

Integrating Reading and Writing Skills in an Ethiopian Secondary School

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Abstract. Integrating English language skills would help the students to improve authentic language use and maximize their skills on oral and written language development. Most of the time, language teachers' focus on building students' proficiency over language skills. To do so, researchers agree teachers need to be familiar with integration methods. This study evaluates the effect of the integrated method by comparing two groups of students i.e. controlled and experimental groups. It also gives a brief picture on the importance of teaching reading and writing in integrated way for English language teachers in secondary school within the context of Ethiopia. In order to assess the importance of IRW, and its effect on students' performance, this study used a quasi-experimental. A quasi-experimental approach was employed to assess the significance of differences in students' performance of reading and writing before and after the integrational teaching intervention took place. The results for the separate test components (Content, Organisation, Grammar, Vocabulary and Mechanics) consistently show a positive effect for the experimental group in comparison to the control group. The findings of the study indicated IRW method showed a significant positive effect on students' performance of reading and writing when compared to those in traditional way of learning reading and writing.

Keywords: reading, writing, integrated pedagogy, mixed-methods

Languages: English

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1.0 Introduction

English language integrated skills emphasizes on meaningful and authentic language use and links oral and written language development (Rahman & Akhter, 2017). Most of the time, language teachers focus on building students' proficiency over language skills. To do so, researchers agree teachers need to be familiar with integration methods, and put into practice the integrated English language skills language skills based on context (Akmal et al., 2020). In fact, having good knowledge of integration alone does not guarantee teaching the language effectively. However, practising it matters.

Various scholars define integrated language teaching differently. Integrated teaching is a way of teaching language skills (listening, speaking, reading and writing) by combining with each other Widdowson (1978) cited in Ostovar-Namaghi and Tajzad (2014). According to Aljahdali and Alshakhi (2021), it is linking of the main language skills i.e. listening, speaking, reading and writing for using target language in real communication. In real communication, language skills cannot be separated, and teachers need to be aware of the integration not only the main skills but also subskills e.g. grammar with reading (Gemechis, 2020). In integrated skills instruction, learners are exposed to authentic language, and are involved in activities that were interesting and meaningful. The EFL teachers should create a good environment to facilitate the students for natural communication by integrating the language skills. For example, Pardede notes:

“The integrated-skills approach, which incorporates listening, speaking, reading, and writing, has become a new trend in EFL contexts because it is believed an effective approach to develop students' communicative competence and the ability to use English to gain access to social, vocational, educational, or professional opportunities” (2019, p. 1).

It is believed as a valuable way to teach students in order to attain real communication skills in Teaching English as a Foreign Language (TEFL). According to Ostovar-Namaghi and Tajzad (2014), Widdowson was one of the first linguists to call for integrating the four language skills in 1978 during teaching to raise learners' proficiency levels, and enable advanced language learning.

Since integrated English language skills teaching is one of the ways of teaching skills in integration to use authentic language in academic context, it is supported by cognitive psychology and functional linguistics theories as it is suggested above. Pardede (2017) notes teaching language skills in an integrated approach gives an opportunity for the students a more clear understanding of language nature, methods and styles. By doing this, it is possible to expose students to authentic learning materials, to achieve

language use communicatively in their day-to-day classroom activities. This enables students to have a more realistic access to authentic language learning.

Paradede (2017) notice integrating English language skills makes students competent to use the language. The integration of English language skills is aimed at creating a classroom environment where authentic communication is prioritized where skills are integrated naturally. Therefore, if the teacher is dedicated enough to study the models for integration of skills and use them effectively in class, integration of skills can verify to be effective in EFL classes. The implementation of integrated English language skills helps to bring a real means of interaction among students, allow equally supportive growth in all skills, promote the learning of real content, highly motivate students in providing authentic contents and activities, and give the power and opportunity to track students' progress in multiple skills at the same time.

Not only researcher's experience shows, the Ethiopian language-teaching curriculum by itself hardly encourages the integration of reading and writing cf. appendix. Exposing students to teaching reading and writing through the integration method can also allow students for several ways of learning approaches and learning preference. Scholars consider when learners are exposed to integration of reading and writing, students will become better readers, writers and thinkers (Carson, 2000, Spack, 1998). Furthermore, when students are exposed to integrated reading writing, their thinking capacity about effective reading strategies and constructing meaning could increase (Tilahun, et. al. 2022). The researcher also believes this is a technology era where one can send a message by writing from one polar of the globe to another, and the other globe should read and reply as well. Moreover, writing has been usually noted for both formal and functional.

