



Perceptions of Teachers and Students Towards the Integrated English in Junior High Schools in HOHOE Municipality

¹Joana Emefa Adansi & ²John Adukpo

¹Department of Languages, St. Francis College of Education, Hohoe

Email: jemefaadansi@gmail.com , +233248419003,

²Department of Languages, Dambai College of Education

Email: jadukpo@dace.edu.gh , +233245927911,

Abstract

This study aimed to investigate the perceptions of teachers and students regarding integrated English in junior high schools within Hohoe municipality. The primary element 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 utilised both explanatory and descriptive approaches. The study's target population comprised 1,382 individuals, including 10 circuit supervisors, 52 heads of department, 93 English teachers, and 1,227 Form 3 students throughout 55 Junior High Schools. The research employed questionnaires to gather data from educators and pupils at the Junior High Schools in the Hohoe Municipality. Stratified and simple random selection methods were employed to choose a sample of 422 teachers and students for the study. The study demonstrated that a comprehensive approach to English Language instruction positively impacted learners' accomplishments, and educators exhibited a favourable attitude towards teaching the subject. An integrated approach in the teaching process necessitates a focus on the availability of materials and the competency of educators as two essential pillars. The study indicated that educators should incorporate language and literature into English Language instruction. The integration of varied instructional resources can improve engagement and promote a more profound comprehension of the subject matter. By emphasising these characteristics, instructors may cultivate a more dynamic learning environment that facilitates language acquisition and fosters a passion for reading among students.

Keywords: Perceptions, teachers, students, english Language, Hohoe Municipality, teaching

Introduction

Dafouz, Camacho, and Urquia (2014) asserted that students' performance is realised when they can write legibly and communicate effectively. Applebee et al. (2015) contend that learners' success is evidenced by their ability to read fluently and engage in efficient and critical thinking. Salamonson et al. (2018) assert that student performance in schools is contingent upon the extent of their reading engagement, and that a deficient reading culture adversely affects academic outcomes. Hernández and Vargas (2013) demonstrated that strong performance enhances students' writing abilities and fosters orderly, logical, and unique thinking. It is essential to assist kids in developing new skills that enable them to articulate their thoughts and write proficiently. Babatunde, Benedict, and Adu (2016) assert that the insufficient knowledge of social studies teachers regarding the integrated teaching strategy hinders their ability to effectively instruct social studies in junior high schools in Nkiti, Nigeria. Furthermore, Miima et al. (2017) indicate that the majority of Swahili educators recognise the benefits of incorporating ICT in the instruction of Swahili, notwithstanding the limitations inherent in teaching the language. According to Barasa, Omulando, and Oseno (2014), the primary issue with the integration of language with literature was the significant requirement for preparedness and time. Additional challenges encompass restricted instructional hours, an overabundance of students in classrooms leading to suboptimal learning, and the utilisation of indigenous languages in Kenya. Dogo (2016) asserts that the skills exhibited by learners are

directly correlated with language utilisation in the classroom, which positively impacts their performance at the junior secondary school level in Nigeria.

Yeboah (2014) identified that inadequate teaching and learning resources, excessive class sizes, inefficient use of instructional time, incomplete English syllabi, teachers' limited English proficiency, students' negative attitudes towards English, and insufficient supervision contributed to poor student performance in the Sunyani Municipality of Ghana. Furthermore, Siaw (2016) asserts that training teachers in Ghana on pedagogical methods is seen as a critical factor that enhances student outcomes. Furthermore, Torto (2017) indicated that educators in the Cape Coast Metropolis of Ghana were unable to implement the curriculum as mandated due to pedagogical challenges. According to Akowuah, Patnaik, and Kyei (2018), in addition to the challenges posed by mother tongue, other factors contributing to low performance include ineffective teaching methods, inadequate textbooks, lack of linguistic resources, and a deficiency in teacher professionalism and development. Songxaba and Sincuba (2019) assert that a positive perspective embraces strategies to appreciate value, while a negative perception negates it. Marcellino (2015) asserts that perceptions may fluctuate between positive and negative based on influencing variables. Factors influencing teachers' perceptions include instructional materials, content knowledge, self-efficacy, and time constraints. Dashti and Aldashti (2015) assert that students' impressions of a subject influence their performance, and their interactions foster an appreciation for the topic. Dafouz et al. (2014) shown that students' inadequate performance can be adversely affected by the tactics employed by teachers, the learning environment, and the curriculum content. Menken (2016) posited that students' perceptions of a teacher's instructional methodology could impact their academic performance.

