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Effect of Integrated Approach in Communicative English Language Teaching

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Abstract

Aim: This study aimed to determine the effectiveness of the integrated teaching approach in enhancing English proficiency among Grade IV pupils in the selected school district of Eastern Samar. Using a pre-test and post-test experimental design, the study compared the learning outcomes of pupils taught using the lecture method and those taught using the integrated approach.

Methodology: A Quasi-Experimental Research design was used to determine the effectiveness of an integrated teaching approach in communicative language teaching in Grade IV English in the school districts of Eastern Samar. A total of 50 Grade IV pupils participated in the study, divided into a control group (lecture method) and an experimental group (integrated approach).

Results: Results showed that while both teaching methods led to improved post-test scores, the integrated approach yielded significantly higher gains. The lecture method group had a mean post-test score of 26.48, while the integrated approach group achieved a mean score of 32.36. Statistical analysis using an independent t-test revealed a t-value of 5.345 and a p-value of .000, indicating a significant difference between the two groups.

Conclusion: These findings suggest that the integrated approach is more effective in improving students' English proficiency compared to the traditional lecture method. The study highlights the importance of incorporating varied teaching strategies to enhance student learning outcomes. It is recommended that educators and policymakers consider integrating interactive and student-centered approaches in English language instruction to optimize learning effectiveness.

Keywords: *Integrated teaching approach, lecture method, English proficiency, effect, experimental study*

INTRODUCTION

As a global lingua franca, English is utilized by both native and non-native speakers alike as a primary means of communication within the realms of international organizations and operations (Hornikx & van Meurs, 2020; Pandarangga & Kapoe, 2022). Its rapid proliferation marks it as the most swiftly expanding language of the contemporary era, earning it the distinction of a commercial tongue that bridges diverse regions across the globe (Rao, 2019). The English language has cast its influence far and wide, permeating virtually every sector including science, engineering, technology, medicine, commerce, research, education, tourism, digital communication, finance, marketing, entertainment, logistics, pharmaceuticals, among others (Si, 2019; Domingo, 2020; Moghaddam, 2023).

Further, English as a Second Language (ESL) education thrives on interactive teaching methods, which engage students in practical language use and cultural immersion, developing quicker and more effective language acquisition. "Interactive learning is a special form of organizing cognitive activity, which involves the creation of comfortable learning conditions under which the student feels his success and intellectual ability" (Turkot, 2011 cited in Marchenko, et al., 2023, p. 147). "A teacher acts as a manager of the organized acquisition of knowledge by students, for whom information becomes a means of acquiring professional skills and abilities". Therefore, the goal of interacted learning is the teacher's creation of such learning conditions under which the student himself will discover, acquire and construct knowledge and his own competence in various spheres of life (Radchenko, 2014 cited in Marchenko, et al., 2023, p. 147).



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Through this, the "Republic Act No. 10533, also known as Enhanced Basic Education Act of 2013, was created in order to improve the Philippines Basic Education System by strengthening its curriculum and increasing the number of years for basic education". "The curriculum shall be student-centered, inclusive and developmentally appropriate. It is for this reason that DepEd continuously supports the means and ways to further enhance the teaching-learning process. Seminars, training and workshops were given to teachers to enhance their capability to become effective classroom facilitators" (Mapacpac, 2023, p. 26).

This research aligns with national educational goals to enhance English proficiency among young learners, thereby improving overall educational outcomes and competitiveness (Samifanni & Gumanit, 2020). Locally, in the Eastern Samar school district, this study addresses specific challenges faced by Grade 4 pupils in learning English as a second language.

The current study sought to bridge the gap in English language teaching methodologies within academic settings. It endeavors to enhance the instructional approaches for English language acquisition. There has never been a period in the annals of English as a second language (ESL) education where pedagogical methods have garnered as much attention as they have today.

This localized approach ensures that the findings are relevant and immediately applicable, potentially serving as a model for other districts with similar challenges. The research study titled "Effect of Integrated Approach in Communicative Language Teaching in selected school district in Eastern Samar, Philippines" is positioned within a broader global context where the demand for effective ESL teaching methodologies is increasingly critical. Interestingly, effective ESL strategies are essential not only for academic success but also for social integration and future opportunities.

Statement of the Problem

This study sought to determine the effect of using the integrated teaching approach in English as a second language among Grade 4 pupils in the selected school district in Eastern Samar.

Specifically, the study aimed to answer the following:

1. What are the pre-test results of the control and experimental groups?
2. What are the post-test results of the control and experimental groups?
3. Is there a significant difference between the pre-test and post-test results of the control and experimental groups?
4. Is there a significant difference in learning gains between the control and experimental groups?

Hypothesis

Given the stated research problem, the following hypotheses were tested on 0.05 level of significance:

Hypothesis 1: There is a significant difference between the pre-test and post-test of the control and experimental group.

Hypothesis 2: There is a significant difference of learning gains between the control and experimental and experimental group.

METHODS

Research Design

A quasi-experimental research design was used to determine the effectiveness of an integrated teaching approach in communicative language teaching in Grade IV English in the selected school district of Eastern Samar, Philippines.

Population and Sampling

The researchers conducted the study across the schools within the selected school district of Eastern Samar, Philippines to ensure comprehensive and representative data collection. The respondents of the study were Grade Four pupils from the school district in Eastern Samar, for the school year 2024-2025.

Instrument

An adapted English proficiency test was used as the research instrument to assess the Grade 4 pupils' proficiency level during the second quarter of the school year 2024-2025. This test was designed based on the daily

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lesson log distributed by the Department of Education (DepEd) to ensure alignment with the prescribed curriculum and learning competencies.

