

Examining the Attitudes and Perceptions of Students and Tutors towards the Integrated Approach Pedagogy (IAP) in the Ghanaian Language Classroom

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ABSTRACT

This investigation examined integrated approach pedagogy as a progressive educational framework that emphasizes the interconnectedness of various subjects and promotes active learning and critical thinking. This paper will be insightful as it will support students to appreciate their culture and accommodate other students in Ghanaian Language classroom. One of the significances is students would build communication confident and collaborative skills. In the context of the Ghanaian Language Classroom, this study aims to investigate the attitudes and perceptions of both students and teachers towards the integration of subjects within language instruction. This research employs qualitative interviews, to explore the experiences of students and tutors with the integrated approach. A purposive sampling technique was used to select participants, one hundred and fifty (150) students and teachers were selected from different regions and socio-economic backgrounds. Bono region fifty (50), Central region fifty (50), Western region fifty (50). The qualitative phase involves in-depth interviews with selected students and teachers to gain deeper and fuller insights into their personal experiences, perceptions, and recommendations related to the integrated approach pedagogy (IAP). The findings of this research contributed to the existing literature on pedagogical methods in the Ghanaian education system, shedding light on the effectiveness of the integrated approach pedagogy (IAP) in the context of language learning. The theory that underpinned this study was sociocultural theory by Lev, Vygotsky. This theory emphasized the role of social interaction and cultural context in learning.

Keywords: Attitudes, Ghanaian Language Classroom, Integrated Approach Pedagogy, Perceptions, Language Education, Pedagogical Approaches, Teaching Methods

PUBLIC INTEREST STATEMENT

As education plays a vital role in the development of a nation, it is essential to ensure that teaching methodologies are effective, engaging, and culturally relevant. In the context of Ghana, where preserving and promoting indigenous languages is of utmost importance, the Integrated Approach Pedagogy (IAP) in the Ghanaian language classroom emerges as a significant subject of exploration. Whereas some scholars termed it as a challenging and difficult to use, others have misconception about it by wrongly defined it as the same asan inquiry method. This public interest statement seeks to shed light on the attitudes and perceptions of both students and teachers towards the Integrated Approach Pedagogy (IAP) in the Ghanaian language classroom. The Integrated Approach Pedagogy (IAP) aims to bridge the gap between traditional

teaching methods and modern techniques, encouraging the integration of language skills and cultural awareness within the educational framework.

INTRODUCTION

In recent years, the landscape of education has undergone transformative changes, with an increasing emphasis on progressive teaching methodologies that aim to foster deeper engagement and enhanced learning outcomes. One such innovative approaches gaining momentum in the Ghanaian language classroom is the Integrated Approach Pedagogy (IAP). Many scholars such as; (Bruner, 1960, Howard, 1999, Perkins, 1992, Hayes, 1989, Darling-Hammond, (2010). Have done some work of integrated approach pedagogy (IAP) but was not link to 21st Century classroom generally and Ghanaian language specifically. The existing literature folded how integrated approach pedagogy foster the appreciation of work culture and build up social and emotional inclusion. This study therefore seeks to address the aforementioned gap. This pedagogical model seeks to revolutionize language instruction by seamlessly integrating various language skills, cultural elements, and real-world applications, thereby providing a holistic and enriching learning experience for students. The traditional methods of teaching languages have often focused on isolated skills, such as reading, writing, listening, and speaking, in separate compartments. However, this compartmentalized approach may hinder students' ability to grasp the language's essence as a living, dynamic means of communication. In contrast, the Integrated Approach Pedagogy (IAP) seeks to dissolve these barriers, encouraging a more fluid and interconnected language learning journey.

This investigation aimed to delve into the attitudes and perceptions of both students and teachers towards the Integrated Approach Pedagogy (IAP) in the Ghanaian language classroom. By examining the experiences of those directly involved in this evolving educational paradigm, we hope to gain valuable insights into the potential benefits and challenges that come with embracing such a progressive approach. The study explored how the Integrated Approach Pedagogy nurtures an inclusive learning environment where language learners can not only comprehend linguistic structures but also develop a profound appreciation for the rich cultural heritage embedded within the language. It investigates whether this integrated framework enables students to apply their language skills effectively in real-life situations, nurturing their communicative competence and enhancing their overall language proficiency.

Moreover, the attitudes and perceptions of educators towards the Integrated Approach Pedagogy (IAP) are equally critical in its successful implementation. Understanding teachers' perspectives will shed light on the feasibility of integrating diverse language components and cultural elements seamlessly. This exploration will also gauge whether teachers perceive the Integrated Approach Pedagogy as a catalyst for increased student engagement, motivation, and language learning efficacy. Furthermore, the publication will analyze potential challenges faced during the adoption of the Integrated Approach Pedagogy, as identifying and addressing these hurdles is vital for refining and optimizing the pedagogical practice. By providing a comprehensive examination of the advantages and limitations perceived by students and teachers, we aim to offer valuable recommendations for strengthening and refining the implementation of the Integrated Approach Pedagogy in the Ghanaian language classroom.

