

Teachers' Application of the Integrated Approach in Teaching English Writing Skills at Damascus Secondary State Schools

**Prepared by
Sahar Abdul-Hameed**

**Supervised by Prof. Dr.
Ali Saud Hasan**

**Faculty of Education
Damascus University**

Abstract

This study aimed to identify the extent to which teachers apply the integrated approach in teaching English writing skills at secondary state schools Damascus in order to provide some suggestions to develop teaching English.

The researcher used a questionnaire with a five-point scale (very high, high, fair, weak, not at all) in order to assess the extent to which teachers apply the integrated approach in teaching writing skills. The questionnaire consisted of (38) items, which represent a description of a procedure related to the integrated approach and ways of applying it in teaching English. The validity and reliability of the questionnaire were tested using the appropriate procedures. The application of Pearson coefficient indicated that the reliability coefficient of the questionnaire was (0,77) for the scale as a whole, which was appropriate for the purposes of this research.

The sample of the study consisted of (104) English teachers, (26) males and (78) females, from the secondary state schools of Damascus. It formed 30% of the total population, which comprised (349) teachers.

The study revealed that teachers' application of the integrated approach in teaching writing skills was moderate. The mean grade of the teachers' responses was (3.35), which was less than the adopted criterion (3.75). Some of the advanced procedures in applying the integrated approach were also weakly applied. The results of (T test) indicated that there were no statistically significant differences at (0.05) level between the mean grades of teachers' responses that could be attributed to gender and experience variables. However, there was a statistically significant difference between teachers that could be attributed to the qualification variable (Bachelor/Diploma) in favor of diploma.

In light of the previous results, the researcher suggested that training programmes, in the Ministry of Education, should incorporate a theoretical description and ways of applying the integrated approach.

Background and Significance of the Study

English Language is essential to understand various fields of knowledge. Broughton et al. (1993) state that the need for English is vital since it is the language of professions, literature, aviation, transit, sports, and communication. For this and other reasons, teaching and learning English receives much interest in our schools and universities. English is taught from the first grade of primary stage till university level and new curricula have been developed. Having sufficient command of English is a necessary requirement to continue higher studies at Syrian universities in order to enable future researchers to keep abreast of the latest developments. The recommendations of the pre-university education conference held in Syria (1998) have also confirmed the necessity of developing English teaching (Ministry of Education, 1998, 15).

The development in methods of teaching is compatible with the holistic nature of language, which advocates the integration of the language skills (Carson, 1994; Hasan, 1993). Many specialists in teaching languages have also proposed that skills should not be taught in isolation; rather they should be integrated because this is consistent with the nature of learning (Oxford, 2001; Goodman, 1986; Chery and Champeau, 1989).

The main purpose of teaching English, from the viewpoints of specialists in English curricula and methods of instruction, is to help students acquire the ability to communicate orally and in writing. This agrees with what the UNESCO (1975) stated when it formulated the general aims of teaching foreign languages (Yalden, 1983). Therefore, integration is a characteristic of teaching English because learning a language entails knowing its integrative linguistic system, which consists of sub-systems on the vocal, syntactic and semantic levels, and using them in discourse to serve communicative purposes. This is in line with what Hinkel (2006) has expressed with regard to the aims of teaching the skills of English as a foreign language, 'They should provide a wide and varied experience in teaching English, encourage meaningful performance and develop an integrative understanding of the way English functions' (P. 5).

Educators are interested in the integration of curricula in order to develop an integrated character that is able to interact with both the

physical and social environment. Many educators propose that the integrated approach in teaching a foreign language leads to effective acquisition (Banfi, 2003). The interrelation and integration of language skills enable each one to influence and be influenced by others. Skills and sub-skills integration develops the effectiveness of exercises and the process of transferring receptive language learning into productive one where the learner is in charge of learning and has a more active role in classroom. She/he speaks, listens, reads and writes spontaneously in a setting which is closer to real life (Richards & Rodgers, 2003). To know a language means being able to use it in a variety of settings. As Inguva (2008) stated that 'Integrating skills in teaching English as a second/foreign language is not a hard choice for teachers. He claimed that if teachers are creative and motivated, a course bearing a single skill title can be exploited and developed all the skills required for language and promoting communicative competence'(p. 15). Many studies reveal that there are influential relationships among the four language skills or at least between two skills. Trirney & Shanahan (1996) has found out that there is a correlation between reading and writing skills, and that both of them have mutual knowledge and processes. Other studies indicate that there are reciprocal roles between the reader and the writer. Brown (1994) considered the integration of the four skills is the only plausible approach to take within a communicative, interactive framework.