Problem Statement

Between 2017 and 2021, student performance in the English Language has been subpar in the majority of Junior High Schools in Hohoe Municipality (Akowuah, Patnaik & Kyei, 2018). The average scores in English language performance ranged from 6 to 9 between 2017 and 2021. A score of 6 points or lower signifies inadequate performance. The inadequate performance in English Language in junior high schools in Hohoe Municipality has elicited several concerns from educational stakeholders, including the government, district directors, and parents. Education stakeholders questioned the extent to which teachers engaged students in classroom activities to facilitate comprehension, the appropriateness of the teaching methods employed, the sufficiency of their content knowledge of the language, and their overall competence (Torto, 2017). The quality of learners' accomplishment remains a paramount concern for educators because of the significance of education. The syllabus (MoE, 2012) mandates that English teachers employ an integrated approach to English Language instruction. It is essential to enquire: What are the attitudes of instructors and students regarding integrated English in junior high schools within Hohoe Municipality?

Study Objectives

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

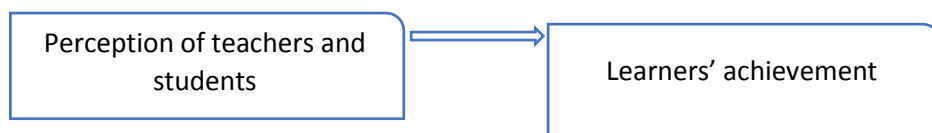
Literature Review

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 thesis illustrates the necessity for educators to amalgamate 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 aids learners in enhancing their comprehension skills and articulating smoothly in classroom discourse and daily conversation (Singh, Sadovnik & Semel, 2010). Furthermore, 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 exercises should progress incrementally, avoiding redundancy, while facilitating steady development in the English language, transitioning from simple to sophisticated concepts. 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 pupils are temporally interconnected; they establish 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 present study sought to investigate an integrated approach to English language instruction and learning in junior high schools within the Volta Region of Ghana.

Conceptual Framework



Empirical Review

The perceptions of the teachers and students towards the integrated approach of teaching are based on their attitudes. Attitude is a good or wrong reply to an object, situation, or person (Borja, 2016; Hayes, 2009).

Perceptions of Teachers Toward an Integrated English

English language teachers hold various beliefs about the concept of integrated English, which significantly influence their teaching approaches and instructional effectiveness. Menken (2016) asserts that educators' perspectives on integrated English are largely shaped by their perceptions and experiences with the approach. According to Applebee, Langer, Nystrand, and Gamoran (2015), a favorable perception of integrated English leads to its acceptance, signifying that those who adopt the approach can benefit from its advantages. Conversely, neglecting or resisting the integration of English instruction weakens its effectiveness and undermines the potential benefits it offers to students.

Cherobon (2016) conducted a study examining the attributes of teachers that affected the implementation of the Integrated English Curriculum (IEC) in government high schools within Nandi East Sub-County, Kenya. The study aimed to assess four key areas: (1) the influence of teachers on IEC implementation, (2) the effect of instructional methodologies on IEC execution, (3) the role of teachers' experiences in the utilization of IEC, and (4) the impact of teachers' opinions on the application of IEC in classrooms. The research covered a total of 24 secondary schools, involving 24 school administrators, 24 department heads, 48 English instructors, and approximately 3,000 students. A sample was drawn consisting of 12 principals, 12 department heads, 24 English teachers, and 300 students. The study revealed several challenges associated with the implementation of integrated English instruction. One of the primary concerns raised by teachers was the insufficient time allocated for teaching IEC, which hindered their ability to deliver lessons effectively. Many educators expressed unfavorable views about IEC, arguing that the approach was difficult to implement due to its complex nature. Some teachers found it challenging to integrate different aspects of the English language—such as grammar, literature, and composition—into a single lesson while ensuring that students grasped the concepts effectively. Consequently, many teachers advocated for a revision of the IEC curriculum to make it more practical and manageable within the time constraints of the school timetable.