The examination of attitudes and perceptions towards the Integrated Approach Pedagogy (IAP) in the Ghanaian language classroom promises to illuminate the transformative potential of this innovative teaching methodology. By fostering a deeper appreciation for the Ghanaian language and culture and promoting a more inclusive and engaging learning environment, the Integrated Approach Pedagogy stands to empower students and educators alike, laying a foundation for a brighter future in language education.

Understanding the experiences, viewpoints, and challenges faced by students and teachers in the implementation of the Integrated Approach Pedagogy (IAP) is essential for several reasons. //Cultural

Preservation//. Ghana is a culturally diverse nation with a rich linguistic heritage. The IAP approach emphasizes the incorporation of cultural elements, idiomatic expressions, and local contexts in language teaching. By exploring the attitudes of students and teachers towards this approach, we can determine the extent to which it contributes to the preservation and promotion of indigenous languages and cultural knowledge. //Pedagogical Effectiveness//. Evaluating the perceptions of both students and teachers about the IAP in the Ghanaian language classroom can provide insights into its pedagogical effectiveness. Understanding whether this approach enhances students' language learning outcomes and fosters their enthusiasm for learning can guide educational policymakers and curriculum developers in making informed decisions.

//Inclusivity and Participation//. The success of any educational approach depends on the active participation of all stakeholders. By examining the attitudes of students and teachers, we can identify potential barriers or advantages related to the IAP, ensuring that the approach caters to diverse learning needs and encourages active engagement in the language learning process. //Policy and Curriculum Development//. The findings from this examination can serve as a valuable resource for educational policymakers and curriculum developers. It can inform decisions about the integration of the IAP into formal education systems and help in designing targeted teacher training programs. Ultimately, this research endeavors to contribute to the enhancement of language education in Ghana, ensuring that it aligns with the cultural context, fosters inclusivity, and promotes active and effective language learning. By understanding the perspectives of students and teachers, we can take significant steps towards nurturing a generation that is proficient in their mother tongues, celebrates their cultural heritage, and embraces a bright and diverse future for Ghana.

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

Sociocultural theory, particularly as espoused by Lev Vygotsky underpinned this study. Vygotsky, (1934). Emphasized the role of social interaction and cultural context in learning. In the Ghanaian language classroom, sociocultural theory would highlight the importance of cultural relevance and community involvement in language instruction, as well as the collaborative nature of learning. Bruner, (1960) discusses an integrated approach to education in this seminal work. He emphasizes the importance of active learning, discovery, and problem-solving in education. Bruner's ideas have had a significant influence on curriculum development and pedagogical practices. Similarly, Perkins, (1992) explores the concept of "Teaching for Understanding," which is an integrated approach to pedagogy. Perkins argues that educators should focus on fostering deeper understanding and critical thinking skills in students, rather than simply transmitting knowledge. This supports the study for 21st century students should be able to think critical in appreciation of their culture to ensure innovation.

The above claimed supported by Howard, (1999) who proposes that, an integrated approach to education that goes beyond mere facts and standardized testing. He advocates for a more holistic and personalized approach that takes into account multiple intelligences, diverse learning styles, and interdisciplinary connections. He said Integrated Approach Pedagogy (IAP) is an educational approach that seeks to integrate various subjects or disciplines into a cohesive and interconnected curriculum. This approach emphasizes the interconnectedness of knowledge and aims to provide students with a more holistic understanding of concepts by integrating different subject areas. In the context of the Ghanaian language classroom, implementing the Integrated Approach Pedagogy could involve integrating various aspects of language learning, such as reading, writing, speaking, and listening, with other subject areas like social studies, science, or mathematics. This approach can help students see the practical applications of language skills in real-world contexts and enhance their overall understanding of both language and other subject matter.

