

## RELATIONSHIP BETWEEN INTEGRATED LANGUAGE SKILLS TEACHING AND COMMUNICATIVE COMPETENCE: TEACHERS' PERCEPTIONS

*Amina Javed*

*MS English, Government College Women University, Sialkot*

**Dr. Muhammad Rashid Hafeez**

*Associate Professor, Department of English, Government College Women  
University Sialkot*

*Email: [m.rashid@gcwus.edu.pk](mailto:m.rashid@gcwus.edu.pk)*

**Dr. Shahida Parveen**

*Lecturer, Government College Women University Sialkot*

*Email: [shahida.parveen@gcwus.edu.pk](mailto:shahida.parveen@gcwus.edu.pk)*

### **Abstract**

The study analyzed secondary school English teachers' perceptions about the relationship between integrated teaching of language skills and Communicative Competence in secondary school classrooms in Pasrur, Sialkot. This qualitative study used semi-structured interviews of twelve secondary school English Teachers from different government and private secondary schools in Pasrur. The data was collected through semi-structured interviews from the teachers. Data has been analyzed through NVIVO software through reflexive thematic analysis with the key aspects of Dell Hymes' Communicative Competence theory (1966). The findings revealed that secondary school teachers had positive perceptions towards integration of language skills and considered it a helpful tool for students Communicative Competence in English. The findings also showed that majority of secondary school teachers is willing to adopt integrated approach to language teaching but is constrained owing to several hindrances.

### **Introduction**

The modern world has become a global village with all the communities of world getting closer to each other. Every person shares his ideas and concepts by using language. According to Lyytinen (1985), "man uses language to express feelings and attitudes and to establish, coordinate, and control relationship with others". As a result of these mutual goals of communication bilingualism is becoming more common. To acquire bilingualism is a way of life. Every human being is in some way or the other in the struggle to learn a second language, so that he may understand new cultures and new ways of comprehension (Brown, 1994).

Mueen (1992) argues that English language is authentic and of practical value. It is a vital language of the users across the world in all fields of the arts, medicine, science, technology, and humanities. International trade as well as departments of commerce and diplomacy also employ English language. English language is given great importance as second language in Pakistan due to its scope as international language. It is taught as a compulsory subject at different academic levels from the very grade one till graduation.

Communicative competence, language proficiency and being able to use English to in order to avail different opportunities of educational and professional importance has been the most essential aim of English learning due to the status related to English language as a lingua franca and a major information and knowledge dispersing media worldwide. To achieve the goal in context of English classrooms, implementing integrated teaching of language skills instruction is

a required criterion. This approach is different from the typical teaching of segregated language skills approach which deals with only one language skill keeping it in isolation from the other language skills. Integrated language skills approach of teaching supports instruction of all language skills in inter-connection with each other so that the language learner apart from knowing the language also become able to use that language practically in real life contexts.

### **Segregated & Integrated Teaching of Language Skills**

The approach of discrete skills is based on the belief that a separate focus on individual skills of language accelerates language learning among students (Jing, 2006). Therefore according to this approach, the four skills of language are taught separately and materials and activities are designed that are usually focusing on only one specific skill where teaching of the other skills is avoided. The discrete skill approach came to be known as "language-based approach" (Oxford, 2001), where the language itself is the focus of instruction and learning for authentic communication has no importance (Jing, 2006).

The four language skills were taught in isolated manner until the end of the 1970s, The dominance of the Grammar Translation Method, Direct Method, the Audio-Lingual Method, Total Physical Response and such traditional methods of language teaching led to the segregated teaching of language skills. All these approaches resulted in the learners mastery of target language structurally and his inefficiency in the practical use of language.