Applying the integrated approach in language teaching is considered a modern trend due to lack of research in Syria. Results of the little research conducted on the integrated approach indicate that this approach plays a vital role in improving the quality of teaching and promoting learning in terms of both process and product simultaneously. Results of much educational research also confirm the superiority of the integrated approach over the traditional approaches in language teaching. English teachers, in different parts of the world, have problems in connecting and integrating the four language skills in different learning situations. In two separate studies conducted in California, Barnes et al. (1994) have found out that language teacher at the secondary stage lack clear understanding of the concept of integrating language skills according to the directions of California State.

A result of some studies has revealed that there are different viewpoints among teachers with regard to using the integrated approach and the holistic method in language teaching, and that their beliefs are closely related to their theoretical knowledge and classroom practices (Tidwell & Stele, 1992).

Hargreaves & Moore's (2000) study, which was conducted in Canada, revealed that the integrated teaching experiences and related activities carried out in the classroom by students working in small groups enabled students to employ and apply them outside the classroom. These teaching and learning procedures deepened students' awareness of the activities they were doing, improved the level of their learning, and helped them form positive attitudes towards integration.

Soodak & Martin's (1994) study, which was conducted in New York, aimed to identify the effectiveness of using the integrated approach in teaching. It was applied on a sample of (14) male and female teachers, who taught social studies and English to ninth and tenth grade students in four secondary state schools. In this study, which lasted (3) years, instructional units based on the principles and levels of integration were used. The instructional strategies based on learners' autonomy, effective participation of learners, group work, project method, and dialogues and discussions were also used. The relationship between language and social studies was successfully employed and the connection and integration between the new and previous information of students were also taken into consideration. The results showed an improvement in teachers' ways of thinking and positive development in attitudes and position concerning using the integrated approach in teaching.

Daniel's (1996) study, which was conducted on English teachers in Michigan State in the U.S.A., tried to identify the attitudes of the teachers towards using the holistic method and the effect of some variables on forming these attitudes. It concluded that teachers with long experience in teaching had more positive attitudes towards using the holistic method.

The results of Feng&Gtheridg's (1993) study, which was conducted in America, demonstrated that there was a positive influence of gender and stage factors in determining teachers' attitudes towards teaching via

using the integrated approach. The attitudes were more positive among female and primary stage teachers (Cited in Nasr, 2002).

Another study was undertaken by Bruneau & Ambrose (1989) to explore the perceptions of whole language instruction held by a group of teachers of young children. Four questions framed the study: (1) How do teachers of young children define a whole language program? (2) What kind of whole language activities have the teachers tried in their classroom, and how did teachers feel about the outcomes of the activities they used? (3) What concerns did the teachers have about whole language instruction? and (4) What kind of assistance did the teachers believe would be helpful to them as they began to make changes in their literacy program? A survey was designed to assess a general level of knowledge and concerns about whole language program among kindergarten-second grade teachers teaching in a rural or a suburban Midwestern school district. Twenty-eight surveys were returned. One finding suggests that most teachers from this small sample accept whole language instruction as being an effective means of instruction, but as a supplement to a skills-based approach. It seems imperative that whole language advocates address teachers' beliefs concerning how children become literate. Without doing so, whole language activities may be viewed as additional instructional experiences, which are "fun" but not a means for developing capable literate children.

Ali's (1994) study, which was conducted in Bahrain, aimed to evaluate Arabic teachers on the extent of using the integrated approach. The results revealed that teachers' use of the appropriate strategies related to the integrated approach was weak. It also revealed that there were no statistically significant differences between the teachers that can be attributed to experience.

Shnak (2000) studied the effect of language integration on expressive writing of first secondary female students in Jordan. The results revealed that experimental group students (who learned according to the integrated approach) performed better in the writing test compared to control group students (who learned according to the traditional method).

Al-Khayyat's (2001) study aimed to identify the viewpoints of Kuwaiti teachers and supervisors of social studies with regard to using the integrated approach in teaching. The results revealed that subjects were reluctant to using the integrated approach in teaching, which was attributed to lack of teachers' books and weak preparation. The study suggested reconsidering the curricula and teacher preparation programmes so that teachers can understand, construct, and evaluate the integrated curriculum.

