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**Effects of the Integrated Approach to Teaching
English and Social Studies on Achievement
in a Saudi Private Elementary School**

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Abstract

Emergent research suggested that teaching the curriculum in a segregated manner does not help students with the transference of skills from one skill or discipline to the other. The underlying notion of this study presupposes that schools should implement the integrated curriculum as a replacement of the traditional fragmented discipline approach in grades one to six. The purpose of this study has been to present a comprehensive description of the integrated curriculum and its many models, followed by an evaluation study of integration involving literacy skills in English and Social Studies. The integration was implemented by using the sequenced model of integration of reading/writing skills in Foreign Language and Social Studies as an example of the practical side of curricular integration. Findings indicated that the integrated approach induced to better achievement gains in literacy development and Social Studies achievement. Discussion of findings, implications and recommendations were presented in this paper.

Key words: integration, integrated curriculum, segregated curriculum, literacy skills, foreign language, social studies.



أثر المدخل التكاملي في تدريس مهارات اللغة الإنجليزية والدراسات الاجتماعية في التحصيل في إحدى المدارس الابتدائية الخاصة بالمملكة العربية السعودية

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الملخص

أشارت البحوث الحديثة إلى أن تدريس المنهج المدرسي على نحو تنعزل علومه ومهاراته بعضُها عن بعض لا يساعد الدارسين على انتقال مهارات التعلم أو انتقال أثر التدريب من علم إلى آخر. وقد قامت فكرة البحث الحالي على ضرورة تنفيذ المنهج المتكامل ليحل محل المنهج التقليدي المتشظي في صفوف الدراسة، ولاسيما في الصف الأول حتى السادس الأولي. وعليه، فقد هدفت الدراسة الحالية إلى تقديم وصف شامل للمنهج المتكامل، ونماذجه، وأنواعه مع عرض دراسة تقييمية لتحقيق التكامل بين مهارات اللغة الإنجليزية (القراءة والكتابة) والدراسات الاجتماعية؛ حيث قام نموذج التكامل في الدراسة على النموذج المتتابع لتحقيق التكامل بين القراءة والكتابة والدراسات الاجتماعية. وقد أشارت النتائج إلى فعالية المدخل التكاملي في تحسين حواصل التحصيل الدراسي في مهارات اللغة والدراسات الاجتماعية. وناقشت الدراسة هذه النتائج، كما عرضت بعض المقترحات والتضمينات التربوية والتوصيات.

الكلمات المفتاحية: التكامل، المنهج المتكامل، المنهج المتشظي، مهارات الكتابة والقراءة، اللغة الأجنبية، الدراسات الاجتماعية.



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Introduction

Of late, educators and practitioner teachers have increasingly begun to advocate the use of an integrated curriculum throughout all grades, not just those at the elementary level, as a means of curriculum reform (Lewis, 1990). The basic underlying notion of integration lies in Oxford's simile of language teaching as a tapestry woven from many strands, such as the characteristics of the teacher, the learner, the setting, and the relevant languages (Oxford, 2001). In order to fabricate a large, strong, fine-looking, vivid tapestry, these four strands of teacher characteristics, learner characteristics, learning settings and the target language as well as the first language of the learners must all be interwoven in positive ways. The integrated language teaching approach is thought to be an effective strategy for whole language learning, promoting learning to be used meaningfully in real life contexts for communicative purposes (King, 1996; Oxford & Leaver, 1996; Oxford, 2001; Tsung-Yuan & Oxford, 2002; Aldhmani, 2007). The underlying precept is that language is the medium of thought, feeling, and communication which enables one to develop self-awareness, to interact with others, and to learn in an inter-disciplinary fashion. In this vein, Oxford (2001) notes that:

“The integrated-skill approach, as contrasted with the purely segregated approach, exposes English language learners to authentic language and challenges them to interact naturally in the language. Learners rapidly gain a true picture of the richness and complexity of the English language as employed for communication. Moreover, this approach stresses that English



is not just an object of academic interest nor merely a key to passing an examination; instead, English becomes a real means of interaction and sharing among people” (p.5).