### **Integrated Skills Approach; Advantages**

In language teaching related studies, many benefits of using an integrated-skills approach have been mentioned. Firstly, integrating language skills provides opportunity for more effective and focused learning at all academic levels. Besides, it also contributes to teaching in a coherent manner and better communication. It also brings variety, creativity, practicality and authenticity into the language classroom. By integrating language skills effectively language instructors can improve the quality of their classroom instructions (Murphy, 1991). According to Rivers, 2024, by integrating the skills, students are enabled to use language functionally and they can easily transfer the knowledge they acquire to the other areas. Peregoy and Boyle say that practicing of speaking, listening, reading and writing skills enhances language learning and affects the knowledge of second language of learners. Almarza and Sanchez believe that when the skills of language are integrated during language instruction, language related competence and proficiency is greatly enhanced. Overall integrated teaching of language skills creates motivation in students by providing them with the opportunity to creatively and practically learn language that can be used in their real life situations.

This study focuses particularly on the Secondary School teachers' perception on the integration of language skills and adopting such methodology to encourage communicative, authentic and practical learning of language in EFL classrooms.

### **Problem Statement**

This research takes into account Integrated Language Teaching in English Classrooms and its relevance in social context. Research specifically focuses on the perceptions of school teachers; whether they realize the importance of this communicative aspect of language teaching or not and if they believe in the effectiveness of Integrated Language Teaching, what are the different methodologies they employ to add to the communicative learning of the language. The perceptions of teachers are very important to understand teachers' views, their motivation and efforts that they

put or are ready to put to make English Language learners well able to communicate in the social and practical contexts.

### Research Objectives

The study was conducted to

- Investigate English language school teachers' perceptions about integrated language skills teaching and learners' Communicative Competence in English classrooms
- Identify teachers' reported methodologies and classroom practices

### Research Questions

In order to achieve the above objectives, the study found answers to the following questions.

- What are teachers' perceptions and beliefs about integrated language teaching skill and learners' Communicative Competence?
- What are the teachers' reported practices with regard to integration of language skills in their teaching methodologies?

### Scope of Study

The significance of this study is embedded in its in-depth examination of secondary school teachers' perceptions of integrated language skills teaching and learners' Communicative Competence within English classrooms. Integrated language teaching, where listening, speaking, reading, and writing are rather taught in a connected and contextualized manner and not in isolation, reflects a shifting trend towards more communicative and authentic language use in educational as well as real life settings. By paying attention to how teachers perceive and to what extent they implement this approach, the study tries to provide a critical lens into present classroom practices, beliefs, and challenges. Understanding teachers' perspectives is important because they are primary agents in the successful implementation of any academic or pedagogical innovation. Their perceptions not only influence how curricula are delivered to learners but also how students experience and get benefit from language instruction to practice their communicative competence in their real lives.

### Literature Review

Before 1970's the idea of segregated language teaching was dominant but it was challenged by the idea of communicative language teaching that appeared in the same time period. The very first advocate was Widdowson (1978) who said that language functions in form of discourse that is relevant to specific context only and to learn language for such functional purpose it is important that it should not be taught in discrete units. Other research works maintained this idea that teaching and learning of language skills cannot be carried out in separate manner. In order to make learners competent users of language it is very important that skills be taught in integrated manner. These linguists applied this idea to both the receptive and productive skills of language. They say that teaching of language in a traditional and non-integrated manner poses threat to the development of proficiency and competence in the target language and the learner is the unable to use that target language in real life situations. They also say that language skills should be taught according to predesigned activities that foster the integration of language skills in classrooms. According to them the integrative skills approach ultimately results in learning of all the four skills of language that are required for effective and meaningful communication in any language.

The four basic skills of language should be taught in actual class room situations where they are integrated so that student may learn those skills of language effectively and collaboratively. Crystal, 2003 says that since all language skills are important when we talk about the

communicative competence of the learners so one should not segregate them. It has also been researched that teaching language skills in an integrated manner is more natural way of learning and teaching the language and it offers more authentic learning as well. Jing, 2006 stated that it is obvious that language skills in real life communication are not used in isolation but in the form of a combination so the teaching and learning should consider this goal of language learning.