In spite of the great potential and effectiveness of the implementation of teaching reading and writing by integration, many teachers still seem to be less aware of the importance of the integration of the two skills i.e. reading and writing. With very limited exposure to awareness of IRW, the practicality also seems challenging. To the knowledge of the researcher, there are almost no findings whether the integration has an effect on students' performance of reading and writing from Ethiopia context. The researcher observed it during his Ph.D. study related to reading and grammar. Consequently, the researcher is motivated to investigate the importance of integrating reading and writing, and its effectiveness on students' performance on secondary school from Jimma in focus.

2.0 Statement of the Problem

This study evaluates the effect of the integrated method by comparing two groups of students i.e. controlled and experimental groups. It also gives a brief picture on the importance of teaching reading and writing in integrated way for English language teachers in secondary school within the context of Ethiopia.

Teaching reading and writing, in isolated or integrated modality, is an essential working part of language teachers. By isolation type of teaching reading and writing some scholars (e.g. Hayes & Williams, 2016) label it traditional developmental reading and writing. However, teaching through integration has been sorely neglected and unpracticed by most of Ethiopian language teachers (Gemechis, 2020).

Many scholars agree that the ability to write competently is closely connected to the ability to read variety of texts cited in (Alomrani, 2014). For example, (Alqadi & Alqadi, 2013; Iwahori, 2008; Janopoulos, 1986, 2009) state that integrating reading into writing instruction improves writing skills. Moreover, reading plays a fundamental role to create a base for improving students' writing skills, and the vice versa is true.

From the main researcher's teaching experience, many teachers usually present their lesson without integration of the two language skills i.e., reading and writing in Ethiopia context. They usually present by isolating reading texts from writing or the vice versa. The study has been targeted on the two skills (reading and writing) just for the purpose of emphasis. Despite describing the importance of the integration of reading and writing, the practical presentation of teaching English in Ethiopian context shows there is no much attention given to it.

Having knowledge of integrated English language skills determines the extent to which a teacher can implement the theory (Paradede, 2017). Thus, EFL teachers expected to aware of the steps to integrate RW in EFL instruction. They need to have knowledge more about the various ways to integrate language skills in the classroom (e.g., content-based, task-based, or a combination). They have to have knowledge to choose, adapt and adopt instructional materials, textbooks, and technologies that promote the integration of two or more language skills such as listening, reading, speaking and writing. Teachers' practice of integrating reading with writing is related with the various strategies. Sevy-Biloon (2018) mentioned role-plays, jigsaw reading, pair and group work activities and use of information technology as examples of strategies.

According to Azizah & Rizki teaching through integration could be a good method than in segregation. They suggest:

“Starting from classic questions from my students, such as “why English is so difficult?” and “why we still cannot use English well, oral and written, though we have studied for more than 10 years?” are dealing with what kind of approaches that the teacher used in the class. There have been many opinions proposing the integration of four skills as the key to create authentic classroom environment in teaching English in a way close to real communicative situation” (2021, p. 2).

In Ethiopia also, English language is taught as a subject starting from lower primary school (grade one in government & public, KG in NGOs). Specially, in Oromiya Regional State, it is the medium of instruction since secondary schools as similar as in higher education institutions. From primary school to secondary school, students cover at least eight years of learning English language and learn English as a subject. According to the language policy of the country, students are expected to have good command of English language and they should have good communicative competence (MoE, 1994; MoE, 2008; MoE, 2018). The report of the MoE clarified that students are effective in communication when they speak, read, write and listen at the end of secondary school.

There are also few local studies to bridge the gap in this area in Ethiopia. For example, Endalkachew (1995) studied to realize the practicability of integrated-teaching of listening and speaking at grade eleven level. He found the possibility of teaching listening and speaking skills at a time. Unlike the present study, his study focused on listening and speaking skills. Moreover, Tilahun et.al. (2021) assessed the supremacy of integrated reading and writing skills instruction over the conventional approach in enhancing students’ critical thinking skills, and the result indicated teaching with integration could enhance critical thinking. This study is also different from the current study in the level of schools, students, trained teachers and many situations. Unlike their study, the delimitation of the current study is in the Oromiya region where students with variety of language background and multicultural reside.