In the same vein, Arthur and Bena, (2008) Costa and Kallick present the "Habits of Mind" framework,

which is an integrated approach to teaching and learning aimed at developing essential thinking dispositions and problem-solving skills in students. Their work offers practical strategies for incorporating these habits of mind into the curriculum. The book identifies sixteen habits of mind essential for success, including persistence, managing impulsivity, striving for accuracy, and questioning and posing problems. Students and teachers engaging with the Integrated Approach Pedagogy (IAP) may need persistence to navigate the complexities of integrating language learning with other subjects or real-world contexts. This habit of mind can help them persevere through challenges and setbacks. Effective implementation of IAP requires thoughtful planning and decision-making. Students and teachers need to resist the temptation to rush through activities or make hasty judgments. Instead, they should take the time to consider different perspectives and approaches. In language learning, accuracy is crucial for effective communication. Students and teachers using IAP need to strive for linguistic accuracy while also understanding and applying content knowledge from other subjects. This habit of mind encourages attention to detail and precision. Breaking down the traditional subject barriers and integrating various disciplines to create a more meaningful and engaging learning experience for students. Implementation of interdisciplinary curriculum, which can provide valuable insights into examining attitudes and perceptions towards Integrated Approach Pedagogy (IAP) in the Ghanaian Language Classroom. While not directly addressing the Ghanaian context, Hayes' work can offer foundational principles and strategies applicable to educational settings globally, including Ghana. Interdisciplinary curriculum involves integrating various subjects or disciplines to create a cohesive and holistic learning experience for students. This approach emphasizes connections between different areas of study, promoting deeper understanding and relevance to real-world contexts. Implementing interdisciplinary curriculum requires careful planning, collaboration among educators, and a focus on student-centered learning. Teachers' attitudes and perceptions towards IAP can significantly influence its effectiveness. Providing adequate training and professional development opportunities for teachers to understand the principles and methods of IAP is crucial (Hayes, 1989).

Similarly, Krashen, (1982) presents his influential theory of second language acquisition, which is based on five hypotheses: the input hypothesis, the affective filter hypothesis, the monitor hypothesis, the natural order hypothesis, and the comprehensible input hypothesis. His work has had a profound impact on language teaching methodologies and has been widely studied and debated in the field of language education. In the different perspective, Larsen-Freeman, (2000) discusses various language teaching techniques and principles, drawing from research in applied linguistics and language acquisition. The article explores different language teaching methodologies and their practical applications in the language classroom, providing insights for language educators to design effective and engaging language lessons.

Again, Celce-Murcia, (2001) offers comprehensive guidance on teaching English as a second or foreign language, covering various aspects of language instruction, such as language skills development, classroom management, lesson planning, and assessment. The book is widely used in teacher training programs and provides practical insights into creating effective language learning environments. Nation, (2013) focuses on the development of listening and speaking skills in ESL/EFL (English as a Second Language/English as a Foreign Language) classrooms. The book offers practical strategies and activities for language teachers to enhance their students' oral communication abilities, emphasizing the importance of meaningful interactions and exposure to authentic language input.

Marzano, (2007) book presents a comprehensive framework for effective teaching, covering various instructional strategies, classroom management techniques, and assessment practices. Hattie, (2009) supported the notion by advanced the based on a meta-analysis of numerous educational studies, identifying factors that have the most significant impact on student learning. It provides valuable insights into what works best in the classroom. Hattie conducted a comprehensive meta-analysis of numerous studies to identify the factors that have the most significant impact on student learning and achievement. His findings have had a profound influence on educational practices worldwide.

To focus on teaching, Darling-Hammond, (2010) discusses the importance of effective teaching in the context of educational equity and reform. The book emphasizes the need for quality teaching to ensure better educational outcomes for all students. She offers a comprehensive exploration of the challenges facing education in the United States, particularly in relation to equity and globalization. Darling-Hammond, an esteemed educator and researcher, argues that in an increasingly interconnected world, educational systems must prioritize equity in order to prepare students for success in the global economy. While the book primarily focuses on the American education system, its themes of equity, globalization, and pedagogical approaches are relevant to educational contexts worldwide, including Ghana. In the Ghanaian context, examining the attitudes and perceptions of students and teachers towards the Integrated Approach Pedagogy (IAP) in the language classroom aligns with Darling-Hammond's emphasis on equitable education. The Integrated Approach Pedagogy (IAP) emphasizes a holistic approach to language learning, integrating various language skills such as listening, speaking, reading, and writing. In the Ghanaian language classroom, where students are learning their native languages alongside English, adopting an integrated approach can enhance language proficiency and promote cultural understanding.

Integrated approach pedagogy has its practical identity as Doug, (2010) provides practical and specific teaching techniques that teachers can implement to improve their instructional practices and increase student engagement and achievement. Similarly, Willingham, (2009) explores how the human mind works and translates this knowledge into actionable teaching strategies that can enhance student learning and motivation. To support curriculum planning, Wiggins and McTighe, (1998) present a backward design approach to curriculum planning, emphasizing the importance of starting with clear learning goals and assessments to ensure effective teaching and learning. Again, Shulman, (1986) introduces the concept of pedagogical content knowledge (PCK) and discusses its importance in effective teaching. PCK refers to the specialized knowledge that teachers possess about how to teach specific content to students.