Nasr's (2002) study tried to identify the attitudes of Arabic teachers in Oman towards using the integrated approach. The study revealed that subjects were reluctant to use the integrated approach because of poor preparation.

The international interest in implementing the integrated approach to develop curricula for the twenty-first century schools and the need to give up the traditional methods of teaching and use a variety of methods that take students' characteristics and needs into consideration are all good reasons why this approach should receive more attention (Hargreaves & Moore, 2000).

Although the previous studies proved the effectiveness of the integrated approach in improving achievement, forming positive attitudes, and mastering skills, this approach did not receive enough attention from researchers and experts of curricula around the world. Research and studies are still rare in this field, and the results are different. Further research on factors and variables that affect English teachers' application of the integrated approach needs to be conducted.

Despite the agreement between this study and the previous ones on using the integrated approach in teaching, some of them deal with teachers' opinions and beliefs on using the integrated approach; others deal with using the integrated approach in teaching Arabic and social studies. Therefore, this research tries to fill in a gap through using the integrated approach to teach English.

Selecting this topic was compatible with the new trends of teaching languages, which stressed the need to adopt the integrated approach in teaching (Tierney & Shanahan, 1996; Uchida & Mchonzie, 1996; Taberski, 2000; Dong, 2002; Elgar, 2002). It was also in line with

the recommendations of the developing teaching conference held in Syria in 1998, which confirmed the importance of qualifying and training teachers, improving methods of teaching English and developing its techniques. This also agrees with the attempts to adopt new approaches in English language teaching in Syria, develop the contents of English textbooks and train English teachers to develop their competence.

This research is expected to pave the way for future researchers to conduct further research into the area of using the integrated approach in language teaching and studying its effect in improving performance levels in writing and other language skills.

Statement of the Problem

Having mentioned the importance of using the integrated approach in teaching the skills of English as many recent studies recommend, this research examines the extent to which teachers use the integrated approach in teaching writing skills at the secondary schools of Damascus. Throughout her work as a supervisor of English teaching practice, the researcher has observed that students at the secondary stage are weak at writing. There are many causes that may have contributed to students' underachievement in writing. One of these causes is lack of linking listening, reading and writing experiences together in the classroom. This weakness in writing can also be attributed to many reasons related to misunderstanding the curriculum's aims, using traditional methods of teaching, teacher's lack of academic and educational qualification, and teachers' lack of clear understanding of the concept of integrating language skills.

Thus, the problem of the research can be summarized in answering the following question:

To which extent teachers apply of the integrated approach in teaching writing skills at secondary schools of Damascus?

Aims and Questions of the Research

The main purpose of this research is to identify the extent to which teachers apply the integrated approach in teaching writing skills at the secondary schools of Damascus.

This research also aims to answer the following questions:

1. To what extent do the teachers of English at the secondary stage apply the principles of the integrated approach in teaching writing skills?
2. Is there any statistically significant difference between male and female teachers with regard to the application of the integrated approach in teaching writing skills?
3. Is there any statistically significant difference between teachers with regard to the application of the integrated approach in teaching writing skills that can be attributed to the experience variable?
4. Is there any statistically significant difference between teachers with regard to the application of the integrated approach in teaching writing skills that can be attributed to the qualification variable?

Methodology of the Research

In order to achieve the aim of this study, the researcher adopted the descriptive-analytical approach and designed a questionnaire which included, in its final version, (38) items. The first part of the questionnaire elicited background information concerning the teacher's gender, qualification, and years of teaching experience. The second part collected data about the extent to which teachers apply the integrated approach in teaching writing skills.

Delimitations of the Research

This research is applied on a sample of male and female teachers at the secondary state schools of Damascus. The sample comprises 30% of the total population in the academic year 2009-2010.

Population and Sample of the Research

The population of this research comprised all English language teachers at the secondary state schools of Damascus which amounted to (349) teachers.

The researcher randomly selected the sample, which formed 30% of the total population. The sample consisted of (104) English language teachers and was distributed as follows:

Teacher's Gender	Population	Sample	Percent of Sample
Male	88	26	%30
Female	261	78	%30
Total	349	104	%30

Tool of the Research

A questionnaire was designed to investigate the extent to which teachers apply the integrated approach in teaching writing skills at state secondary schools. The questionnaire, which consisted of (38) items, asked the participants to rate their answers on a five-point Likert scale.