However, although there are few local studies, their findings and analyses revealed that there are still gaps in teaching through integration. In line with methodology gap, the previous and the current studies are different in the level of the schools, in the qualification of the study population, respondents’ diversity, research design, and the sampling techniques and geographically the current study is some conducted in south west of Ethiopia. Conceptually, integrated language skills method is supposed to be a valuable strategy to teach students in EFL classroom. None of the above studies tried to look at the importance of teaching reading and writing in an integrated ways, and its effect on students’ performance in Oromiya Regions, Ethiopia. Furthermore, the researcher for current study prepared a rubric assessment adapted from Brown (2004).

The problem of this study is scarcity of the teaching method of reading and writing in integrated way; instead, both of them are taught

discretely. In order to bridge this gap, the main researcher believes that this area needs attention and should be researched. As a result, the current study is targeted to fill these existing gaps in this particular area of the research. Hence, the gaps initiate the researcher to investigate, and fill it by carrying out the study on integrating reading and writing skills, and its effect on students' performance: A pre- and post-intervention study in an Ethiopian secondary school by answering the following basic questions of the study.

1. To what extent do EFL teachers aware of the importance of teaching reading and writing through integration?
2. What is the effect of the integrated reading and writing on students' performance of reading and writing?
3. How often do language teachers practise reading and writing in an integrated way than isolation?

3.0 Objectives and Scope

The main objective of this research is to assess the performance of students who learn through integration of teaching reading and writing in comparison with who do not, and its effect on students' performance on reading and writing in the context of Grade 9 in an Ethiopian school. Specifically, this research attempted to

1. identify language teachers' awareness of the importance of teaching reading and writing through integration;
2. examine the effect of the integrated reading and writing on students' performance of reading and writing;
3. assess to what extent language teachers practice reading and writing in an integrated way.

Conceptually, the study is connected to the importance of language skills integration, and methodologically it uses quantitative methods, employing a test and a questionnaire for data gathering. Geographically, the study is delimited to the Oromiya region in Ethiopia, which is highly diversified in language. As a central region in the country, Oromiya serves as a sample representation for the country as almost all nations and nationalities reside in the region. It is also the home of multilingualism and multicultural. The participants in this study are Grade 9 students and a few language teachers from Jimma Secondary school in the region.

4.0 Methodology

4.1 Research Design

The study included an intervention that introduced the teacher to IRW informed by Systemic Functional Linguistics (henceforth SFL). In order to assess the importance of IRW, and its effect on students’ performance, this study used a quasi-experimental. A quasi-experimental approach was employed to assess the significance of differences in students’ performance of reading and writing before and after the integrational teaching intervention took place.

Table 1: *Quasi-Experimental Design (Adopted from Creswell 2014:31)*

Participants	Pre-Test	Post-Test
Control Group	No Treatment	No Treatment
Experimental Group	Treatment	Treatment

4.2 Study Population and Sampling Techniques

The total sample of this study is English teachers and Grade 9 students in Jiren secondary school, situated in Oromiya Regional State (see Table 2). Although there are numerous secondary schools in this region, it was impossible to cover a larger population, due to practical factors of time, budget and conflicts in some parts of the country. Therefore, the researchers worked with 42 (30%) teachers recruited through probability sampling based on (Creswell, 2014).

According to the information obtained from the school principal, there are 10 classrooms of Grade 9 students in the school. Therefore, the main researcher chose randomly two classrooms with 56 students each for this study. One group functioned as the controlled group, and the other as an experimental group for the pre- and post-intervention tests.