### **Significance of Language Skill Integration**

Development of the concept of language skill integration has brought a lot of changes in the study of linguistics. In this regard language is viewed as an entity that is of practical importance and teaching of which should also be authentic where speaking, listening, reading and writing skills are taught in integration (Schurr et al., 1995; Ahmad & Hafeez, 2011). It has been studied that development of communicative competence should be the real goal of language learning and teaching (Jing, 2006). And this communicative competence could only be achieved if real life situations are incorporated into the classrooms. So the language teachers are demanded to design classroom activities according to the practical needs of the learners so that all the four skills of language are developed equally and at the same time. It has also been studied that integrated teaching of language provides a more holistic approach towards language teaching (Nunan, 1989; Hafeez & Asif, 2010). Since language skills are not used in isolation in daily lives of language users so it is important that these skills are also incorporated together in language classrooms to prepare the learners and enable them to use language for real purpose and for real audience (Wagner, 1985). Many other studies also support the fact that integration of language skills is important so far proficiency and communicative competence related to language use are concerned (Darn, 2006 & Jing, 2006). In real life situations skill integration is natural so this natural integration should also be part of language classrooms (Cunningsworth, 1984). This can provide a better and sound chance to the learners to develop all the four skills of language effectively.

### **Theoretical Framework**

#### **Communicative Competence Theory**

The phrase communicative competence was introduced by Dell Hymes in 1960s (Hymes, 1962/1968, 1971). He used this term in relation to the acquisition of language and use of language and explained it in terms of

1. The use of language and ability related to language depends upon the implicit and explicit knowledge of language
2. The contextually appropriate use of language number
3. The realization of the fact that language is not merely a combination of grammatical rules
4. The skills of language and their use varies according to the situation where different speech acts are being used
5. It's the social linguistic knowledge that guide language user on the appropriate use of language in a specific community.

#### **Integration of Language Skills in Context of Pakistan**

Majority of teachers employ grammar translation method and lecture method to teach English to their learners. Such methodologies make learners passive and they are unable to use English language accurately and fluently. In such way focus is only given to the vocabulary building and grammatical rules of language. Learners may learn to apply these rules on written language but when it comes to listening and speaking students cannot communicate using English

language. And this phenomenon applies both on academically dull and efficient students (Maitlo, 2022).

According to a research study conducted by (Azhar Munir Bhatti, 2017) research has been done on the integrated teaching of language skills in context of Pakistan and these researchers have found out that integrated teaching of language skills happens to be an effective teaching methodology. The examination system solely focuses on writing skills and so no stress is given towards listening and speaking skills. Moreover examination system tests memory of students and has always been following similar pattern. No creative question is asked and no question related to speaking and listening is part of the assessment design. Since no creative question is asked students can only right on specific topics as described by the textbook and they are unable to write a good piece of writing when they reach secondary level of academics. They further argue that listening and reading skills are equally important as speaking and writing so students have to develop and improve these four skills equally during the whole academic process. Whenever these bare skills are taught or taught in isolated manner the result is most of the time discouraging and negative so far language proficiency is concerned. Students themselves are not aware of and able to integrate them without well and pre planned practices. It is the responsibility of teaching cadre and the policy makers to join their mutual efforts and promote integrated teaching of language skills.

### **Research Gap**

While recent researches do focus on the skills integration, even in the context of Pakistan but none takes into account the current need in Pakistani context to examine the root of problem at Secondary School level. This gap is being addressed by the current research. Additionally the perception of teachers about the language skills integration sphere has also not been analyzed that is making the research even more relevant in the area of English Language Teaching using an Integrative approach.

### **Research Methodology**

#### **Research Design**

The Current research follows a qualitative design of research because it tends to study the perceptions of secondary school teachers related to integrated teaching of language skills in secondary school classrooms.