Validity of the Questionnaire

The researcher, first, surveyed the related literature on what has been written about the integrated approach in teaching writing. Based on the results of the survey, she devised the initial draft of the questionnaire, which consisted of (42) items. The items of the questionnaire listed the main principles of the integrated approach in teaching writing skills. In the next stage, the researcher consulted some specialists in teaching English and asked them to revise and refine the content and wording of the questionnaire. The referees suggested eliminating some unclear items and adding others so that the final version of the questionnaire consisted of (38) items.

Reliability of the Questionnaire

The researcher measured the reliability coefficient of the questionnaire through applying it on a sample of (18) teachers and repeated the application one week later. Based on Pearson correlation, the researcher found that the reliability coefficients was (0.77)

The researcher also measured Alpha coefficient of the questionnaire, and it was (0.83), which was appropriate for the purposes of this study.

Procedural Definitions

Integration

As an educational concept, integration means presenting knowledge in a functional, graded and interrelated way so that it covers different topics without any division or separation of knowledge (Labeeb et al., 1984, 176).

Integrated Curriculum

It mixes the different branches of knowledge to meet learners' needs, attitudes, interests, and skills. It represents an attempt to link and organize different topics so that students understand the reciprocal relationships among subjects (Drake, 1998). Some experts in curricula and instruction view the integrated curriculum as logical due to its agreement with language learning. Using the integrated curriculum makes the relationship between the four language skills more unified and gives students an opportunity to learn through natural life-like situations (Auten, 1983).

Linguistic Integration

It means connecting the four language skills and understanding the influential relationships among them (Richards et al., 1992, 184). Banfi, (2003) defined linguistic integration as, "linking the four language skills of listening, reading, speaking, and writing with the intent of emphasizing real, meaningful communication. He added that focus on one skill leads naturally to practice in another. It is hypothesized that the language tasks and practices inside the classroom should be similar to what is happening in real life, which may increase what is called task authenticity in ELT" (p. 37).

In this research, language integration means integrating listening and reading and testing their effect on improving the performance level of students' writing ability.

Integrated Approach in Teaching English

It considers language as an interrelated whole rather than divided into branches. In this method, the topic or text plays a central role around which all language studies revolve. The integrated approach focuses on the need to integrate all the skills in the language instruction. This should

be imparted in a meaningful situation or context. Thus, language is presented in real-life situations where there is a genuine exchange of language. The researcher adopted Richards & Rodgers' (2003) definition of the integrated approach as: Skills and sub-skills integration develops the effectiveness of exercises and the process of transferring receptive language learning into productive one where the learner is in charge of learning and has a more active role in classroom. She/he speaks, listens, reads and writes spontaneously in a setting which is closer to real life.

Results of the Research

The findings are presented in relation to the variables and in response to the questions of this study as follows:

Results of the First Question: "To what extent do English teachers at the secondary stage apply the principles of the integrated approach in teaching writing skills?"

To answer this question, the means and standard deviations of the sample's responses are calculated and compared to the criterion adopted in this study: High (75% or 3.75 mean grade), intermediate (50-75% or 2.5-3.75 mean grade), and weak (less than 50% or less than 2.5 mean grade).

The descending order of the mean grades of the teachers' responses to the questionnaire items is illustrated in table (2).

Table (2): The descending order of the Questionnaire Items According to the Means and Standard Deviations

Application	N	Mean	Std. Deviation	Array
I listen to students and respect their turns when they speak during discussion	104	4.61	.69	1
I train students to notice their mistakes.	104	4.45	.82	2
I monitor and check the progress of the activities.	104	4.29	.76	3
I help students acquire positive attitudes and opinions that make them able to write more legibly.	104	4.04	1.03	4
When I evaluate my students' writing, I indicate where they have written well and where they have made mistakes.	104	4.03	.86	5
I wait long enough for answers to encourage thinking and volunteering of answers.	104	4.03	.95	6