Table 2: *Participants’ Tasks and Counts*

Participants	Task	N
Teachers	Questionnaire	42
Students	Pre- and Post-Tests	56 (Experimental)
		56 (Controlled)

4.2.1 Pre-Tests, Post-Tests, and Questionnaire

To investigate EFL students’ reading and writing performance in terms of different language dimensions (content, organization, vocabulary, grammar, language use, and mechanics), a paragraph reading and writing test was prepared. The scoring rubric used in this study was adopted from Brown 2004, as cited in Hidayah et.al. (2021), and includes five components: content (30%), organization (20%), grammar (25%), vocabulary (20%), and mechanics (5%). Both groups of student participants, i.e. experimental and controlled, were administered this test before and after the integrational teaching intervention. The intention was not only to assess if there is a significant effect post-IRW on students’ performance of reading and writing,

but also to assess students' improvements on the different scoring dimensions, viz. content, vocabulary, grammar, organization and mechanics. Both pre-and post-tests were given for the students on each sub skills. Two different raters scored the result of their performance of five of subskills.

The pre-test was administered at the beginning of the quasi-experimental research categorizing into experimental and control groups. The students were to write a paragraph on the same topic in the same time interval (one hour) in class. The paragraph writing pre-tests was prepared and administered for both groups to identify how students performed before IRW.

The administration of the pre-tests in different classes took place of a period of two weeks, and was carefully monitored and controlled for consistency. The purpose of a pre-test is to set up a baseline score for each group of students engaged in paragraph writing performance (content, grammar, vocabulary, organization, language use, and mechanics) between the experimental group and control groups in their writing abilities.

The main researcher conducted a post-test at the end of the interventions for both experimental and control groups. The participant of students in the experimental and control groups were required to write paragraph after the intervention. In order to write paragraph, the researcher used 16 hours to administer experimental and control groups. They were given similar topics with the pre-test one. However, the way of teaching writing approach is different from the experimental and control group. Here, the main difference was to apply teaching reading and writing in integrated way. Finally, post-tests were carried out in each treatment session, and this will take one week.

Using this instrument, two leading questions were collected: 1) how teachers perceive the importance of integrating reading and writing. 2) to what extent teachers practice teaching of reading and writing in an integrated way. The questionnaire had both close-ended and open-ended questions, and all the questions were written and answered in English language version.

4.2.2 Data Collection Procedures

Employing efficient data gathering procedure can affect the result of the study. Although we identified all sample teachers and students, we did not administer all data gathering tools at the same time. Therefore, the data gathering procedure was held based on reasons including the test i.e. pre and post-tests for the students. For instance, questionnaires were distributed for the teachers and filled it. The researcher collected the questionnaire back after a couple of weeks/ days from the respondents, and some of them dropped it to their principal's office.

The formality and legality of data collection, a letter of consent from Jimma University Department of English Language and Literature was written to the concerned bodies.

5.0 Results and Discussion

5.1 Language Teachers' Background Information

This is briefly to report teachers' background information. Accordingly, their ages fall in the age range of 22 to 56 years, except two of them above 56. With regard to their qualification, ten of them were Teachers' Training graduates (diploma level) in major English language, 26 of them were BA graduates in English and five of them were MA graduates in TEFL. Regarding to their experience of teaching English language, except five teachers who have taught about one year, almost all teachers were seniors who have taught English for the year range of above 2-20 and three of them above 20.

From this data, it can be concluded that the majority of the teachers are experienced and have necessary qualification required to teach English at secondary schools. With regard to their gender, six of them are females graduated in English language teaching as a foreign language. Although most of the teachers are veteran and having rich experience, most of them are unfamiliar in practicing the integration at all. Whereas, the number of students participated in pre-tests and post-tests for controlled and experimental groups were 112. Their age is from 17-20.

5.2 Results

The findings of the study presents the results of the pre-and pos-tests and questionnaire one after another. We evaluated the difference between the average group Posttest scores for the experimental and control groups, controlling for Pretest score, by means of an ANCOVA (Analysis of Covariance). We first fitted a full model, illustrated in, with PostTest score as the outcome variable and Pretest score and Group as two main effects, plus an interaction term between Group ('Experimental' vs. 'Control') and PreTest score. So we fitted the model formula): $PostTest \sim PreTest + Group + Pretest*Group$

We tested the interaction effect with a (type III) ANOVA and dropped effect when it was not significant (at the 5% significance level), which was always the case in the results reported below. Thus, all models reported below take the form: $PostTest \sim PreTest + Group$

This model allows us to answer the question whether there is an average difference in PostTest score between both groups, controlling PreTest Score. An important advantage of this ANCOVA, in comparison to a Gain score analysis, in which the average gains are compared, is that we

can conclude that the effect of experiment is consistent for all participants of different PreTest scores. All data analyses were performed in R (R Core Team 2021) with Rstudio (), using the following packages: dplyr (wikham et al. 2021), ggplot2 (Wikham 2016), Rcolorbrewer (Neuwirth 2014), car (Fox and Weisberg 2019), gridExtra (Auguie 2017).