Horwitz, (2010). The book explores the concept of language anxiety in the classroom and its impact on students' attitudes and perceptions towards language learning. He addresses the phenomenon of language anxiety and its impact on language learning and teaching. Although it doesn't directly focus on the Integrated Approach Pedagogy (IAP) in the Ghanaian language classroom, it provides insights into the broader context of language learning and teaching that could inform attitudes and perceptions towards different pedagogical approaches. Language anxiety refers to the feeling of apprehension or fear experienced by individuals when they are required to perform in a second or foreign language context. This anxiety can significantly affect language learners' performance, motivation, and overall learning outcomes. Horwitz's work delves into various theoretical frameworks and empirical research findings related to language anxiety, shedding light on its causes, manifestations, and potential mitigating strategies.

Understanding language anxiety is crucial for educators, especially in contexts like the Ghanaian language classroom, where learners may face additional challenges due to cultural and linguistic factors. Teachers' attitudes and perceptions towards different pedagogical approaches, including the Integrated Approach Pedagogy (IAP), can be influenced by their awareness of language anxiety and its implications for classroom practice. The Integrated Approach Pedagogy (IAP) combines various instructional methods and techniques to facilitate language learning. In the Ghanaian context, where language education often involves teaching indigenous languages alongside colonial languages like English, the IAP may aim to integrate these languages seamlessly into the curriculum. Students and teachers may have differing attitudes and perceptions towards the effectiveness of this approach based on their experiences, cultural backgrounds, and educational philosophies. Gardner and Lambert, (1972) discussed the Attitude/Motivation Test Battery (AMTB), which measures attitudes and motivation in second-language learning and has been widely used in research on language learning psychology. Oxford, (1990) focuses on language learning strategies and how they can influence the attitudes and perceptions of language learners and teachers in the language classroom.

METHODOLOGY

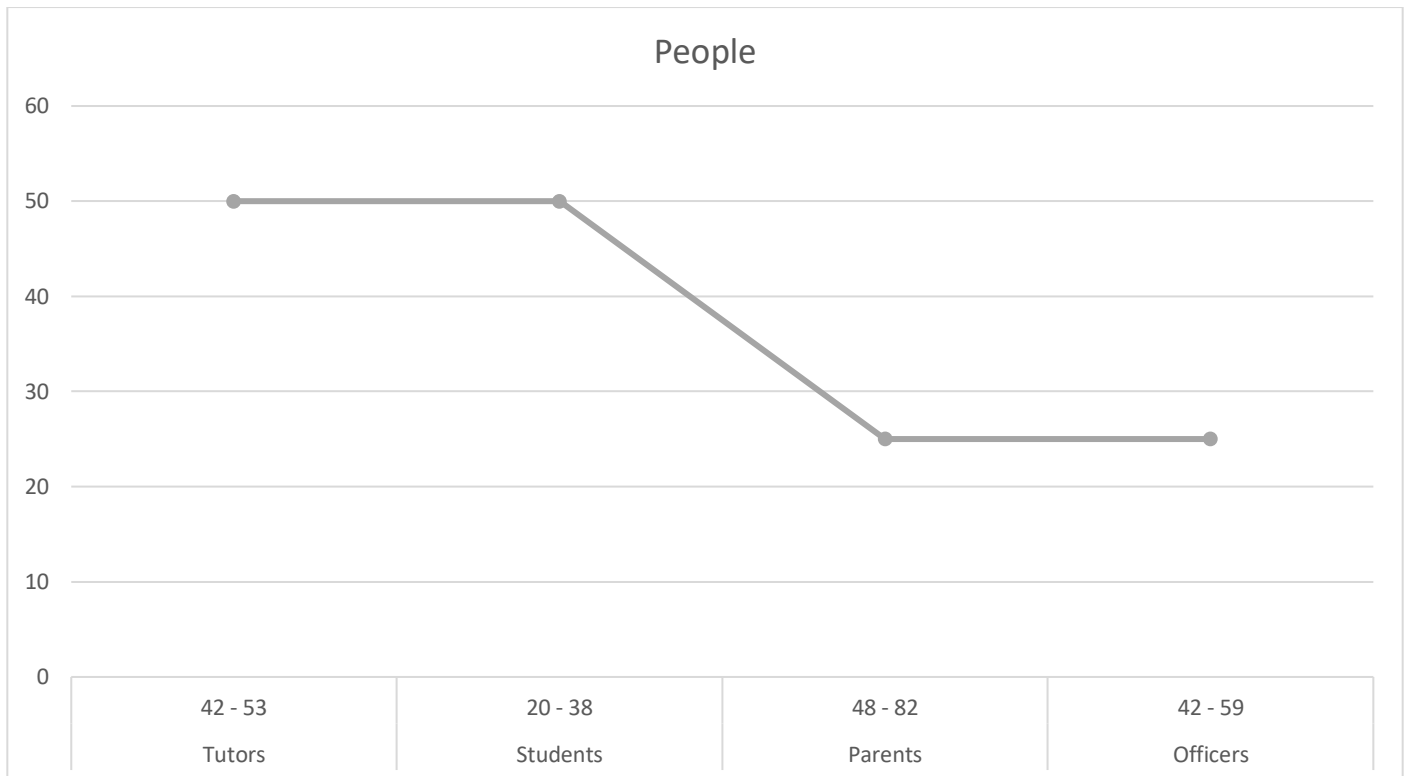
This study explores the significance of employing integrated approach pedagogy (IAP) in Ghanaian language classrooms as a means to deepen students’ appreciation of their culture. Ghana, with its rich cultural heritage and diverse linguistic landscape, presents a unique opportunity to integrate cultural learning into language education. Drawing upon theoretical frameworks of sociocultural theory and communicative language teaching, this study advocates for the integration of integrated approach pedagogy (IAP) to language teaching, particularly in the context of Ghanaian languages. Qualitative method was chosen to delve deeply into the subjective experiences, attitudes, and perspectives of tutors, students and parents in this context. It was a type of research design which specifies the nature of a given phenomenon. It determines and reports on how things look like. This design involves observing and describing the behavior or characteristics of a population, without manipulating any variables. It recognizes the natural setting as the direct or primary source of data. Purposive sampling techniques was used to elicit significant information for the analysis. The approach of the study was qualitative by nature. In all, one hundred and fifty (150) participants were observed and interviewed. The breakdown of the above were: fifty (50) tutors, fifty (50) students, and fifty (50) parents from Central region, Bono region and Western regions of Ghana. The significant information for the analysis was obtained through interview, observation, and focus groups discussion. The interview protocol was designed to explore various aspects of the discussion approach and its implementation in Ghanaian Language classroom. In each of these driving instruments, the operation was based on an ethical consent. The purpose of using interview and the other tools was to obtain information directly from the respondents since they are all stakeholders in education and have some fair knowledge on the integrated approach pedagogy (IAP). Ethical principles, including informed consent, confidentiality, and voluntary participation, were strictly adhered to throughout the study. Participants were provided with information about the study’s purpose, procedures, and their rights before obtaining their consent to participate. Confidentiality of participants’ responses was maintained through anonymization during data analysis and reporting.