#### **Sampling**

To make the on-going qualitative research effective, and to ensure that saturation point is achieved, twelve interviews of Secondary School teachers both from public and private sector are to be conducted. To ensure a wider coverage of the research problem, participants are to be selected both from public and private sector secondary schools. Both male and female teachers of these secondary schools are intended to be addressed. These teachers also belong to different age groups that is to say that they represent different experiences. This versatility in the sample certainly guarantees a more wholesome study of the research problem being studied.

#### **Research Tool**

The focus is on teachers' perception on the integrated language skill teaching. So, Semi-Structured interviews will be conducted to ensure effective findings and correct problem recognition in the English classrooms. It is also to make sure that teachers are asked mostly open ended questions and their discussion may be focused at certain points where the interviewee may get distracted.

### Data Analysis Procedure

Data analysis is the procedure of analyzing and interpreting the data gathered by the researcher in order to gain meaningful information. Qualitative data involves collecting, analyzing, processing, and reporting. In the present study, qualitative research has been used to analyze the data with the help of the concept of thematic analysis. The theoretical framework has helped to guide us in identifying, examining and analyzing the study's findings with theory leading the research.

### Results

The research makes use of a qualitative approach, which primarily focuses on thematic analysis of the collected data. In this process, semi-structured interviews were conducted with Secondary School English language teachers. For the purpose of this research study first an interview format was designed in which eight open-ended questions were formulated for teachers to gain a deeper understanding of the perceptions and attitudes of teachers regarding the use of Language Skill integration in English language classrooms.

Common themes were derived from the interview transcripts of all the secondary school teachers that provided a deep understanding of their perceptions and beliefs about language skill integration in English classrooms. The secondary school teachers' responses are analyzed through thematic analysis using the fundamental concepts of Dell Hymes' Communicative Competence Theory (1960). This theory highlights the importance of understanding context while using language and also explains how the language competence is not solely based on the grammatical rules of language.

#### **Theme 1: Divergent Views on ELT Approaches**

- *Codes:* Views on ELT, Direct Method

#### **Theme 2: Developing Communicative Competence**

- *Codes:* Communicative Competence, Real Life Tasks

#### **Theme 3: Limited but Emerging Integration Practices**

- *Codes:* Integration of Writing & Speaking Skills, Integration of Listening & Speaking Skills, Classroom Practices

#### **Theme 1: Divergent Views on ELT Approaches**

There was a great variety of views on English language teaching. Some teachers said that ELT was a very vibrant field of teaching, for others it tended to be challenging. Some believed that it had to be learner centered however other said that only teacher could ensure effectiveness on ELT. Similarly some advocated for direct method of language teaching and others thought that grammar drills were more important. Such unique views led to the understanding of general percepts of secondary School teachers about ELT.

##### **Code 1: Views on ELT**

When asked about English language teaching all of the interviewees made interesting comments. Some talked about learner centered classrooms and others talked about the development of practical skills related to English language. Some of them also said that ELT is very different field of teaching that requires interest and certain level of motivation on part of both learners and instructors. According to one of them;

*English teaching is important, especially for future opportunities.*

They also said that English language teaching should be based on critical thinking and creativity. According to one respondent;

*English Language Teaching (ELT) should go beyond the textbook. It should focus on real communication, critical thinking, and creativity.*

And there were ones who said that grammar is the base no matter what language you are learning. They were comments that talked about the influence of Urdu language on English language teaching and learning. Relating English subject at secondary school level with other subjects, one view appeared in almost every interview that was a huge difference between the two. Teachers believed that teaching of English as a subject is rather difficult because of the multilingual context of Pakistan. Similarly they believed that despite the fact that English as subject is taught to our students from the very grade one but even on reaching at 9<sup>th</sup> or 10<sup>th</sup> grade of education, they have very little knowledge of the basic rules of English language.

