INTEGRATIVE APPROACH TO TEACHING ENGLISH: TEACHERS' PERSPECTIVES AND PRACTICES

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ABSTRACT

This research study draws upon a qualitative case study design through thematic analysis on teachers' beliefs and practices related to integrative approaches to teaching English language at English Language Tuitions Centers (ELTCs) in Quetta, Balochistan. The data was collected via semi-structured interviews and classroom observations following a purposive sampling technique with 10 male and female English language teachers from different ELTCs at Quetta city. Based on the thematic analysis of the two types of data, five themes emerged. These themes included (a) Integrated ELT Approaches, (b) Integrated Classroom Activities, (c) Reasons for Integration of Various Approaches, (d) Impact on Learning the Target Language, and (e) Suggestions (to the teachers). These findings demonstrate that there is a growing acceptance for and the use of integrative approach to teaching English language by the teachers at the ELTCs in Quetta city by incorporating the diverse teaching & learning qualities of different approaches within the same classroom/session. This, in a way, is also paving a way forward to differentiated language teaching as well as adapting ways to meet the learners' needs to a greater extent. However, it may be suggested that future researchers should look into more details in terms of variety of contexts and the impact of training and/or experience of English teachers influences the teaching styles in a post-method era.

KEYWORDS
English Language Tuition Centers (ELTCs), diverse English language teaching approaches, segregated approach, integrative approach, post-method era

INTRODUCTION

Since the creation of Pakistan in August, 1947, in spite of Urdu being the national language, English has been playing the leading role in the official, educational and economic spheres in Pakistan (Mahboob, 2009, Pinon & Haydon, 2010). National Educational Policy (NEP) of Pakistan (2017) also states that during the policy session (2017-2025), "English as compulsory subject shall be started from grade one" onwards (p. 49). As the English language enjoys a great importance in education all over the country, there is a passionate desire in the students to learn it well in the province of Balochistan, Pakistan, too. The Government of Balochistan in the ESP (Education Sector Plan, 2013) states that the province of Balochistan is at the lowest socio-economical position along with the educational achievements in the country. Teachers lack trainings and facilities to teach the students effective interpersonal communication in English language. The Government of Balochistan has itself felt and reported the weaknesses of the students as well as the teachers in English language as:

Language weaknesses (specifically low proficiency in the English language) were identified by students and teachers alike as a major impediment to the ability to pursue higher education courses. The latter, along with other weaknesses of the graduate courses, results in low employability. (Government-of-Balochistan, 2013-2018, p. 75)

Besides academic exams, the English language is the medium for students' evaluation for their future professional purposes also. That is why good communication in English is not only the primary need of the students but also their dream for their bright future. However, the English Language Tuition Centers (ELTCs) are contributing a substantial share for the promotion of English language among the students of all levels in Quetta. As a general claim for better achievement, the language teachers at ELTCs use integrative approach to teaching English language. Accordingly, the current study was conducted as an attempt to understand the teachers' beliefs about and use of integrative approach to teaching English language at the private ELTCs in Quetta.

LITERATURE REVIEW

For this study, the review of the past related studies intelligibly mirrors the weaknesses and strengths of various language teaching methods applied in past and present. It plainly highlights what is required to be done next as remedial measures. It also implies clearly the need for integration of various approaches to teaching English language to cater to the needs of today's students to meet the demands of the current time. Anabokay and Suryasa (2019) conducted a research of 'Descriptive Qualitative Method' in Indonesia. The aim of their research was to portray the various TEFL (Teaching English as a Foreign Language) methods practiced by the EFL teachers in Indonesia. It further aimed at knowing the particular ways of delivery of English language teaching methods and the advantages of integration of various approaches.

The target population of the said research was the 'EFL teachers of International School of NCIPS in Kupang, East Nusa Tenggara- Indonesia'. The research tools utilized were 'Interview & Classroom Observation Sheet'. After the interviews, the researchers observed the integration of various methods of 'TEFL' in the classrooms. They based the description of findings of their research on the 'theory of teaching foreign language methodology' recommended by Larsen-Freeman (1986; 2008) wherein she recommends the integration of various English language teaching approaches like Grammar Translation Method (GTM), Community Language Learning (CLL), the Direct Method (DM), the Total Physical Response (TPR), the Audio-Lingual Method (ALM), the Silent Way and Suggestopedia for better outcomes of English language teaching. In the conclusion, the researchers suggested English language teachers as:

We suggest that they may improve their creativities in using the methods so the learning process will be more fun and exciting for students. Besides, they have to improve their way in using Direct Method and Grammar Translation Method, the teachers are also suggested to use other methods like The Audio-Lingual Method, The Silent Way, Suggestopedia, Community Language Learning (CLL) and The Total Physical Response (TPR). (Anabokay & Suryasa, 2019, p. 22)

Likewise, Ahmed, Pathan and Khan (2017) in a survey conducted in Quetta city discovered that with regard to inter-language phonology, nearly all the students were of the view that they develop dissatisfaction and disappointment in trying to speak fluently in English language. Regarding the second aspect 'inter-language grammar', the students reported that they felt much anxious while failing to make the use of accurate grammatical structures. For the third aspect 'inter-language meaning', the researchers found that a great number of participants expressed their grave apprehensions on their mostly being unsuccessful in making their teachers understand what they actually want to say or mean in their responses.