Similarly, Vicky (2016) identified inadequate instructional time and the need for curriculum revision as significant factors influencing the teaching and learning of integrated English. She highlighted that the constraints of the existing curriculum limited teachers' ability to fully incorporate an integrated approach in their classrooms. Teachers often found themselves rushing through the syllabus to meet examination deadlines, thereby compromising the depth of student learning. In another study, Fleming, Bangou, and Fellus (2015) investigated the impact of English as a foreign language on teacher candidates' beliefs about language instruction. The study employed a descriptive research design to analyze how pre-service teachers' perceptions of language were shaped by their personal experiences, interactions with colleagues, course materials, classroom lectures, and practical teaching experiences. The findings indicated that as educators advanced in their careers, their perceptions of language and language instruction evolved based

on their exposure to different teaching methodologies and real-world classroom experiences. The study emphasized the need for continuous research into how teachers' beliefs and attitudes about language instruction develop over time and how these beliefs influence their teaching practices.

Furthermore, the study examined several intervening variables that influenced the implementation of the integrated approach to English language instruction. These included factors such as class size, syllabus content, and instructors' expertise in subject matter. Larger class sizes often posed difficulties for teachers in implementing student-centered instructional strategies, as managing discussions and personalized learning became challenging. Additionally, inconsistencies in syllabus content and varying levels of teacher proficiency in implementing IEC further impacted the effectiveness of integrated English instruction.

Collum (2012) explored the impact of educators' beliefs and attitudes towards direct instruction on student achievement in Virginia State institutions. The study found that professional burnout among teachers often develops gradually and, if not addressed, can result in emotional exhaustion and negative emotions that affect instructional quality. Teachers experiencing burnout may develop resistance toward innovative instructional approaches, including the integrated method of teaching English. The study emphasized the importance of fostering positive teacher attitudes through continuous professional development and training programs. It advocated for training initiatives that would support teachers in program implementation, ultimately improving their disposition towards new instructional methodologies and enhancing their effectiveness in the classroom.

Collum's research also examined the relationship between teachers' attitudes and their perceptions of the direct instruction method, particularly in relation to student progress in Virginia State cities. Findings suggested that educators' attitudes toward instructional approaches significantly influence their teaching effectiveness and, consequently, student performance. The study reinforced the idea that professional development and continuous training are essential for helping teachers adopt and adapt to new instructional approaches, including the integrated English curriculum.

In line with these studies, the present research assesses teachers' perceptions of the integrated approach to English language instruction in Hohoe Municipality, Volta Region, Ghana. It seeks to understand how educators' beliefs, instructional methodologies, experiences, and classroom challenges influence their ability to implement an integrated teaching model effectively. By examining these factors, the study aims to contribute to ongoing discussions about improving the quality of English language instruction through an integrative approach that accommodates linguistic, cognitive, and pedagogical needs.