Table 1. Sample Size

Gender	Number
Male	75
Female	75
Total	150

Table 2. Distribution of sample by participants and age bracket

St. Ambrose College of education, Komenda College of education, Holy Child college of Education	Number of respondents	Age bracket
Tutors	50	42 – 53yrs
Students	50	20 – 38yrs
Parents	25	48 – 82yrs
Officers	25	42- 59yrs
Total	150	–



RESULTS AND DISCUSSION

The integrated approach to language pedagogy has gained prominence in recent years as a modern and effective method of teaching languages. This approach involves integrating various language skills, such as speaking, listening, reading, and writing, into a cohesive and interconnected learning experience. (Doug, 2010). In the context of the Ghanaian language classroom, the implementation of the integrated approach has garnered attention as educators seek to enhance language learning outcomes. This discussion aims to explore and analyze the attitudes and perceptions of both students and teachers towards the integrated approach pedagogy in the Ghanaian language classroom.

The rationale for the integrated approach in the Ghanaian language classroom stems from the need to foster comprehensive language proficiency and cultural competence among learners. This approach acknowledges the interconnectedness of language, culture, and communication, emphasizing the integration of language skills (listening, speaking, reading, and writing) with cultural understanding and real-life contexts. Ghana is rich in cultural diversity, with numerous ethnic groups and languages. Integrating cultural content into language teaching allows learners to appreciate the cultural nuances embedded in the language they are learning. This fosters respect for diversity and promotes intercultural communication skills.

Language learning goes beyond mere grammar and vocabulary acquisition it involves the ability to communicate effectively in various situations. By integrating language skills within meaningful contexts, learners can develop communicative competence, enabling them to use the language fluently and appropriately in real-life scenarios. Integrated approaches encourage the use of authentic materials such as literature, songs, videos, and real-life texts. These materials provide learners with exposure to genuine language use and cultural norms, helping them to understand how language functions in authentic contexts.

The integrated approach promotes holistic learning by connecting language learning with other subject areas and real-world experiences. For example, language skills can be integrated with content from subjects like history, geography, or social studies, enhancing learners' understanding of both language and content.