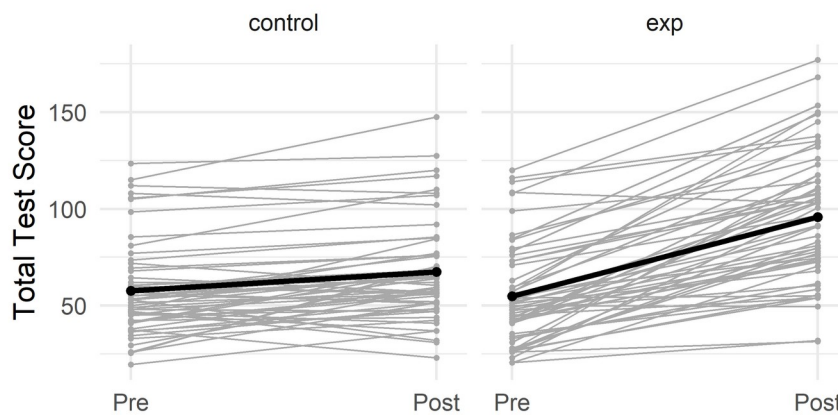
5.2.1 Total Test Scores

The summary statistics reported in Table 1 show consistent gains in both the control and the experimental group. The average gain (= Posttest mean – Pretest mean) in the experimental group is clearly larger than in the control group, with an average gain of 41 (20.5%) for the experimental group vs. 9 points (4.5%) in the control group.

Table 3: Summary Statistics for the Test Scores

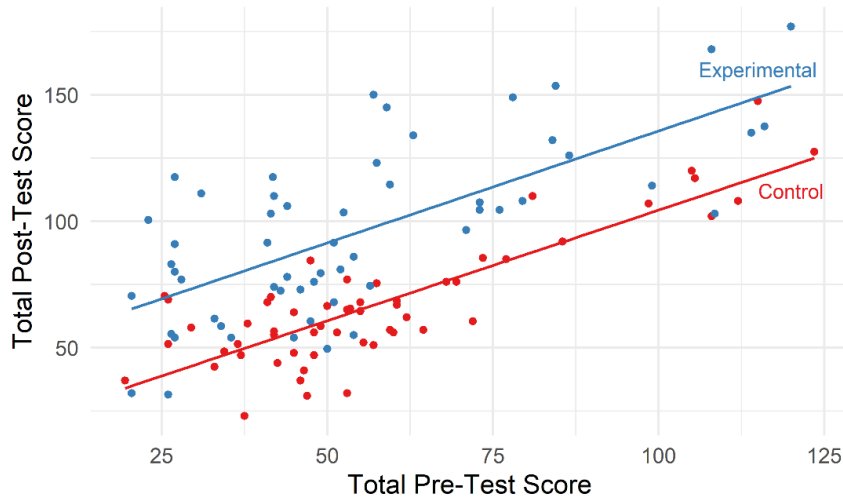
Group	Task	Min	Q1	Mean (SD)	Median	Q3	Max
Control	Pre-Test	19.5	42	58 (24)	53.0	65.4	123.5
	Post-Test	23	51.5	67 (25)	63.0	76.0	147.5
Experimental	Pre-Test	20.5	35	55 (26)	49.5	71.5	120.0
	Post-Test	31.5	73	96 (34)	94.0	115.3	177.0

Figure 1: Spaghetti Plot Indicating Changes in Pre-/Post-Test Scores



Using an ANCOVA, we found no evidence of an interaction effect between Pretest score and Group ($F = 0.005$, $p\text{-value} = 0.94$). The parallel lines in Figure 2 additionally show the lack of an interaction effect. Based on an ANCOVA without the interaction, the experimental group scores on average 31 points (15.5%) higher than the control group ($|t| = 8.1$, $P\text{-value} < 0.001$), with a 95% confidence interval (CI) for the difference from 23 to 38.