Perceptions of Students Towards the Integrated English

Songxaba and Sincuba (2019) assert that students who hold favourable perceptions of a subject are driven to confront challenges that lead to improved performance outcomes. Marcellino (2015) shown that perception may fluctuate between positive and negative based on influencing circumstances. Factors influencing the students' reactions were self-confidence and the duration required to comprehend an idea. According to Menken (2016), sufficient facilities and educational resources could alter students' impressions of integrated English. Koros, Indoshi, and Okwach (2013) conducted a study to assess learners' impressions of the methods employed by instructors in implementing integrated approaches in high schools in West Pokot County, Kenya. The research aimed to investigate learners' perspectives of tactics used in writing education and to compare their conceptualisations of the methods applied in writing skills. The revision involved 31 English teachers and 2,580 fourth-year students. The sample comprised 31 English teachers and 334 form four pupils selected through a simple random sampling method. The data was collected by surveys and subsequently analysed using mean and testing methods. The research findings revealed that learners had a negative attitude towards the instruction and acquisition of English writing skills, which was not statistically significant. Koros, Indoshi, and Okwach (2013) investigated learners' perceptions regarding the methodologies employed in teaching and learning English writing skills in high schools in West Pokot County, Kenya; however, this study analysed students' perceptions of integrated English in junior high schools in Hohoe Municipality, Ghana. Furthermore, Babatunde, Benedict, and Adu (2016) conducted a study to ascertain students' perspectives on the concept of integrating social studies learning frameworks. The study was conducted with 80 secondary school students of social studies in Ekiti State, Nigeria. Adu (2016) utilised a technique to assess the extent to

which students comprehended the concept of integrated education. The result did not resonate with the pupils' integration system. The researcher urged the educators to exercise creativity to enhance student engagement in classrooms and contribute to the nation overall. The results revealed a contextual disparity as the review sought to ascertain students' perceptions of the integration program.

Research Methodology

This study utilised an explanatory research design. The study targeted a population of 1,382 individuals, comprising 10 circuit supervisors, 52 heads of department, 93 English teachers, and 1,227 Form 3 pupils across 55 Junior High Schools. The researcher employed stratified sampling and simple random sampling to acquire pertinent data. This method guaranteed that every category and potential respondent had an equal opportunity to be selected and incorporated into the study. The technique facilitated the random selection of department heads, English teachers, and Form 3 students for the research. Sampling involves selecting a subset of individuals to represent the complete population for analytical purposes, enabling conclusions about the population (Cooper & Schindler, 2011). Mugenda & Mugenda (2003) established that a meaningful study requires a sample size of 10% to 30%. The data analysis commenced with the editing and coding of the questionnaires. The researcher created a code sheet in the Statistical Package for Social Sciences (SPSS) software. Field-collected raw data from questionnaires were categorised, coded, and analysed using descriptive statistics, correlations, analysis of variance, coefficient of determination, and regression coefficients.

Results and Discussion

Teachers' Perceptions towards the integrated English

The descriptive findings on teachers' perceptions towards integrated English was illustrated in Table 1. The study results presented in Table 1 included the opinions of the teachers towards the integrated English.

Table 1 Teachers' Perceptions towards the Integrated English

	Strongly Disagree F (%)	Disagree F (%)	Undecided F (%)	Strongly agree F (%)	Agree F (%)
The integrated English program has heightened my motivation to teach the English language curriculum.	1(5.6%)	0.0%	1(5.6%)	8 (44.4%)	8(44.4%)
The integrated English curriculum demands considerable time to complete and can occasionally be tiresome and burdensome.	1(5.6%)	0.0%	0.0%	12(66.7%)	5(27.8%)
The size of the class inhibits the implementation of integrated English in instruction.	1(5.6%)	0.0%	2(11.1%)	6(33.3%)	9(50.0%)
The integrated English program has markedly enhanced student performance.	0.0%	0.0%	10(55.6%)	7(38.9%)	1(5.6%)
The integrated English curriculum provides students with a cohesive perspective of reality and improves their capacity to develop practical skills.	0.0%	0.0%	3(16.7%)	11(61.1%)	1(5.6%)
The integrated English approach enables me to cultivate a favourable disposition towards the instruction of the English language curriculum.	0.0%	0.0%	4(22.2%)	10(55.6%)	4(22.2%)
English educators ought to amalgamate language and literature in their instructional practices.	1(5.6%)	1(5.6%)	2(11.1%)	12(66.7%)	2(11.1%)
The judicious selection of pedagogical strategies in English instruction enhances students' engagement with the subject.	0.0%	0.0%	4(22.2%)	11(61.1%)	3(16.7%)
The teacher's proficiency in instructing English inspires students to engage with the subject.	0.0%	0.0%	6(33.3%)	4(22.2%)	7(38.9%)
The English language classroom ought to be participatory.	1(5.6%)	1(5.6%)	3(16.7%)	8(44.4%)	5(27.8%)
Instructing English is monotonous.	33.3%	38.9%	0.0%	4(22.2%)	1(5.6%)
Teaching English is excessively demanding; English and Literature should be delineated.	2(11.1%)	3(16.7%)	6(33.3%)	5(27.8%)	2(11.1%)
The integrated English program has heightened my motivation to teach the English language curriculum.	0.0%	2(11.1%)	2(11.1%)	12(66.7%)	2(11.1%)