Integrating language skills with cultural content and real-life contexts makes learning more engaging and relevant for learners. Activities that involve experiential learning, collaborative projects, and multimedia resources capture learners' interest and motivation, leading to more effective language acquisition. Integrated language learning facilitates the transfer of skills across different contexts. For instance, skills developed in listening and speaking activities can be transferred to reading and writing tasks, and vice versa. This helps learners develop versatile language skills that they can apply in various situations. In an increasingly interconnected world, proficiency in local languages coupled with cultural understanding is essential for fostering global citizenship. The integrated approach equips learners with the linguistic and cultural competence needed to interact confidently and respectfully in diverse cultural settings. Socio-culture theory supports the assertion, when one participates in an activity for a long time the person attained participatory appropriation.

The attitudes and perceptions of teachers towards the integrated approach in education are crucial factors that influence the effectiveness and implementation of this pedagogical method. Here are some significant points regarding teachers' attitudes and perceptions towards the integrated approach. Teachers' understanding and definition of the integrated approach significantly impact their attitudes towards it. The integrated approach involves teaching multiple subjects or topics within a single lesson or unit, emphasizing connections between different areas of study. Teachers' beliefs about teaching and learning play a significant role in shaping their attitudes towards the integrated approach. Teachers who value student-centered, inquiry-based learning methods may view the integrated approach positively as it encourages interdisciplinary connections and active engagement.

The extent to which teachers receive training and support in implementing the integrated approach can influence their attitudes towards it. Professional development programs that provide strategies, resources, and opportunities for collaboration can enhance teachers' confidence and competence in using the integrated approach. Teachers' perceptions of the benefits of the integrated approach for student learning and achievement can impact their attitudes towards it. Positive outcomes such as increased student motivation, deeper understanding of concepts, and improved critical thinking skills may lead teachers to embrace the integrated approach more enthusiastically. Teachers' attitudes towards the integrated approach may be influenced by curricular constraints such as standardized testing requirements and prescribed content. Concerns about covering mandated curriculum and preparing students for assessments within limited time frames can create barriers to implementing an integrated approach.

Teachers' perceptions of the availability and adequacy of resources, including materials, time, and support staff, can affect their attitudes towards the integrated approach. Lack of resources may lead to feelings of frustration and inhibit teachers from fully embracing integrated teaching practices. The presence of a collaborative culture within schools can foster teachers' positive attitudes towards the integrated approach. Opportunities for interdisciplinary collaboration, sharing of best practices, and collective planning can promote a sense of community and support among educators implementing the integrated approach. Teachers' attitudes towards the integrated approach may vary based on the diversity of their students, including differences in academic readiness, cultural background, and learning styles. Adaptations and differentiation strategies may be necessary to address the needs of all learners within an integrated curriculum. This was in support of with Howard, (1999) that, an integrated approach to education that goes beyond mere facts and standardized testing. He said Integrated Approach Pedagogy (IAP) is an educational approach that seeks to integrate various subjects or disciplines into a cohesive and interconnected curriculum.

The integrated approach in education refers to a holistic method of teaching that combines different subject areas or disciplines into a unified curriculum. Understanding students' attitudes and perceptions towards this approach is crucial for educators to effectively implement it. Here are some significant points regarding

students' attitudes and perceptions towards the integrated approach. Research suggests that students often show higher levels of engagement and interest in learning when subjects are integrated. By connecting different topics, students can see the relevance and real-world application of what they're learning, which can enhance their motivation. Students tend to perceive integrated learning as more relevant to their lives compared to traditional, compartmentalized approaches. They appreciate the connections between various subjects and how they relate to each other and to their own experiences.

Integrated learning encourages critical thinking and problem-solving skills as students are challenged to make connections between different concepts and apply their knowledge in diverse contexts. Students often develop a deeper understanding of concepts through this approach. Students value the opportunity to explore connections between different disciplines, recognizing that the world is not divided into separate subject areas. Integrated learning allows them to see the interconnectedness of knowledge and fosters a more holistic understanding of complex issues. Integrated learning often involves collaborative projects where students work together to solve problems or complete tasks. This fosters communication skills and teamwork, which are essential in many aspects of life beyond the classroom. Marzano, (2007) a comprehensive framework for effective teaching, covering various instructional strategies, classroom management techniques, and assessment practices

Students' attitudes towards the integrated approach can be influenced by the quality of support and guidance provided by teachers. Teachers who effectively facilitate integrated learning experiences and provide appropriate scaffolding can enhance students' perceptions of its value. The assessment methods used in integrated learning play a significant role in shaping students' attitudes towards this approach. Assessments should be aligned with the integrated curriculum and provide meaningful feedback to students on their interdisciplinary skills and understanding. Students' attitudes towards integrated learning may vary based on their cultural backgrounds, individual learning styles, and prior educational experiences. Educators should be mindful of these differences and strive to create inclusive learning environments that cater to diverse student needs.