Figure 2: Scatterplot of the Total Pre-/Post-Test Scores



5.2.2 Component Test Scores

The results for the separate test components (Content, Organisation, Grammar, Vocabulary and Mechanics) consistently show a positive effect for the experimental group in comparison to the control group. For none of the separate components an interaction effect between Pretest and Group was observed, as is also indicated by the parallel regression lines in Figure 3. In other words, the participants in the experimental group consistently achieve higher scores than the control group, irrespective of their Pretest score. The main results for each component can be summarized as follows:

- **Content:** the experimental group scores on average 8.7 points (14.5%) higher than the control group (on a total score of 60)(SE = 1.3, P-value < 0.001), with a 95% CI from 6 to 11.
- **Organisation:** the experimental group scores on average 4.5 points (11%) higher than the control group (on a total score of 40)(SE = 0.7, P-value < 0.001), with a 95% CI from 3 to 6.
- **Grammar:** the experimental group scores on average 10 points (20%) higher than the control group (on a total score of 50)(SE = 1.2, P-value < 0.001), with a 95% CI from 7.6 to 12.5.
- **Vocabulary:** the experimental group scores on average 5.3 points (13.2%) higher than the control group (on a total score of 40)(SE = 0.7, P-value < 0.001), with a 95% CI from 3.4 to 6.7.
- **Mechanics:** the experimental group scores on average 2.3 points (23%) higher than the control group (on a total score of 10)(SE = 0.5, P-value < 0.001), with a 95% CI from 1.3 to 3.4.

Table 4: *The Importance of Teaching Reading and Writing in an Integrated Manner*

	Strongly Disagree (1)	Disagree (2)	Undecided (3)	Agree (4)	Strongly Agree (5)	Mean	SD
1		13 (31%)		13 (31%)	16 (38.1%)	4.00	.796
2		18 (42.9%)	2 (4.8%)	6 (14.3%)	16 (38.1%)	3.62	.795
3		21 (50%)	1 (2.4%)	6 (14.3%)	14 (33.3%)	3.60	.767
4		8 (19%)	1 (2.4%)	8 (19%)	25 (59.5%)	3.95	.697
5		8 (19%)	1 (2.4%)	12 (28.6%)	21 (50%)	4.05	.764
6				36 (85.7%)	6 (14.3%)	4.86	.354
7			1 (2.4%)	32 (76.2%)	9 (21.4%)	4.74	.497
8	8 (19%)	2 (4.8%)	19 (45.2%)	5 (11.9%)	8 (19%)	3.14	1.026
9	9 (21.4%)	4 (9.5%)	9 (21.4%)	7 (16.7%)	13 (31%)	3.24	1.246
10			1 (2.4%)	26 (61.9%)	15 (35.7%)	4.60	.544

As we have seen above, in table 1, the rating scale 4 and 5 is given for agree and strongly agree which shows the respondents have positive opinion, and 1-2 for strongly disagree to undecided nearly indicates respondents do not agree with the statement, whereas option 3 shows the respondents are neither interested to support nor to oppose. For this reason, in the presentation part, the result from rating scale 4 and 5 and 1 and 2 could be lumped. However, in order to make the analysis more clear and elaborated, additional clarification is given on the rating scales of the importance of IRW. As a result, the researcher analyzed the level of language teachers' perception on the importance of teaching reading in an integrated ways. This is based on the mean value, 4.51 – 5.00 as very high level, 4.01 – 4.50 as high level, 3.51 – 4.00 as moderate level, 3.01 – 3.50 low level, and below 3.01 as very low level of understanding.

As data can be seen from the above table 1 item 1, out of 42 participants, 29(69.1%) agreed and strongly agreed on the importance of teaching reading and writing in the integrated way. The remaining 13(31%) of the respondents disagreed. This indicates that most of the participants understood teaching reading and writing in the integrative way is important. The calculated mean value was 4.00 with standard deviation .796. This mean value indicates that language teachers had moderate level of on the importance of teaching reading and writing in integrative way.