Source: Fieldwork (2023)

Table 1 indicates that 16 of the 18 teachers in the sampled population reported an increase in their motivation for the English language due to integrated English. The study's findings indicated that 1 out of 18 sampled teachers disagreed with the survey questions, while another 1 out of 18 remained uncertain. This suggested that the majority of teachers reported an increase in their motivation to teach the English language due to the usage of integrated English. The study revealed that 17 of the 18 sampled instructors concurred that the integrated English curriculum necessitated considerable time to complete the syllabus and occasionally became monotonous and burdensome, whereas 1 teacher disagreed with the survey

question. This suggested that the majority of teachers concurred that the integrated English curriculum necessitated considerable time to complete and occasionally became monotonous and burdensome. Fifteen of the eighteen teachers concurred that class size hindered the instruction of integrated English, whereas one teacher dissented and two remained ambivalent. Furthermore, the survey revealed that 10 of the 18 teachers were ambivalent regarding the major enhancement of student performance attributed to integrated English, whereas just 8 of the 18 teachers concurred that integrated English had substantially improved student performance. The study revealed that 66.7% of instructors concurred that the integrated English curriculum provided pupils with a cohesive perspective of reality and improved their capacity to acquire practical skills, whereas three teachers expressed dissent regarding this assertion. Sixteen teachers remained uncertain. This indicated that most teachers concurred that integrated English provided pupils with a cohesive perspective of reality and improved their capacity to acquire practical skills. Moreover, 14 of the 18 teachers concurred that integrated English enabled them to cultivate a favourable disposition towards English language instruction, while 4 remained ambivalent. The study revealed that 14 of 18 teachers concurred that English instructors should amalgamate language and literature in their teaching, whereas 2 of 18 teachers opposed the survey question and 2 of 18 teachers were ambivalent. The survey revealed that 14 of 18 teachers concurred that the judicious selection of teaching methods enhanced students' interest in the English language. Four out of eighteen teachers were ambivalent. This indicated that most teachers concurred that a suitable selection of pedagogical strategies employed in teaching English fostered students' interest in the topic. The study revealed that 11 of the 18 teachers concurred that their competencies in teaching English prompted pupils to engage with the subject, while 1 teacher disagreed and 6 remained indecisive. This indicated that the majority of teachers concurred that their competencies in teaching English inspired pupils to engage with the subject. The study revealed that 13 instructors concurred that English language courses ought to be interactive, while 11.2% opposed this assertion, and 3 remained ambivalent. This indicated that the majority of teachers concurred that English language classes ought to be participatory. Furthermore, the study revealed that 12 teachers opposed the notion that teaching English was tedious, while 27.8% refuted the survey statement. The results indicated that the majority of teachers disagreed with the notion that teaching English was tedious. The study revealed that 7 teachers concurred that teaching English was excessively demanding, 6 were ambivalent, and 5 disagreed with the survey question. The study revealed that 14 teachers concurred that English and literature should be distinct, 2 opposed the survey question, and 2 were indecisive. This indicated that several educators concurred that English and literature had to be distinct disciplines.