Challenges

//Silos and Fragmentation//. One of the biggest challenges is breaking down silos between departments or disciplines. Often, different teams or individuals work in isolation, leading to fragmented efforts rather than a cohesive approach. //Resistance to Change//. Implementing an integrated approach requires changes in processes, structures, and sometimes even cultures. Resistance to change from stakeholders who are comfortable with existing practices can impede progress. //Lack of Communication and Coordination//. Effective communication and coordination are essential for integration to work. However, if communication channels are poor or coordination mechanisms are lacking, it can hinder the flow of information and collaboration. //Resource Constraints//. Integrating different systems or approaches may require additional resources such as time, money, and manpower. Limited resources can pose a significant barrier to implementation, especially for smaller organizations or projects. //Complexity and Interdependencies//. Integrated approaches often involve dealing with complex systems with many interdependencies. Understanding these interconnections and managing them effectively can be challenging. //Data and Information Sharing//. Integration often requires sharing data and information across different systems or stakeholders. Concerns about data privacy, security, and ownership can inhibit sharing and collaboration. //Cultural Differences//. In contexts involving multiple organizations or stakeholders, differences in organizational culture, values, and norms can impede integration efforts. //Lack of Leadership and Governance//. Successful integration requires strong leadership to drive change and establish governance structures to oversee the process. Without clear leadership and governance mechanisms, integration efforts can flounder. //Regulatory and Legal Constraints//. Regulatory requirements and legal frameworks may present barriers to integration, particularly in highly regulated industries such as healthcare or finance.

//Resistance from Stakeholders//. Stakeholders who feel their interests are threatened by integration may resist efforts to implement it. This resistance can come from within the organization or from external stakeholders such as customers or regulatory bodies.

Success Stories and Best Practices

Implementing comprehensive teacher training programs focused on the Integrated Approach Pedagogy (IAP) can be instrumental in equipping educators with the necessary skills and knowledge to effectively integrate various language skills (listening, speaking, reading, and writing) into their teaching practices. Success stories often stem from initiatives that invest in ongoing professional development for teachers, providing them with the tools to adopt innovative pedagogical approaches. Establishing collaborative learning communities among teachers can facilitate the sharing of best practices and successful strategies for implementing the Integrated Approach Pedagogy. Teachers can learn from each other's experiences, adapt successful techniques to their own classrooms, and collectively address challenges they encounter. Developing inclusive curriculum materials that incorporate culturally relevant content and authentic language use can enhance students' engagement and motivation. Success stories in this area highlight the importance of curriculum designers working closely with educators and community members to create materials that reflect the linguistic and cultural diversity of Ghana. This assertion embraced Lambert, (1972) discussed that, Attitude/Motivation Test Battery (AMTB), which measures attitudes and motivation in second-language learning and has been widely used in research on language learning psychology. Inclusive curriculum materials must incorporate cultural importance.

Leveraging technology to support the Integrated Approach Pedagogy can provide students with additional resources and interactive learning opportunities. Success stories may involve the use of multimedia resources, educational software, and online platforms to supplement classroom instruction, reinforce language skills, and foster independent learning. Implementing varied and authentic assessment practices aligned with the Integrated Approach Pedagogy is crucial for accurately measuring students' language proficiency and progress. Success stories often feature the development of performance-based assessments, portfolio assessments, and other forms of assessment that allow students to demonstrate their language abilities in meaningful contexts. Engaging parents, caregivers, and community members in students' language learning experiences can enhance the relevance and authenticity of classroom instruction. Success stories may involve initiatives that promote intergenerational language transmission, involve community members as guest speakers or cultural ambassadors, or facilitate opportunities for students to use the target language in real-world settings outside the classroom. Conducting ongoing research and evaluation to assess the effectiveness of the Integrated Approach Pedagogy and identify areas for improvement is essential for continuous growth and refinement. Success stories often emerge from partnerships between researchers, educators, and policymakers to gather evidence-based insights, inform decision-making, and promote evidence-based practices in language education.

Perceived Impact on Language Proficiency

The Integrated Approach Pedagogy (IAP) emphasizes the integration of language skills such as reading, writing, listening, and speaking within the language classroom. It aims to provide a holistic language learning experience rather than focusing solely on discrete language skills.

Attitudes of Students

Research suggests that students generally perceive the Integrated Approach Pedagogy positively due to its interactive and communicative nature. They appreciate the opportunity to engage actively in language use, which fosters a deeper understanding and application of language skills. Students often report feeling more motivated and confident in their language abilities when taught using the Integrated Approach Pedagogy.