With regard to technique of integrating RW, item 2 elicited, 18(42.9%) of the respondents disagreed and 16(38.1%) of the respondents

strongly agreed. The calculated mean value was 3.62 with .795 of standard deviation. Item 3 also about the techniques used to integrate RW skills, 21 (50%) of the respondents disagreed and 14(33.3%) of the respondents strongly agreed that RW can be integrated through providing a topic/theme in lesson. The measured mean value was 3.60. This indicates that some of the respondents knew that how RW skills can be integrated which shows the level of EFL teachers' awareness towards item was moderate.

Item 4 deals with RW can be integrated by adapting reading task from the textbook and/or other subject to be summarized by students in writing form and reported to the class orally. With this, 8 (19%) of respondents replied disagreed, whereas 25(59.5%) of respondents replied strongly agreed and 8 (19%) respondents replied agreed. The calculated mean value is 3.95 with .697 standard deviation. For the item 6, all the participants mastered as integrated skills teaching enables students to be successful in their current and future academic learning. That means 42(100%) of the respondents agreed to the statement. The calculated mean value is 4.86. Regarding the importance of integrated RW skills teaching, 41 (97.6%) of the respondents agreed that integrated RW skills teaching helps students learn English language in a better way. The calculated mean value was 4.74 and the standard deviation was .497 (see item 7). Item 8, the teachers were asked to what extent integrated RW skills teaching motivates students to learn the English language. Thus, 10 (23.4%) of the respondents replied disagree, and 19(45.2%) of the respondents replied undecided. Whereas, the last item (10) 41(97.6%) of the respondents agreed that teaching reading and writing through the integration could develop students' competence.

In conclusion, table 1 consists 10 items about the importance of integrating teaching reading and writing. The researcher calculated the grand mean value that is 3.98. From this analysis, the value shows language teachers had moderate level of understanding towards the importance of teaching RW in the integrated ways.

5.3 Discussion

This study assessed the students' performance of reading and writing through integration. The discussion of this study is made by summarizing the results of quantitative findings. Generally, statistical analysis from ANCOVA test presented above, it is possible to suggest that teaching reading and writing through integration has a very positive effect on students' reading and writing performance. The study indicates that IRW method plays a significant role in improving students' reading and writing skills in general and on their content, vocabulary and grammar in particular.

The findings of the study indicated IRW method showed a significant positive effect on students' performance of reading and writing when compared to those in traditional way of learning reading and writing.

This study is partially consistent with Oxford (2001) as she argued teaching language skills is an effective strategy to enhance students' language learning. With this regard, several scholars (e.g. Pardede, 2017; Grabe & Zhang, 2013) stress that language teachers have shown remarkable changes in practising language integration in their classroom. They consider it as new teaching methodology. However, this was not revealed in the current study. In connected to this, the study showed that language teachers had low practices in organizing and presenting their lesson in integrated way. For instance, Grabe and Zhang (2013) found that language teachers might lack integration method skills due to scarcities of well-developed vocabulary knowledge, lack of reading comprehension strategies, and misuse of reading phases.

To wrap up the discussion, this study showed that teaching reading and writing in integrated has improved students' performance of reading and writing. Moreover, the study also clicked teachers' attention on the importance of teaching reading and writing in integrated way than in isolation. The statistical data analysis revealed that students in experimental group score high in their tests of grammar, vocabulary, content, organization and mechanics than students in controlled group.

6.0 Conclusion

In order to maximize the pedagogical practices especially in the EFL teaching context, this type of study can contribute a lot in English language classroom. The study targeted integrating reading and writing skills, and its effect on students' performance: A pre- and post-intervention study in an Ethiopian secondary school. The study employed quantitative data gathering tools to triangulate and increase the quality of data. The result of the study found that teaching reading and writing in a balanced way benefits the students than teaching in segregated way. To be very specific, the study revealed that students who were exposed to IRW improved their performance of vocabulary, grammar and mechanics usage in their writing and reading when compared to those who attended the isolated teaching skills.

Based on the results of the findings, the study has several pedagogical contributions though there are still challenges in the area. For instance, in order to expose students to IRW, the priority is that language teachers need to expose themselves to the dynamics of teaching reading and writing through integrative method. The study suggests that if language teachers are motivated towards IRW teaching, it would be a less difficult task to attract their students to learn through integration. Although this study found the positive effect of IRW method on students' performance of reading and writing, there is still flexibility to entertain an isolated type of teaching skills because of various convincing reasons in the school.

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