CDs and radio cassettes, were essential in improving

English language instruction. The findings aligned with Choi (2015), who observed that students' listening abilities might be enhanced through spoken communication in the classroom. Moreover, Sadik (2018) demonstrated that discussion and group/pair activities were components of the integrated approach, facilitating students' self-expression and collaboration, hence enhancing their communication skills and positively impacting their performance. Bastías, Elena, Muñoz, Lorena, Sepúlveda, and Carolina (2016) demonstrated that educators employed collaborative learning to facilitate interdisciplinary enquiries among students, perceiving teaching from a holistic perspective that augmented logical reasoning. Similarly, Atalar et al. (2015) observed that instructional approaches, including the utilisation of recorded audio and video, impacted students' interest in the integrated approach.

Conclusion and Recommendation

The study indicated that teachers who integrate language and literature into their instruction enhance students' comprehension and facilitate more practical discussions. The integrated method consistently failed to allow teachers to complete the curriculum on schedule. The study concluded that educators utilised recorded CDs and radio cassettes to enhance pupils' reading abilities. The study additionally indicated that educators occasionally favoured employing the discovery technique in English Language instruction. Some instructional models that teachers can implement in schools include collaborative learning, wherein the educator pairs two or more students to facilitate mutual learning, and flipped classroom learning, which allows students to engage with the material prior to the lesson, thereby providing them with preliminary exposure before the teacher's instruction. VAK teaching—Visual, Auditory, and Kinesthetic—requires students to examine the teacher's body language and facial expressions, listen attentively, and monitor the teacher's movements in the classroom. Spaced learning involves the instructor reiterating condensed material two or three times within a ten-minute interval, followed by activities that serve as interruptions. The study advised that department heads, school leaders, and all educational stakeholders guarantee proper oversight of the application of the strategy outlined in the syllabus. Furthermore, it is recommended that school management conducts annual seminars for English teachers to ensure they remain informed about the latest pedagogical techniques. School management should promote the adoption of this teaching technique among educators.

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