The findings demonstrated that integrated English has enhanced instructors' motivation to instruct the English language curriculum. The integrated English curriculum was observed to be time-consuming and occasionally cumbersome to complete. The class size was fundamental and influenced the promotion or hindrance of integrated English. The instruction of integrated English enabled educators to cultivate a favourable disposition towards the topic, hence becoming essential for them to amalgamate language and literature in their classroom instruction. The judicious choice of pedagogical techniques improved students' engagement with the subject matter. The results concurred with Vicky's (2016) findings, which indicated that integrated English necessitated considerable time to complete the program and occasionally proved monotonous and burdensome. The insufficient time allocated for teaching integrated English and the change of the syllabus adversely affected the instruction of integrated English. Collum (2012) similarly determined that professional burnout may develop over time, resulting in emotional illnesses that can engender unfavourable feelings towards teaching. Qasem and Viswanathappa (2016) indicated that the integrated approach considerably improved student performance, providing a cohesive perspective of reality and augmenting their ability to acquire practical skills. Moreover, Moja (2016) indicated that the pedagogical approaches employed by educators were influenced by students' conceptions of integrated English. Basweti (2014) demonstrated that class size was essential for the instruction of integrated English in educational settings. The efficient implementation of the integrated system improved student performance.

Students' Perceptions towards the integrated English

The descriptive statistics of the students' perceptions towards the integrated English was shown in Table 2

Table 4.34: Student's Perceptions towards the integrated English

	Strongly Disagree F (%)	Disagree F (%)	Undecided F (%)	Strongly agree F (%)	Agree F (%)
I enjoy English language class	5 (1.90%)	11 (4.10%)	4 (1.50%)	165 (61.10%)	85 (31.50%)
I like the teaching approach my English teacher uses to teach English	5 (1.90%)	39 (14.40%)	6 (2.20%)	121 (44.80%)	99 (36.70%)
To me English is boring and tiresome	66 (24.40%)	94 (34.80%)	28 (10.40%)	68 (25.20%)	14 (5.20%)
Combining literature and language in teaching has enabled me to acquire a long- term desire to read on different subjects.	9 (3.30%)	39 (14.40%)	17 (6.30%)	154 (57.00%)	51 (18.90%)
My English teacher motivates me to read the literature text book extensively	6 (2.20%)	32 (11.90%)	13 (4.80%)	117 (43.30%)	102 (37.80%)
My teacher uses various approaches to teach	0.0%	0.0%	4 (22.2%)	10 (55.6%)	4 (22.2%)

Table 4.34 indicates that 92.60% of respondents expressed enjoyment of the English language lesson, whereas 6% did not appreciate it, and 1.50% remained undecided. This indicated that the majority of students appreciated the English language instruction. It was subsequently determined that 81.50% concurred with the teaching methodology employed by their English teacher, whilst 16.30% expressed dissent and 2.20% remained ambivalent. This indicated that the majority of students favoured the pedagogical method employed by their English teacher for integrated English instruction. Furthermore, it was determined that 59.20% disagreed with the notion that English was tedious and monotonous, while 30.40% concurred, and 10.40% remained ambivalent. This indicated that the majority of pupils did not find English to be dull and tedious. The study revealed that 75.90% of students concurred that integrating literature and language in instruction fostered a lasting interest in reading diverse topics, whereas 17.70% disagreed and 6.30% remained indecisive. This suggested that the majority of students concurred that the integration of literature and language in instruction fostered a lasting inclination to explore diverse topics through reading. Furthermore, 81.10% of the students concurred that their English teacher inspired them to engage with the literary textbook extensively, while 14.10% disagreed and 4.80% remained indecisive. This indicated that the majority of students concurred that their English teacher inspired them to engage with the literary texts thoroughly. Ultimately, 80.80% of the students concurred that their instructors employed diverse pedagogical methods, whilst 17.10% expressed dissent and 2.20% remained ambivalent. The results concurred with Marcellino's (2015) findings, which indicated that attitudes may fluctuate between positive and negative based on influencing factors. Among these factors affecting students' reactions to integrated English were self-confidence and the time required to comprehend a concept. Menken (2016) found that school facilities and the home environment could influence kids' impressions of integrated English. Jepkuruny (2014) determined that the implementation of a blended business studies curriculum in secondary schools within the Baringo District encountered challenges due to the extensive content, which fostered a negative perception of the subject.