Due to the variety of methodologies used in each of the disciplines and the segmented time frames in which material is presented, students often have trouble making the necessary connections among subjects. Material acquired without the necessary connections was lost as a faster rate, and therefore, valuable information could not be used (Caine & Caine, 1991). The result is that ultimately students see school as just that-school, with little relevance to their perceived “real world”. The solution to this dilemma, at least in part, is an integrated curriculum. Martin-Kniep, Feige, and Soodak (1995) found that an integrated curriculum could afford students the opportunity to see more clearly how one content area was related to another and how each could compliment the other in an effort to solve problems both very simple and very complex in the “real-world.” Much research (Passe, 1999; Lake, 1994) has been conducted on the effectiveness of the integrated curriculum, emphasising its advantages. By the end of the 1980s, many normative and comparative studies were conducted studying the effectiveness of the integrated curriculum. It was found that programs that used the integrated approach produced equivalent or even better scores on standardized achievement tests than those programs that used the traditional discipline-oriented format (Morris, 2003).

Lake (1994) suggested eight models of integration (connected, nested, sequenced, shared, webbed, threaded, integrated, and immersed). These models present a range of levels of integration among subjects, from the connected integrated approach that links the information from different subjects based on a theme, to the immersed levels of integration where the boundaries between the various subjects are obscure and the student learns by being immersed in one particular field of study, e.g. science, maths or language. As Morris (2003) suggested, what is the most important is the educational value of the integrated concept or theme. In this line, Dewey (1931), Bode (1927), and Hopkins (1937) (cited in Morris, 2003) have argued for the integrative model of teaching because it makes use of both theory and practice to relate information to the ‘scope of life’.



All language skills are interrelated. Given that the integration approach involves either using a task-based approach or a content-based approach, or a hybrid amalgam of both approaches, reading looms large as an important integration technique of using language and content to develop both language skills as well as the disciplinary area. Research fosters the use of writing and reading by integration as a method not only of integrating reading and writing but also for fostering reading and writing development together with listening and speaking as well as of thinking, the fifth skill (Sehlaoui, 2001).

Therefore, it is surmised that language skills, seen as a well-interwoven tapestry, if integrated can lead to optimal EFL communication and subsequent efficient whole language learning. However, literacy education has been evolving with a number of new theories which have engendered more holistic approaches such as the whole language approach (Krashen, 2002), balanced approach, interdisciplinary approach, and project-based approach (Cameron, 2005). Of all basic skills taught in the lower elementary grades, literacy is the most amenable to curricular integration as reading is a universal need.

One popular approach to literacy instruction is the whole language approach, which can be implemented in the integrated curriculum and which has been shown to be effective by researchers such as Krashen (2002), Passe (1999) and Lake (1994). Integrated curriculum encourages whole language. The outcome is that language skills and knowledge develop in the context of other learning (Passe, 1999).

Whole language emphasizes the process of learning where students are placed in a print-rich environment. Children learn literacy skills by being immersed in them. They learn to read by reading, to write by writing, to speak by speaking, and to listen by listening (Krashen, 2002). Children, for example, are encouraged to read even before they learn the alphabet (emergent reading). If a child of two years of age is holding a book and is imitating someone who is reading by trying to make sense of what he sees, by flipping through the pages, and so on, then he is considered to be reading by the whole language theorists (Sulzby & Teale, 1991). Whole language approach is considered to be 'top-bottom' approach to teaching



literacy because the meaning that is extracted from the text depends on the background knowledge and understanding the reader endows on the reading material.

Whole language technique utilizes the integration between the different disciplines and skills based on themes or content (Boucher, 2001). Because of the differing views between the phonics approach and the whole language approach, the ‘reading war’ was triggered (Boucher, 2001). The whole language technique encompasses the thematic approach, interdisciplinary approach, integrated approach, and the content-based approach.

Due to the broad nature of social studies, it provided a good foundation for integration because other disciplines were incorporated easily. However, Kaltsounis (1990) pointed out that while most teachers saw benefits in incorporating various subjects into the social studies, there was very little research to support this belief.

Some few researchers (Miller, 1995; Irvin, Lunstrum, Lynch-Brown, & Shepard, 1995) advocated using an integration approach with social studies and literature or literacy skills, but some of this research indicated many failures in achieving an effective integration between social studies and language arts curricula (Diem, 1996; Goode, 1998). However, a natural partner for curriculum integration with social studies was the language arts, specifically literature, reading, and writing. According to Koeller (1996), by integrating social studies and language arts, students gained a complete picture of the entire human experience. History enabled students to understand a writer’s contextual angle or the “historical tensions” within a work of literature.