#### ***Code 2: Direct Method***

The Direct Method used in language teaching, which emphasizes on teaching language through learners' involvement, immersion and avoiding the use of the learner's first language, has been used in educational settings widely for over a century (Dakhlan, 2024). It does not rely upon translation or other kinds of drills that are employed in GTM. Since direct method offers the chance to develop communicative competence among learners so teachers were asked their views on the use of this method. Not all of them commented but the ones who did said that there unable to use direct method because students are not capable of understanding when taught using direct method. According to one of the respondents;

*Direct Method cannot be used in our classrooms because they cannot understand or communicate in English.*

Teachers reported that when we try to talk in English, students' reactions are ridiculous. In such cases feedback of the teacher and overall result of the class is affected. Another commented that;

*I believe that English should be taught as a living language using direct method, not just as a subject.*

Such method is also not encouraged by School management especially that of Government schools. So it was well apparent that secondary school teachers don't use direct method in English classrooms.

#### ***Theme 2: Developing Communicative Competence***

##### ***Code 1: Communicative Competence***

Teachers were asked about the global importance of English language by the very second open ended question asked during the semi structured interview. They were also asked how this global linguistic phenomenon of language dominance shaped their teaching methodology. All of them agreed to the fact that English is a need for the future of their students. They believed that speaking and listening were the core language skills that add do the communication competence of the learners. Some also mentioned that to acquire communication skills should be the goal of learners so far the Lingua Franca status of English language. One of the teachers said;

*English Language Teaching (ELT) should go beyond the textbook. It should focus on real communication, critical thinking, and creativity.*

Another commented that;

*Functional approach and communicative approach is important so far practical needs of students are concerned.*

One of the secondary school teachers said that he believes in the drills of speaking on part of the learners as taught by the teacher so he prefers to read on his own so students may listen well and then understand how to pronounce a word and about Intonation patterns while speaking in English language. There was one interesting comment that was given by a highly experienced government teacher who said that communicative competence should not be the goal but building a good grammar basis should be rather the goal. Some of the fresh teachers felt disappointed that despite learning English from the very basic levels students are still incapable of using English for communication.

### ***Code 2: Real Life Tasks***

Since communicative competence theory lays stress on real life tasks so teachers were asked about their perceptions on the use of real life tasks. All of the twelve respondents agreed to the fact that real life tasks are of great significance when it comes to the teaching of English language. Many of them mentioned quite a good number of tasks that could be used but it should be clear that such tasks good only be performed depending upon the availability of extra time. Such positive comments show the Awareness of English teachers on the importance of real life task and also show some-what not very positive picture of our education system that does not put any stress on such activities. According to one of the teachers;

*I try to make students read aloud, do role plays, or small dialogues to bring some practical touch, even though we lack proper materials or multimedia tools.*

In the same manner another teacher provided a deep insight into this matter by mentioning that pragmatic competence can be achieved by inculcating tasks that are more close to real life situations. He also added that such task based learning is rather less possible in our context due to several reasons but it may be applied in longer run. This means that English language teachers at secondary school level are aware of task based language learning and its significance. But they are not able to practice this kind of language teaching in their classrooms due to certain constraints; of time, of syllabi, of policies of education department and so on.

### ***Theme 3: Limited but Emerging Integration Practices***

Another dominant theme that was apparent throughout the data was related to the belief of the teachers; majority of them, that integration of language skills may solve many problems related to various forms of linguistic competences, but implementation of such a teaching approach tended to be a clear problem. It shows realization of the significance of integrated language teaching and its inapplicability in secondary Schools.

### ***Code 1: Integration of Writing & Speaking Skills***

The interviewer after knowing their perceptions on integration of language skills moved on towards the integration of maximum number of skills that they apply in their classrooms. This question was different from the previous questions as it moved one step farther than the questions that asking about their perception. Now interviewees were asked about how many language skills they normally integrate or at least try to integrate during their secondary school classes. Coming to the integration of the productive skills of language that are speaking and writing, secondary schools teachers had varied responses to offer. According to one;

*One can only write if he has the idea in the mind, so those ideas can be communicated as well through oral use of language.*

According to another;