I train students carefully to carry out the group work effectively.	104	3.94	1.02	7
I suggest ideas to help when they get stuck.	104	3.91	.99	8
I act as an organizer and facilitator while students carry out the activities.	104	3.85	.98	9
I involve students in peer and group corrections of their responses.	104	3.82	1.07	10
I help students write by giving them a pattern to follow.	104	3.76	1.02	11
I provide feedback to students on their writing in the form of a final grade on a paper, accompanied by much red ink throughout the essay	104	3.71	1.08	12
I spend time building the writing habit - that is making students feel comfortable as writers in English	104	3.69	.95	13
I involve students in the organization and planning of their compositions.	104	3.69	1.12	14
I demonstrate the types of skills that I want students to use.	104	3.67	.93	15
I structure learning experiences based on group and pair work activities in the classroom.	104	3.65	1.08	16
I assign students to work through the editing exercises that help students spot their common errors.	104	3.59	.77	17
I provide feedback to student writing on their pre-writing activities and idea generating activities.	104	3.55	1.09	18
I regularly make notes of student's progress, of consistent weakness and of growing strength.	104	3.54	1.11	19
I gain students' willing participation in more creative and extended activities.	104	3.50	1.01	20
I demonstrate a variety of feedback guidelines of the target writing skills.	104	3.40	1.18	21
I give students an error checklist to use when reading through what they have written and correct their own writings.	104	3.35	1.19	22
I encourage students to use a wealth of authentic reading and listening materials actively as resources for the production of better writing.	104	3.34	1.05	23
I provide students with a guideline containing a set of questions for informal responses without grading	104	3.28	.97	24
I sometimes employ selective correction; that is, we correct only verb tenses, only punctuation or only paragraph organization.	104	3.14	1.22	25
I provide occasional training sessions with the whole class on how to take part in effective peer group activities.	104	3.11	1.22	26

I involve all students in discussion during group work.	104	2.94	.90	27
I engage students in listening to and reading texts which give them training opportunities for the development of the target writing skills at the process level.	104	2.74	.80	28
I provide different activities in the classroom that should help students to transfer skills gained in reading and listening to their writing.	104	2.68	.97	29
I persuade students that peer group responses will lead to writing improvement.	104	2.67	.99	30
I train students to plan the topics of the composition in form of a diagram before writing.	104	2.62	.83	31
I make students completely dependent on me as a teacher.	104	2.53	1.25	32
When students are given their homework back, I give them time to rewrite the material correctly.	104	2.47	1.03	33
I devise activities which stimulate learning opportunities that help students transfer gained writing skills to new and similar situations.	104	2.38	.77	34
I engage students in language awareness activities that are based on students' writings (scrambling sentences in students' essays to highlight cohesive devices).	104	2.31	1.03	35
I use strategies that allow students to relate the four language skills to thinking.	104	2.31	.84	36
I demonstrate strategies as a set of appropriate steps for revising a composition.	104	2.31	1.02	37
I ask students to read a text and ask another one to produce language relevant to it in writing.	104	2.24	.86	38
Sums	104	3.35	.53	

Table (2) shows that the mean grades of teachers' responses to the questionnaire items are dissimilar; they range between (2. 24-4.61). The mean grade of teachers' responses to the questionnaire as a whole is (3.35) out of (5), which forms (67%). This percentage is less than the adopted criterion in this study, which is (75% or 3.75 mean grade), and is ranked in the intermediate level.

The results show that the first (11) items receive the highest ratings with mean grades ranging between (3.76-4.61). These items are the following:

1. I listen to students and respect their turns when they speak during discussion
2. I train students to notice their mistakes.
3. I monitor and check the progress of the activities.
4. I help student acquire positive attitudes and opinions that make them able to write more legibly.
5. When I evaluate my student's writing, I indicate where they have written well and where they have made mistakes.
6. I wait long enough for answers to encourage thinking and volunteering of answers.
7. I train students carefully to carry out the group work effectively.
8. I suggest ideas to help when they get stuck.
9. I act as an organizer and facilitator while students carry out the activities.
10. I involve students in peer and group corrections of their responses.
11. I help students write by giving them a pattern to follow.

Considering the above items, it can be noticed that the majority of these items represent preliminary procedures of integration like, listening to students, watching their progress, and evaluating their writing skills. All these procedures are important in the learning process because they revolve around the student. However, they are not advanced skills in using the integrated approach in teaching English. The reason why these items are given high rates because they represent preliminary procedures of integration and do not need well qualified teachers in education to apply them.