Kaltsounis (1990) found, through his own review of literature, that incorporating social studies into reading courses improved reading comprehensions by virtue of the fact that students had appropriate levels of prior knowledge with this to connect new information as they read. Kaltsounis (1990) does suggest one area where research might be helpful, as well as feasible, that being how to incorporate various content areas into the social studies in order to strengthen the social studies. Despite the lack of research, support for curriculum integration continues to grow largely due to its logical pedagogical base and the support from recent research on the



brain by Caine and Caine (1991), which indicated that the brain “Learns” by creating connections through a search for patterns and commonalities in information received.

The key to successful integration is teachers who are willing to collaborate extensively, perhaps giving up some of their own personal comfort zone in order to further the curriculum process (Erickson, 1995). This means a change in professional identity; moving from being a “social studies teacher” to simply a facilitator of learning among students.

Statement of the Problem

Segregated language teaching; i.e., teaching language skills in isolation, as well as teaching whole language in isolation of other school disciplines, is likely to be the most serious problem encountered by our schooling system in Saudi Arabia as well as in other Arab countries that teach EFL as a separate course as verified in some researches (Sehlaoui, 2001; Faydi, 2003; Bose, 2003; Al-Ghamari, 2004; Zaid, 2009) . While segregated skill instruction, i.e., teaching the four major language skills separate from content and from each other, can be effective for teaching isolated skills, they are not often transferred to the larger learning environment. Integrated approaches, tying language skill acquisition to the acquisition of other relevant skills, are more effective for teaching comprehensive skills that can be transferred to many situations (O’Day, 2002; King, 1996; Oxford, 2001). Therefore, the problem of the study can tacitly be expressed in the following question: What are the effects of the integration approach to the study of language skills together with Social Studies on a private school student population’s acquisition of language literacy skills (Reading and Writing) and performance in Social Studies?

Objectives of the Study

The present study seeks to check the effectiveness of the integrated whole language instruction integrated with social studies teaching in a private school in Jeddah, Saudi Arabia. More specifically, the purpose of this study was to investigate the effects of implementing English language/Social studies integration using an interdisciplinary integration approach



course based on content-based language skills instruction. In particular, this study seeks to 1) examine the effects of the integrated teaching approach on primary schools students' gain scores in reading comprehension in EFL; 2) examine the effects of the integrated teaching approach on primary schools students' gain scores in writing in EFL; 3) examine the effects of the integrated teaching approach on primary schools students' gain scores in Social Studies.

Hypotheses of the Study

This study was designed to test the following null hypotheses at the ($\alpha = 0.05$) level of significance:

- 1) There are no statistically significant differences between the mean scores of the students in English (EFL) literacy skills and performance in Social Studies in the experimental and control groups on pre-testing
- 2) There are no statistically significant differences between levels of student performance in (EFL) literacy skills and Social Studies performance due to the effects of individual instructors.
- 3) There are no statistically significant differences between the mean scores of the reading comprehension of students of the treatment and non-treatment groups.
- 4) There are no statistically significant differences between the mean scores of writing of students of the treatment and non-treatment groups.
- 5) There are no statistically significant differences between the mean scores of the Social Studies course of students of the treatment and non-treatment groups.

Limitations of the Study

The present study is constrained by the following delimitations:

- 1) The sample of the study, which consisted of female students only due to the nature of the segregated educational system in the country for the academic year 2008/2009;
- 2) The instruments of the study; and
- 3) The statistical measures and instructional methods used in the study.



Definition of Terminology

Integrated Curriculum: According to Cameron (2005), an integrated curriculum is one that is thematically organized. It is one in which various subjects are integrated by focusing them on a certain theme. Cameron (2005) further defines it as being based on many different activities that are "...linked together by their content; the theme or topic runs through everything that happens in the classroom and acts as a connecting thread for pupils and teachers"(p.180).

Literacy Skills: In the IALS study, literacy skills are defined functionally as understanding and employing printed information in daily activities (OECD Report, 2003).

Social Studies: A course of study including geography, history, government, and sociology, taught in elementary and secondary schools.