*Writing skills are important. Both skills are important and their integration is difficult. Speaking is more linked with listening and writing is more linked with reading.*

Another teacher had a very realistic view;

*In theory, yes. But in practice, with 60 to 70 students in a class and only 35–40 minutes per period, it is almost impossible. If you spend time letting students speak one by one, you'll never complete the syllabus.*

Some of them believed that if we teach one skill effectively it adds to other skills of language that us exactly the idea of positive reinforcement found between the language skills. So this gives us a clue of their perception that integration exists naturally between the skills of language and teaching methodology that focuses on one or two skills at one time automatically adds to the other skills of language. Some believed that integration has to be brought in classrooms because discrete or isolated way of teaching language skills is not effective for practical or authentic learning of language.

### ***Code 2: Integration of Listening & Speaking Skills***

Teachers reported that once a student reaches 9<sup>th</sup> grade, assessment takes place through exams conducted at board level. These exams are conducted at different stations. Fair conditions are maintained, there is a systematic mechanism for conducting examination. According to them, then exams are checked, even paper checking is a difficult process because of great number of students appearing and finally after three to four months, results are announced. Whole process appears to be transparent teachers agreed but also mentioned that it has never taken into account the need to integrate language skills. It only entertains two skills of English language that are writing and reading skills. According to one of the teachers;

*Both skills are very much interdependent. Only a good listener can be a good speaker. Their integration is very important.*

According to another;

*They naturally go together. If one student speaks and the other listens and responds, both are learning. But in our schools, due to lack of audio tools or proper environment, this is very limited.* If we talk about teaching how to speak or how to listen, this is what according to the most of respondents left for extra time. Majority of teachers said that their first priority is the success of our students that is only possible if they learn to write well and read well. They insisted that not as part of curricular activities but yes they said that as part of co-curricular activities, listening and speaking skills. For instance every year speech competitions within schools and between schools are organized at district and provincial levels. Those participating in such contests undoubtedly improve their language skills but it should be kept in mind that only a small proportion of students get the chance of participating in such competitions.

### ***Code 3: Classroom Practices***

The next thing that teachers were asked about was their classroom practice. They were asked about how they practice language skills in English classrooms. Some of the teachers said that creative writings was the ultimate classroom practice that they could employee in English classrooms while others said that creativity in all the skills was important but they could not focus on curriculum well enough if the kept focusing on these things. Some of the teachers mentioned idealistic approach like having real life scenarios and assessment that focuses on creative use of language. According to one teacher, realistic classroom practice could be;

*I make them write short paragraphs, summaries, and letters. For reading, I ask them to read passages aloud and explain them.*

According to another;

*I try to make lessons practical by using real-life examples, classroom interaction, and speaking activities. Sometimes I speak English with students to build their confidence.*

According to most of the government teachers it was not possible to involve all the students in classroom to the creative activities. According to them it was more of waste of time because syllabus could not be covered in such way so the maximum that they can do to enhance the interest of learners in English language is asking them to write short paragraph, letters and then asking if you of them to read aloud what they have written. This theme clarifies the loop hole in our education system that does not allow any creative classroom practice when it comes to English language or any other language.

### **Discussion**

It is an attempt to recognize the gaps between the perceptions and the classrooms practices to be bridged to make English a living language for learners. English language teachers play very significant role in improving their students English in the educational institutions. Their role determines the performance of their students in English which is generally taught as a compulsory subject. Unless English teachers themselves are aware of the importance of their roles for improving their students English as a living language and for their own professional growth, they cannot become good English teachers. (Yasmin, 2018)

Supportive attitudes of English teachers greatly influence the effective implementation of the communicative language teaching in English classrooms. A nurturing environment provided by the teacher positively impacts the adoption and effectiveness of this language teaching method. Teacher tolerance influences students' learning outcomes which develops an inclusive and respectful learning atmosphere. (Mehmood, 2018)

In this regard it is important to know how the secondary school teachers in Pakistan in both government and private sectors perceive integrated language skill teaching. It is well obvious from the data collected during the semi structured interviews that majority of the teachers believe in the integrated language teaching and realize the importance of this methodology in the development of learners' communicative competence. However they don't have an idea of the proper implementation of such teaching methodology

The communicative approach in language teaching enhances the effectiveness of proficiency and fluency in English language speaking among Pakistani secondary school students, who are lacking oral proficiency due to the dominance of the grammar translation method, despite the fact that English is a compulsory subject (Dr. Tayyaba Bashir, 2025).