Items that are moderately rated with mean grades ranging between (2.53-3.71) are the following:

1. I provide feedback to students on their writing in the form of a final grade on a paper, accompanied by much red ink throughout the essay

2. I spend time building the writing habit - that is making students feel comfortable as writers in English
3. I involve students in the organization and planning of their compositions.
4. I demonstrate the types of skills that I want students to use.
5. I structure learning experience based on group and pair work activities in the classroom.
6. I assign students to work through the editing exercises that help students spot their common errors.
7. I provide feedback to students' writing on their pre-writing activities and idea generating activities.
8. I regularly make notes of student's progress, of consistent weakness and of growing strength.
9. I gain students' willing participation in more creative and extended activities.
10. I demonstrate a variety of feedback guidelines of the target writing skills.
11. I give students an error checklist to use when reading through what they have written and correct their own writings.
12. I encourage students to use a wealth of authentic reading and listening materials actively as resources for the production of better writing.
13. I provide students with a guideline containing a set of questions for informal responses without grading
14. I sometimes employ selective correction; that is, we correct only verb tenses, only punctuation or only paragraph organization.
15. I provide occasional training sessions with the whole class on how to take part in effective peer group activities.
16. I involve all students in discussion during group work.

17. I engage students in listening to and reading texts which give them training opportunities for the development of the target writing skills at the process level.
18. I provide different activities in the classroom that should help students to transfer skills gained in reading and listening to their writing.
19. I persuade students that peer group responses will lead to writing improvement.
20. I train students to plan the topics of the composition in form of a diagram before writing.
21. I make students completely dependent on me as a teacher.

Considering the above items, it is clear that they represent important procedures in applying the integration strategy in teaching English, like providing feedback to students on their writing, involving them in the organization and planning of their composition, and organizing them in pairs and groups. The majority of these items are important procedures in the integrated approach, which describe how learner-centeredness should be emphasized.

The reason why these items are given moderate rates because they represent important procedures in applying the integration strategy in teaching language and are not usually used in traditional ways of teaching. Teachers need to have sufficient educational preparation to apply them because the integrated curriculum was almost absent in the methods of the teaching course in the diploma for educational qualification (Hasan, 1993).

Only six items reveal English teachers' weak application of the integrated approach in teaching writing skills. These are the following:

1. When students are given their homework back, I give them time to rewrite the material correctly.
2. I devise activities which stimulate learning opportunities that help students transfer gained writing skills to new and similar situations.

3. I engage students in language awareness activities that are based on students' writings (scrambling sentences in students' essays to highlight cohesive devices).
4. I use strategies that allow students to relate the four language skills to thinking.
5. I demonstrate strategies as a set of appropriate steps for revising a composition.
6. I ask students to read a text and ask another one to produce language relevant to it in writing.

Considering the weak ratings these items receive, they are essential procedures in applying the strategy of integration in teaching English. Teachers should be well-trained and have sufficient practical experience to be able to use them in teaching English. This may be the reason why teachers' application of these skills is weak. It may also be attributed to lack of teachers' preparation to use the integrated approach because it was not adopted by the Ministry of Education as a strategy in teaching language skills and designing English curricula.

In general, the results reveal that teachers moderately applied the integrated approach in teaching writing skills. Attention should be drawn, however, that the high ratings given to some items can be attributed to personal factors and lack of teachers' objectivity in self-evaluation.

The high percentage of teachers' appreciation of using the integrated approach in teaching English is in line with the results of Feng & Gtheridg (1993), Daniel (1995), Soodak & Martin (1994), Hargreaves & Moore (2000), and Tidwell & Stele, (1992). These studies conclude that there is a positive growth in teachers' attitudes and viewpoints with regard to using the integrated approach in teaching. It also agrees with Mathison & Freeman's (1998) study, which revealed the importance of the integrated curricula in improving students' learning.

On the other hand, the results of this study do not agree with the results of Al-Khayyat (2001) and Nasr (2002), which found that teachers were reluctant to use the integrated approach in teaching due to lack of training.

The Results of the Second Question: "Is there any statistically significant difference between teachers with regard to the application of the integrated approach in teaching writing skills that can be attributed to the gender variable?"

In response to this question, T test is used to identify the difference in application between the teachers according to the gender variable as it is clear in table (3).

Table (3): Results of T test between the mean Grades of males and females.