Design and Procedures

Design

This study employed the pre-test/post-test control group design of experimental research. Therefore, it involved an analysis of the performance of two groups of students. The first group, known as the experimental group (n = 33), was taught English and Social Studies in an integrated approach of instruction with an emphasis on literacy skills (Reading and Writing) in a content-based fashion. The second group, known as the control group (n = 31), completed only the same English as a Foreign language course and the Social Studies course with no particular emphasis on language integration with Social Studies teaching. In this way, the focus was not the form of the language, but on the functional purposes for which language may be used as well. In this vein, the content of the Social Studies course focused on the development of supplementary language sub-skills in areas such as note-taking, outlining, dictionary use, test preparation and test-taking, and research skills and library usage, which were also the focus points of some chapters in the course with the aims of providing integrated instruction in the whole language skills and sub-skills areas.



Participants in the Study

The population of the study were female elementary school students learning English and Social Studies in a private elementary school, Jeddah, KSA, average age 12-14 years. The sample was drawn from a private school since some private schools provide English education in all courses of study (the national curriculum is given in English). Participants were assigned to their respective groups randomly; one class comprising 33 6th grade students was selected for the experimental group and another class comprising of 31 6th grade students was selected for the control group. Since two different instructors participated in this study, it was necessary to test for 'instructor variables' (such as teaching style and personality), thus determining if an individual instructor produced a direct or interactive effect on the dependent measures.

Research Groups

Experimental control, assuring that all extraneous variables are kept constant, was achieved through randomization. To assure that the two groups of the sample were almost identical, participants were assigned to the control group and the experimental group in a random manner. Prior to the random assignment to their respective groups, all participants were administered a standardised writing/reading test. To establish group equivalence, a t test was computed to compare placement score means, for the experimental and control samples.

Instrumentation

The researcher and instructors have used assessments of students' performance in reading, writing and social studies. To measure over-all student performance in literacy skills, special literacy (reading and writing) exams as well as a Social Studies exam were used. These exams were constructed by the researcher, and all were standardised for the purposes of the present study.

Assessment and Tools

The researcher utilised assessments of student performance in the areas of



writing reading comprehension, and vocabulary building and achievement in Social Studies. To measure over-all student performance in the entire language skills and Social Studies, final skills exams scores were used. These exams were constructed by the researcher, all are standardised assessed for validity and reliability. Assessment included the following:

- 1) Pre-test and post-test measures of the literacy skills for both the control group and the experimental group.
- 2) Pre-test and post-test measures in Social Studies for both the control and experimental group.

Independent Variables

In this study, one independent variable was the sixteen-week EFL course procedurally instructed in an integrated skill instructional approach with a content grounded in the Social Studies course studied in the sixth grade elementary school course of Social Studies in a private elementary school in Jeddah.

Dependent Variables

The dependent variables were the participants' scores in writing and reading comprehension. Another dependent variable was the participants' performance scores on the Social Studies test.

Statistical Treatment

To verify that the control and experimental groups are of the same entry level in English literacy skills (hypothesis one), a two-tailed t test was computed based on their skills test scores obtained prior to this present experiment from their immediately previous writing, reading and comprehension.

In testing for all other hypotheses, it was important to consider the effects that a given teaching style may have had on student performance. Therefore, the data were collected and treated as though there were two main effects in each case. One main effect was that of the Integrated English/Social Studies course, and the second main effect in all cases was the individual instructor teaching the same courses (English and Social Studies) in a



segregated fashion or rather with no integration effort seldom exerted. By then, performing a two-way analysis of variance on the data gathered in this way, the effect of Integrated English literacy/Social Skills course (for the experimental group) as well as the effect of a given instructor and any possible interaction between the two could be adequately determined. As in the case with the t statistic, the analysis of variance is one of the more powerful and reliable tests here used in this study. In all cases the probability of rejection of the null hypothesis was set at $\alpha = 0.05$.

Findings of the Study

Hypothesis One: Group Equivalence

Prior to the random assignment to their respective groups, all subjects in the experimental and control groups had their English course and Social Studies course grades just in the immediately last year (Elementary 5th grade) computed, and a t test was calculated to test for the first null hypothesis indicating that there are no statistically significant differences between the mean scores of English literacy and Social Studies of students in the experimental and control groups on pretesting. The obtained t-value was .8322 (Table 1) for the literacy skills and .7998 for Social Studies achievement. The first hypothesis was, therefore, confirmed, and group equivalence was established.