Data Collection

The researchers sought written permission from the school division superintendent, school principal, and district supervisor the school district. After receiving approval, data gathering commenced. Moreover, during the administration of the survey questionnaire and other data collection processes, informed consent was explained to the respondents. Afterward, the researchers discussed with the class the process flow, from the pre-test to the post-test. The pre-test was administered before the experimentation began. Meanwhile, the control group proceeded with the lecture method in teaching English. After the experimentation, the researchers tallied and tabulated the results for statistical analysis.

Treatment of Data

To find out if there was a significant difference between the control and experimental groups' pre- and post-test mean scores, the researchers used a T-test for dependent samples. To evaluate pupils' prior knowledge or readiness for a course of study or educational experience, a pre-test was given. Following the conclusion of the instructional program or segment, students were given a post-test, which was utilized in conjunction with the pre-test to gauge their performance and the program's efficacy.

Ethical Considerations

The administration of the survey questionnaires to the respondents was made through the use of informed consent and the willingness of the participants to voluntarily engage in the conduct of this study (Manzano, 2023). "To ensure the safety and rights of the possible participants, informed consent, voluntary participation, rights of participants, anonymity, and confidentiality were considered" (Chigona et al., 2010 cited in Manzano, 2023, p. 150).

RESULTS and DISCUSSION

The table below presents the comparative analysis of the overall mean pre-test and post-test scores of Grade 4 pupils in the English assessment in the selected school district of Eastern Samar, Philippines.

Table 1
Comparative Analysis of the Pre Test and Post Test Mean Scores Result of the English Assessment Test

Approaches used in Teaching	Mean Scores		T Test	P Value	Interpretation
	Pre Test	Post Test			
Lecture Method	21.56	26.48	6.05	.000	Significant
Integrated Approach	23.88	32.36	9.306	.000	Significant

The results are indicative of the effectiveness of two teaching methods, the integrated approach and the lecture method, and how each of them may impact English proficiency of learners. The table illustrates the pupils' mean scores before the intervention and after the intervention, and it clearly indicates to what degree the pupils' English level improved and which method yielded more learning results. This table demonstrates how fourth graders' overall means in the English test pre and post assessment compares with the two teaching methods, the lecture method and the integrated approach. According to the pre-test results, pupils' lessons with the lecture method had a mean score of 21.56 and pupils with the integrated approach scored 23.88. The post-test results, after the intervention, show that scores were higher. The group employing the lecture method achieved an overall mean score



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of 26.48 and the group using the integrated approach had a mean score of 32.36 which was higher. From the statistical point of view the t-test values of the lecture method was 0.05 and for the integrated approach it was 9.306. The p-value for both methods was 0.00, indicating that there is a 0.05-level chance that the difference between the pre-and post-test scores is significant. These results demonstrate the influence of various instructional approaches on the learning outcomes of students. Although both strategies helped students' test results, the integrated strategy had a bigger impact. This is most likely because it uses a variety of instructional techniques, which gives students a more thorough and interesting learning experience and, in turn, improves their performance.

Significant Difference Between Pre-Test and Post-Test Mean Scores in the English Assessment

Table 2
 Lecture Method and Integrated Approach English Assessment Test Mean Score

Approaches used in teaching English in Grade 4 pupils	Mean	T Test	P Value	Interpretation
Lecture Method Approach	26.48	5.345	.000	Significant
Integrated Approach	32.3			

Table 2 presents a detailed comparison of the mean scores of Grade IV pupils who were taught English using two distinct teaching approaches: the lecture method and the integrated approach.

The results indicate that pupils taught using the lecture method achieved an overall mean score of 26.48, whereas those taught using the integrated approach attained a significantly higher mean score of 32.3.

The computed T-test value of 5.345 and a p-value of 0.000 strongly indicate a statistically significant difference between the two groups at the 0.05 level of significance.

These findings suggest that students benefited more from the integrated approach compared to the traditional lecture method when it came to their learning outcomes and English proficiency. In fact, those who engaged in a mix of interactive, student-centered, and contextualized learning activities performed better on their English exams, as shown by the higher average scores for the integrated approach. This method seems to foster deeper understanding, promote critical thinking, and boost student engagement through various teaching strategies, such as interactive exercises, contextual discussions, and collaborative learning. As a result, students are able to grasp concepts that might typically be beyond their reach (Manzano, 2022). The noticeable gap in achievement scores highlights just how crucial it is to embrace dynamic and interactive teaching methods instead of sticking to the old lecture-based style. Based on these findings, it's a good idea for schools and educators to weave in more interactive teaching techniques to boost student learning outcomes. By fine-tuning and adding elements of an integrated approach to English instruction, we can enhance language skills, improve retention, and foster a more engaging and effective learning atmosphere for young learners.

Conclusions and Recommendations

Based on the findings of this study, the following is hereby recommended: that schools should encourage the use of integrated approaches in teaching English. Teacher training should focus on the effective implementation of integrated teaching strategies to maximize student engagement and performance. Regular professional development workshops are a must to help teachers stay updated on modern and effective teaching techniques. Additionally, fostering collaboration among educators can help share best practices and successful strategies. Looking ahead, future research could delve into how integrated teaching methods impact student performance over the long



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haul, going beyond just test scores to include critical thinking, problem-solving abilities, and overall academic growth. Comparative studies that look at different student groups, school environments, and subjects could offer valuable insights into the effectiveness of various teaching approaches.

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