Conclusion and Recommendation

The study concluded that the opinions of teachers remained favourable despite the obstacles faced during the instructional process. The teachers' positive attitude stemmed from the knowledge acquired through capacity-building exercises. The study revealed that pupils appreciated English language sessions and favoured their teachers' instructional methods. The study concluded that integrating literature and language in instruction fostered a lasting enthusiasm for reading among students across various topics.

The study indicated that the students' favourable disposition stemmed from their teachers' utilisation of literature in English instruction. Furthermore, the study determined that English and Ewe were employed in the schools for communication purposes. Moreover, it was determined that an integrated strategy had enhanced teachers' motivation for instructing the English language course. The integrated approach was limited by its time-consuming nature, which occasionally rendered it tedious and onerous to cover the course.

Reference

- Applebee, A. N., Langer, J. A., Nystrand, M., & Gamoran, A. (2015). Discussion-based approaches to developing understanding: Classroom instruction and student performance in middle and high school English. *American Educational Research Journal*, 40(3), 685-730
- Dafouz, E., & Camacho-Miñano, M. M. (2016). Exploring the impact of English-medium instruction on university student academic achievement: The case of accounting. *English for Specific Purposes*, 44(5), 57-67.
- Dafouz, E., Camacho, M., & Urquia, E. (2014). 'Surely they can't do as well': a comparison of business students' academic performance in English-medium and Spanish-as-first-language-medium programmes. *Language and Education*, 28(3), 223-236.
- Hernández, S., P. & Vargas, M. C. (2013). Encouraging students to enhance their listening performance. *Profile Issues in Teachers Professional Development*, 15(2), 199-214.
- Irvine, J. (2019). Relationship between Teaching Experience and Teacher Effectiveness: Implications for Policy Decisions. *Journal of Instructional Pedagogues*, 4(3)22- 29
- Kothari, C.R. (2004). *Research methodology: Methods and techniques*. New Delhi: New Age international. India
- Miima, F., Ondigi, S., & Mavisi, R. (2017). Teachers' perception about integration of ICT in teaching and learning of Kiswahili language in secondary schools in Kenya. *International Journal of Arts and Commerce*, 2(3), 27-32.
- Ministry of Education (2019). *Schools Analytical Report, Hohoe Municipality*. Government press, Ghana.
- Sahamkhadam, N. (2020). *Effect of In-service Training on Teachers' Attitudes Towards Inclusion: A Systematic Literature Review (Thesis, Jönköping University)*
- Salamonson, Y., Everett, B., Koch, J., Andrew, S., & Davidson, P. M. (2018). English-language acculturation predicts academic performance in nursing students who speak English as a second language. *Research in Nursing & Health*, 31(1), 86-94.
- Saleem, Z., & Zamir, S. (2016) Role of in-service teacher training in the professional development of prospective teachers. *Inf. Knowl. Manag*, 6, 53-60.
- Saunders, M., Lewis, P., & Thornhill, A. (2012) *Research methods for business students*. Harlow: Pearson. London
- Savvidou, B. (2004) *The Neglected Learner: A Call to support Integrative learning for Faculty. A Voice and a Force for Liberal Education*, 102(2), 34-41.
- Wright, R., & Froehlich, H. (2012) Basil Bernstein's theory of the pedagogic device and formal music schooling: putting the theory into practice. *Theory into Practice*, 51(3), 212-220.
- Xiao, J. (2016). Integrated English in China—An Effective CLIL Model of Foreign Languages and Cultures Learning. *International Journal of Innovation and Research in Educational Sciences* 3, (4), 2349-5219
- Zubkov, A. D. (2019). Academic writing support through individual consultations: EAL doctoral student experiences and evaluation. *Journal of Second Language Writing*, 4(3), 72-79.