Table (1)
Group Equivalence as Measured by English Literacy Skills Scores

	Means	SD	t-value
Experimental Group (= 33)	9.22	3.22	.8322
Control Group (= 31)	8.78	4.46	

Table (2)
Group Equivalence as Measured by Social Studies Scores

	Means	SD	t-value
Experimental Group (= 33)	8.41	4.56	.7998
Control Group (= 31)	8.11	4.07	

The remaining hypotheses of interest are related to the study variables



intended to measure students' levels of achievement in both areas of language literacy – writing and reading comprehension, and in Social Studies. These dependent measures were obtained after all students, both experimental and control groups, had completed the regular courses respectively addressing these skills within the whole language content-based experimental programme provisioned by the researcher and taught by two instructors.

Hypothesis Two: Instructor Variability

The purpose was to determine whether or not participation in the Integrated English/Social Studies course (independent variable) had any significant effect on any of the dependent measures. However, all students did not receive their literacy skills and Social Studies courses instruction at the hands of the same instructor. 'Instructor variables' such as personality and teaching style could have produced direct or interactive effects on the dependent measures; therefore, testing for the effect of this variable was considered and controlled for. Students were not assigned to an instructor but were allowed to choose their instructor for these two particular courses - English and Social Studies. The possible influence that the instructor may have had on the dependent measures was therefore considered as a second main effect. In this way, the second hypothesis stating that there were no statistically significant differences between levels of student performance in language literacy skills and Social studies performances due to the effects of individual instructors was tested using a two-way analysis of variance. All of the dependent measures were analyzed using a two-way analysis of variance. The first main effect represents the independent variable of concern, the effect of the Integrated Instructional Programme. The second main effect represents the 'instructor variables'.

In all four of the two-way ANOVAs, the results indicate that the choice of instructor for particular skill courses had no significant effect on the dependent measures (Tables 3, 4, 5) below. One can conclude from these tables that any significant differences noted between the Integrated Language Literacy Skills/Social Studies students in the experimental group and the control group were due to the influence of the Integrated Instructional Programme. That is, the individual instructor of the Integrated English/

Social Skills programme had no significant effect on any of the scores. The second hypothesis was therefore accepted.

Hypothesis Three: Reading Comprehension

The third null hypothesis to be tested was stated as follows: there are no statistically significant differences between the mean scores of the reading comprehension of students of the treatment and non-treatment groups. The results of this experiment demonstrate that students receiving instruction in the experimental group performed significantly better on the Reading Comprehension sub-test of the English Literacy Test. The control group mean raw score was 10.60, while the Language Skills group mean raw score was 14.08, which represents a 33% difference. This difference was significant ($F(1, 43) = 7.47$; $F_{critical}(1, 42, .05) = 4.07$) (Table 3). This hypothesis was rejected because a significant difference in reading comprehension was found.

Table (3)
Reading Comprehension as Measured by Raw Scores on the Reading Comprehension Sub-test of the English Literacy Skills Test

	Means	SD	F-value
Experimental Group (= 33)	14.08	2.86	7.47
Control Group (= 31)	10.10	4.82	

ANOVA Test Results

Source	SS	df	MS	F	Sig.
Integrated Instruction	123.23	2	123.23	7.44	$p < .01$
Instructor	17.88	1	6.22	.36	NS
Interaction	36.44	1	12.24	.74	NS
Error	701.66		16.54		
Total	879.21	63			

Hypothesis Four: Writing

The fourth null hypothesis to be tested was stated as follows: there are no statistically significant differences between the mean scores of writing of students of the treatment and non-treatment groups. Student scores on the Writing subtest of the English Literacy Test indicate that completion of





the English/Social Studies Integrated Instructional Programme produced a significant effect. The mean raw score for the experimental students was 19.73, while the mean raw score for the control group was 14.11. This represents a 41% difference which was significant ($F(1, 43) = 5.24$; $F_{crit.}(1, 42, .05) = 4.07$) (Table 4). The fourth hypothesis was rejected because there was a significant difference in writing development scores.