English teaching practices appear illusory, as direct and contextualized use of English is a rare feature while Urdu is the default medium of classroom instruction. Grammar Translation Method and traditional classrooms activities leave little room for communicative competence, formulation of concepts and linguistic internalization (Manan, 2017).

Teaching of English has been a critical issue in non-native countries for quite recent time (Us Saqlain, 2020). While teachers acknowledge the global and practical significance of English particularly in higher education, employment and inter cultural communication, their attitudes toward communicative competence vary to great extent. Majority of secondary school teachers locate grammatical competence above fluency, whereas others emphasize on pragmatic and real

life task related competence. This divergence indicates a broader pedagogical debate in teaching of English language and shows how teachers' beliefs actually shape learning outcomes. It also shows an incomplete internalization of communicative language teaching methodology.

The purpose of teaching learners how to write as one of the four language skills is to enable students' learning and their daily communicative use of language. Grammar is very helpful in practicing language skills. Grammar in writing skills determines how a paragraph is built and how the ideas may be expressed and understood (Bhatti, 2020).

Pakistan's present educational system and curriculum designs are insufficient to satisfy the needs of today's learners since the standards set to shape the curriculum are out-dated and not in accordance with the needs of the modern world.

The study reveals a sharp contrast between some of the secondary school teachers who support learner centered, communicative approaches and others who prefer teacher centered, grammar based approaches. This divergence is not only philosophical but results into significantly different classroom practices. Teachers who advocate direct and communicative methods try to experiment with group activities and authentic tasks in the spare time, while others stick to traditional lecture driven grammar lessons. These findings validate the argument that secondary school teachers' beliefs are strong determinants of pedagogical methodology and also highlight the need for consensus building through training and policy alignment.

Although skill integration is limited, evidence of emerging and intended practices is encouraging. Some of the secondary school teachers try to link writing with speaking tasks or pair listening activities with oral responses but on a small scale. These efforts are reportedly driven by individual initiative rather than systemic policies, suggesting that integration is not institutionalized yet. This indicates a transitional phase in teaching of English in Pakistani secondary schools where teachers are experimenting but lack a definite framework to guide integrated teaching of language skills.

Speaking and listening are primary skills in English language learning and teaching process. Unfortunately, these basic skills are often neglected by the students and are not even emphasized by the teachers in Pakistani context (Maitlo, 2022).

Some of the private secondary school teachers seem to have training session in integrated language skill teaching but are unable to implement the methodology in their classrooms. However majority of teachers happen to self-struggle with their teaching methodologies bringing them in alliance with the professional expectations and generation of good overall results.

### Conclusion

The research finds that secondary school teachers are well aware of the significance of integrated language teaching so far the development of learners' communicative competence is concerned. They realize that in order to meet the future goals of learners; higher studies, employment opportunities and inter-cultural communication, learners must be taught the practical use of all the four skills of English language integratively. Some of the secondary school teachers tend to include speaking activities in their classrooms but this is limited secondary school classroom practice. Integrated teaching of language skills should be implemented at school level to ensure communicative competence of learners.

### References

Ahmad, A., & Hafeez, M. R. (2011, December). Learning English through translation--a case for bilingual dictionaries. *Language in India*, 11(12), 83.

Ahmed, H. N., Pasha, A. R., & Malik, M. (2021). The Role of Teacher Training Programs in Optimizing Teacher Motivation and Professional Development Skills. *Bulletin of Education and Research*, 43(2), 17-37.