Application	Gender	N	Mean	Std. Deviation	T	sig
application of the integrated approach in teaching language English	Male	26	3.18	.65	1.82	0.07
	Female	78	3.40	.48		

Table (3) shows that the mean grades of the male and female teachers are close to each other. The calculated (T) value is (1.82), which is less than the hypothetical value (1.96). This indicates that there are no statistically significant differences at (0.05) between the mean grades of males and females in using the integrated approach in teaching writing skills. Thus, the first hypothesis is verified.

This result can be interpreted that both males and females adopt teaching strategies that are based on the integrated approach. This agrees with the characteristics of the integrated approach, which is compatible with the human nature and suitable to both genders. As Alleman (1993: 16) stated, "The integrated curriculum is presented in ways that take into consideration learners' needs, attitudes, interests, and skills."

The result of this study contradicts Feng & Gtheridg's (1993) study, which reveals that there is a positive influence of the gender factor in specifying the level and nature of the attitude towards using the integrated subjects in favor of females.

It is worth mentioning that the effect of the gender variable in Feng & Gtheridg's study is not justified. This study agrees with most of the educational studies, which did not show any effect of the gender variable in using methods of instruction.

The Results of the Third Question: "Is there any statistically significant difference between teachers with regard to the application of the integrated approach in teaching writing skills that can be attributed to the experience variable?"

In response to this question, T test is used to identify the difference in application between the teachers according to the experience variable as it is clear in table (4).

Table (4): Results of T test between the mean grades of the teachers according to the experience variable

Application	Experience	N	Mean	Std. Deviation	T	sig
Application of the integrated approach in teaching writing skills	1-5years	31	3.27	.70	1.01	0.32
	More than 5 years	73	3.38	.44		

Table (4) shows that the mean grades of teachers who have different experience levels are close to each other. The calculated (T) value of the experience variable is (1.01), which is less than the hypothetical value (1.96). This means that there are no statistically significant differences at (0.05) between the mean grades of the teachers according to the experience variable. Thus, the second hypothesis is verified.

This result reveals that experience in traditional teaching, which ignores using the integrated approach, does not play any role in improving the extent to which teachers apply the integrated approach. The fact that experience has no role to play is attributed to the absence of the integrated curriculum applications in the diploma for educational qualification (Hasan, 1993).

The Results of the Fourth Question: "Is there any statistically significant difference between teachers with regard to the application of the integrated approach in teaching writing skills that can be attributed to the qualification variable (bachelor/diploma)?"

In response to this question, T- test is used to identify the difference in application between teachers according to the qualification variable as it is clear in table (5).

Table (5): The mean grades of teachers according to the qualification variable

Application	Qualification	N	Mean	Std. Deviation	T	sig
Application of the integrated approach in teaching writing skills	BA	57	3.17	.56	3.94	0.00
	Diploma	47	3.56	.40		

Table (5) shows that the mean grades of teachers who hold bachelor and diploma degrees are different. The calculated (T) value of the qualification variable is (3.94), which is more than the hypothetical value (1.96). This means that there are statistically significant differences at (0.05) between the mean grades of teachers according to the qualification variable in favor of teachers who hold the diploma degree. Thus, the third hypothesis is refuted.

Teachers who hold the diploma degree have theoretically studied the integrated approach and applied it in the Practicum course. This is why the extent of application among teachers who hold the diploma degree is better than those who hold the bachelor degree.

The researcher concludes that although the integrated approach has recently been applied in the English curricula, teachers' views on using it are acceptable. The weakness in applying some of its skills can be attributed to lack of educational qualification, which explains the difference in application between teachers with different academic degrees.

The results of this study can be summarized as follows:

1. English teachers, at the secondary stage, moderately apply the principles of the integrated approach in teaching writing skills.
2. There is no statistically significant difference in application between the mean grades of male and female teachers.

3. There is no statistically significant difference in application between the mean grades of teachers that can be attributed to the experience variable.
4. There is a statistically significant difference in application between the mean grades of teachers that can be attributed to the qualification variable in favor of those who hold the diploma degree.

Suggestions of the Research

In light of the previous results, the researcher suggests the following:

1. Educational supervisors of English should be interested in familiarizing teachers with the principles and characteristics of the integrated approach and how to use them in the class.
2. Constant training programmes of English teachers in the Ministry of Education should include a theoretical description of the integrated approach and its applications.
3. Programmes of educational qualification diploma in the Faculty of Education should include a theoretical description and ways of applying the integrated approach in the methods of teaching and Practicum courses.
4. In-service training programmes for English teachers should incorporate training courses on how to use the integrated approach.

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