Table (4)
Writing as Measured by Raw Scores on the Writing Sub-test of the English Literacy Skills Test

	Means	SD	F-value
Experimental Group (= 33)	19.73	8.44	5.24
Control Group (= 31)	14.11	8.19	

ANOVA Test Results

Source	SS	df	MS	F	Sig.
Integrated Instruction	350.58	2	350.58	5.24	$p < .01$
Instructor	322.38	1	107.46	1.60	NS
Interaction	150.14	1	50.05	0.75	NS
Error	289.10		66.76		
Total	3702.20	63			

Hypothesis Fifth: Social Studies

The fifth null hypothesis to be tested was stated as follows: there are no statistically significant differences between the mean scores of the Social Studies course of students of the treatment and non-treatment groups. As found with the previous hypothesis, hypothesis number five cannot also be accepted. The Integrated Instructional programme group (the experimental group) mean was higher than the mean of the control group. On the Social Studies test, the two groups differed markedly. The mean percent correct for the Language Skills group was 77.15%, and the mean percent correct for the control group was 67.04%. The difference was significant ($F(1,40)=6.98$; $F_{critical}(1,42,.05)=4.07$) (Table 4). The fifth hypothesis was rejected because a significant difference in scores of Social Studies was found.

Table (5)
Social Studies as Measured by Raw Scores on the Social Studies Test

	Means	SD	F-value
Experimental Group (= 33)	77.15	10.64	6.98
Control Group (= 31)	67.04	12.26	

ANOVA Test Results

Source	SS	df	MS	F	Sig.
Integrated Instruction	958.35	2	958.35	6.98	p<.01
Instructor	136.88	1	45.63	33	NS
Interaction	493.16	1	164.39	1.2	NS
Error	5906.95		137.37		
Total	958.35	63			

Discussion and Conclusions

This study was designed to check the effects of the integrated English Literacy Skills/Social Studies instruction approach as applied in the present study. This teaching methodology involved assessment of student performance in reading comprehension, writing development and Social Studies content-based learning.

The gains of the integrated approach group in reading comprehension, writing, and social studies may be attributed to the emphasis placed on integrating literacy skills with content-based instruction. This finding is commensurate with other findings from previous research (Oxford, 2001; King, 1996; O'Day, 2002; Kaltsounis, 1990; Goode, 1998; Diem, 1996; Irvin, et al., 1995). The results of this study seem to demonstrate these views.

The achievement gains may also be attributed to the superior diagnostic procedures, teaching methodology, and the materials used in the experimental group course as indicated by its author. The use of authentic communication, the sequencing teaching-learning activities tasks integrating all skills as being all equally important, the use of content-based material, especially in reading before writing, classroom and peer discussions, the use of writing and reading journals, and the use of student-tape recording as well as supplementary cassette and video segments accompanying the course all



contributed to the improvement of all skill development in the experimental subjects – a result that commensurately matches previous research findings (Sehlaoui, 2001; Oxford, 2001; Kaltsounis, 1990; Irvin, et al., 1995).

Summary of the Findings

From the analyses of the data, it appears that the control and experimental groups were equivalent at the onset of this study and that the ‘instructor’ variable had no apparent effect on any of the dependent measures. The data also indicate that the treatment in this study, the Integrated Literacy Skills/Social Studies Treatment had a significant effect on student performance in their English literacy skills as well as on the Social Studies performance as taught according to an integrated approach.

As for experimental group participants’ performance on related language skills, namely reading and writing, the integrated skill instruction methodology had a significant effect; experimental subjects outdid the control group subjects on the all-skill test score comparisons as well as on the performance scores of Social Studies.

Implications and Recommendations

Based on the findings of the present study, the following implications and recommendations are set forth for improving integrated teaching of the English language skills with other content-based subject areas:

1. An integrated curricular approach to teaching language arts and other subject areas such as Social Studies, Science and Technology or Mathematics should be adopted and associated with a range of student projects and group-work activities.
2. Over-emphasis on disciplinary text-books should be reduced and teachers should be given more opportunity to create their own integrated curriculum units based on their students’ needs.
3. Integrated language learning should be developed at the level of whole language development and all-skills integration and at the level of interdisciplinary content-based instruction.
4. Language instructors should employ language learning strategies and emphasize that a given strategy can often enhance performance in multiple



skills, and reflect the integration of the skills in any language evaluation test.

With respect to implications for further research endeavours, the present study seems to indicate the following directions for further investigations:

1. Devising and implementing various ways to integrate language skills in the classroom (e.g., content-based, task-based, or a combination).
2. Incorporating literature teaching in an integrated skill instructional methodology for developing language skills.
3. Examining effects of integrating language literacy teaching with science and mathematics education.
4. Exploring the effects of integrating other language skills such as Listening & Speaking, Vocabulary Development with Social studies teaching.

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