Bashir, T., Afzal, A., & Shah, S. H. (2025). Effectiveness of communicative language teaching (CLT) in developing fluency among secondary school students in Pakistan. *Journal of Applied Linguistics and TESOL (JALT)*, 8(3), 1582-1592.

Bhatti, A. M., Hussain, Z., Azim, M. U., & Gulfam, G. Q. (2020). Perceptions of ESL learners and teachers on writing difficulties in English language learning in Lahore. *International Bulletin of Linguistics and Literature (IBLL)*, 3(3), 11-24.

Brown, H. D. (1994). *Principles of language learning and teaching* (Vol. 1). Prentice Hall.

Crystal, D. (2003). *English as a global language*. Cambridge university press.

Cunningsworth, A., & Tomlinson, B. (1984). Evaluating and selecting EFL teaching materials. (*No Title*).

Dakhalan, A. M., & Tanucan, J. C. M. (2024). The direct method in language teaching: a literature review of its effectiveness. *Lingededuca: Journal of Language and Education Studies*, 3(2), 130-143.

Darn, S. (2006). *Content and language integrated learning. A lesson framework*. *Teaching English Website. British Counsil*. Retrieved from [http://www.teachingenglish.org.uk/think/methodology/clil\\_lesson.shtml](http://www.teachingenglish.org.uk/think/methodology/clil_lesson.shtml)

Hafeez, M. R., & Asif, S. (2010). Impact of dramatics on composition skills of secondary school English language learners in Pakistan. *Language in India*, 10(3), 153–165.

Jing, W. U. (2006). Integrating skills for teaching EFL—Activity design for the communicative classroom. *Sino-US English Teaching*, 3(12), 122-133. Retrieved from <http://www.linguist.org.cn/doc/su200612/su20061201.pdf>

Lyytinen, K. J. (1985). Implications of theories of language for information systems. *MIS Quarterly*, 61-74.

Mahmood, T., & Naz, G. (2018). Teachers' attitudes and the communicative approach in EFL classrooms: A study in Pakistan. *Journal of Policy Options*, 1(3), 96-105.

Maitlo, S. K., Tumrani, G. A., & Ali, S. (2022). Factors affecting speaking and listening skills of english language learners at secondary school level in Sindh, Pakistan. *Journal of Development and Social Sciences*, 3(2), 875-884.

Manan, S. A., Dumanig, F. P., & David, M. K. (2017). The English-medium fever in Pakistan: Analyzing policy, perceptions and practices through additive bi/multilingual education lens. *International Journal of Bilingual Education and Bilingualism*, 20(6), 736-752.

Mueen, A. (1992). English language teaching in Pakistan. *Islamabad: National Book Foundation*, 221.

Murphy, J. M. (1991). Oral communication in TESOL: Integrating speaking, listening, and pronunciation. *TESOL quarterly*, 25(1), 51-75.

Nunan, D. (1989). *Designing tasks for the communicative classroom*. Cambridge university press.

Oxford, R. (2001). Integrated Skills in the ESL/EFL Classroom. ERIC Digest.

Rivers, W. M. (2024). *Teaching foreign language skills*. University of Chicago Press.

Schurr, S., Thomason, J. T., Thompson, M., & Lounsbury, J. H. (1995). *Teaching at the middle level: A professional's handbook*. DC Heath.

Us Saqlain, N., Shafqat, A., & Hassan, A. (2020). Perception analysis of English language teachers about use of contextualized text for teaching ESP. *The Asian ESP Journal*, 16(5.1), 275-299.

Wagner, B. J. (1985). Integrating the Language Arts. ERIC Digest.

Widdowson, H. G. (1978). *Teaching language as communication*. Oxford university press.

Yasmin, F., & Islam, M. (2018). Academic roles of English language teachers: A study of the perceptions of Pakistani teachers and students. *Journal of Foreign Languages*, 6(1), 13-24.