The emphasis on real-life communication and practical language use resonates well with their learning preferences.

Attitudes of Teachers

Teachers' attitudes towards the Integrated Approach Pedagogy vary. While some embrace it enthusiastically for its effectiveness in promoting language proficiency, others may encounter challenges in implementing it within the constraints of traditional teaching structures. Teachers who support the Integrated Approach Pedagogy value its ability to cater to diverse learning styles and promote meaningful language learning experiences. However, they may require additional training and resources to fully integrate it into their teaching practices. Shulman, (1986) introduces the concept of pedagogical content knowledge (PCK) and discusses its importance in effective teaching. PCK refers to the specialized knowledge that teachers possess about how to teach specific content to students.

Perceived Impact on Language Proficiency

Studies indicate a positive correlation between the Integrated Approach Pedagogy and language proficiency outcomes. Students who receive instruction using this approach often demonstrate improvements in their language skills, including listening comprehension, speaking fluency, reading comprehension, and writing proficiency. The holistic nature of the Integrated Approach Pedagogy allows students to develop a more comprehensive language repertoire, enabling them to communicate effectively in various contexts and situations.

Considerations

Despite its perceived benefits, the Integrated Approach Pedagogy (IAP) may face challenges in implementation, including limited resources, large class sizes, and resistance to change from both students and teachers. Addressing these challenges requires a collaborative effort among policymakers, educators, and stakeholders to provide adequate support, training, and infrastructure for effective implementation of the Integrated Approach Pedagogy (IAP) in Ghanaian language classrooms.

Findings

The examination of attitudes and perceptions of students and teachers towards the integrated Approach Pedagogy in the Ghanaian Language Classroom has shed light on several key findings. The integrated approach pedagogy, which combines various language skills and real-life contexts, has shown promising potential in enhancing language learning experiences for both students and teachers.

Firstly, the study revealed that students generally exhibited a more positive attitude towards the integrated approach compared to traditional teaching methods. The incorporation of interactive and engaging activities, such as role-plays, multimedia resources, and real-world applications, contributed to increased motivation and interest among students. As a result, students were more actively involved in the learning process, leading to improved language proficiency and retention. Secondly, teachers also displayed a favorable perception of the integrated approach pedagogy. Many teachers reported feeling more satisfied with their teaching practices and observed a higher level of student participation and enthusiasm in the classroom. Additionally, the integrated approach allowed for a more flexible and adaptive teaching style, enabling teachers to cater to the diverse learning needs of their students effectively. Furthermore, the study highlighted that the integrated approach promoted a deeper understanding of the Ghanaian language and culture. By integrating language learning with cultural elements and real-life situations, students gained a holistic perspective of the language, leading to a stronger sense of identity and pride in their linguistic heritage. Despite the numerous advantages, the study also identified some challenges associated with the

integrated approach pedagogy. Implementing this approach requires adequate training and resources for teachers, and it may take time for educators to fully grasp and apply the methodology effectively. Moreover, there might be resistance from some students who are accustomed to more traditional teaching methods, necessitating a gradual transition and continuous support to overcome such barriers.

CONCLUSION

The attitudes and perceptions of students and teachers towards the integrated approach pedagogy in the Ghanaian language classroom are generally positive, with many appreciating its dynamic and engaging nature. The approach's emphasis on practical language application and holistic learning experiences seems to resonate well with both students and educators. However, challenges related to implementation and the need for ongoing assessment are identified, suggesting the importance of proper training and support for teachers to maximize the benefits of this pedagogical approach. Future research could focus on long-term language proficiency outcomes and explore ways to address the challenges faced in implementing the integrated approach effectively.

The integrated approach pedagogy is an innovative teaching method that combines various language skills, such as listening, speaking, reading, and writing, into a cohesive learning experience. In the context of the Ghanaian language classroom, this approach has gained attention for its potential to improve language acquisition and overall language proficiency among students. This analysis aims to explore the attitudes and perceptions of both students and teachers towards the integrated approach pedagogy in Ghanaian language classrooms, evaluating its effectiveness and identifying potential challenges and benefits. The integrated approach pedagogy has shown considerable promise in transforming the Ghanaian Language Classroom by fostering positive attitudes, increasing student engagement, and promoting a deeper understanding of the language and culture. However, successful implementation will depend on providing adequate support and training for teachers and addressing potential challenges. As education systems continue to evolve, further research and evaluation of the integrated approach's long-term impact on language learning outcomes will be essential to ensure its sustained success in Ghanaian classrooms and potentially in other contexts worldwide.

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