The researchers concluded that merely grammar is considered to be the pivotal figure for teaching and learning English language in Pakistani context ignoring the other key factors like promotion of students' own sense of creativity by providing them opportunities in form of different classroom activities like group discussions to let them exchange their views with their rest counterparts, pair work activities to develop the sense of comparison and correction with the help of the teacher, audio visual activities to bring them closer to the real environment of target language and many more of such activities. The overall conclusion of their research clearly suggests the use of integrative approach to teaching English language.

Similarly, Ogalo (2005) conducted a descriptive survey research to probe into the

techniques of language teaching that developed skills of English language in the Secondary Schools in Gatundu District, Kenya. The findings showed that the language teachers were mainly focusing 'reading' and 'writing' overlooking the importance of 'listening' and 'speaking' skills. No innovative strategies (integration of key characteristics of various approaches) were benefitted. Hence, suggested to use integrative approach to develop the four basic language skills of students.

In the same way, Motlhaka (2015) in a qualitative research in South Africa probed into the pedagogy of post-method in teaching English language as L2 in the higher education of South Africa. The findings clearly revealed that no single method of language teaching is the best. The language teachers should go beyond the limits of any one prescribed approach. So, the research study advocates the language teachers' autonomy for devising their own method for teaching L2 (by merging the key features of different approaches) based on their previous knowledge, experience and intuition rather than being confined to one particular pre-set method.

RESEARCH OBJECTIVES
1. To probe into teachers' beliefs about and the use of integrative approach to teaching English language at the ELTCs in Quetta
2. To explore the reasons behind the use of integrative approach to teaching English language at the ELTCs in Quetta

RESEARCH QUESTIONS
1. What are the beliefs of teachers about integrative approach to teaching English language at the ELTCs in Quetta?
2. What are the reasons behind the use of integrative approach to teaching English language at the ELTCs in Quetta?

RESEARCH METHODOLOGY
This research followed a qualitative case study design. According to Creswell and Creswell (2018) and Creswell and Poth (2018), a case study in a qualitative research represents an in-depth investigation and analysis of certain activities of one or more individuals, an event, a particular process or a program etc. The researcher collects comprehensive information about the topic being studied from the individuals through various data collection procedures, most prominently, through an in-depth interview and an observation protocol.

Sample Size
There is a considerable number of English Language Tuition Centers (ELTCs) in Quetta, but the present study was limited only to some of prominent ones. A sample of 10 well-experienced male and female teachers was selected to participate in this

study.

Data Collection Instruments
As per the nature of the qualitative case study design, the data collection procedure in this study was through:
    I.   A Semi-Structured Interview Protocol
    II.   A Classroom Observation

A Semi-structured Interview Protocol
The interviews are classified into three main formats, namely, 'structured', 'unstructured' and 'semi-structured' interviews (Avineri, 2017). First, a structured interview is a formal interview with a particular guide, fixed format and the questions are closed-ended, explicit and set in advance (Avineri, 2017; Creswell & Plano Clark, 2018). Second, an unstructured interview has no definite format. Nevertheless, there may be some leading questions set beforehand. The researcher may ask any new questions or change the order of the questions or even can skip any questions set beforehand. (Avineri, 2017; Creswell & Plano Clark, 2018). Third, a semi-structured interview is an amalgamation of both structured and unstructured interviews comprising closed as well as open-ended questions. Unlike the structured interview, it also has an interview guide carrying some pre-set standardized closed-ended questions. Contrarily, like an unstructured interview, open-ended questions grow accordingly as the interview goes on (Avineri, 2017; Creswell & Plano Clark, 2018). The nature of a research topic itself assists the researcher as to which type of interview is appropriate to conduct for data collection (Merriam & Tisdell, 2016; Avineri, 2017). Hence, in this study data was collected through a semi-structured interview followed by a classroom observation.

Classroom Observation
In classroom observation, a researcher sits in a classroom of another teacher in order to observe, comprehend, pick up and reflect back on the facts expressed by the participants (Creswell & Poth, 2018). As the second phase of my research was classroom observation, an observational protocol (see, Creswell & Poth, 2018, i.e., sample observational protocol or guide 'figure 7.7', p. 171) was used. Creswell (2012) asserts that an observational protocol is a good instrument for observing the teachers' (and/or students') behaviours and practices in an educational setting for a research study.

Data Analysis
The data analysis in this study was through 'Thematic Analysis'. It is particularly used in qualitative studies to analyze the classifications of narrative data and to present their specific patterns/themes (Braun & Clarke, 2006 and 2012; Vaismoradi, Jones, Turunen

& Snelgrove, 2016). Thematic analysis is considered suitable and fitting for a study to discover about the research topic with the use of interpretations (Braun & Clarke, 2006; 2012; x Saldaña, 2016). It gives a well-organized feature to the analysis of research data by associating the emerging themes with the entire contents. It leads to the accuracy from within the large amount of data and improves the whole meaning of the conducted research (Vaismoradi et al, 2016; Sundler, Lindberg, Nilsson, & Palmér, 2019). When a research study aims to know the prevalent practices of individuals in a particular field, the researchers consider the thematic analysis more relevant for the data analysis and research findings (Alhojailan, 2012; Vaismoradi, Turunen & Bondas, 2013).

FINDINGS
The findings from both of above-mentioned research tools came out in form of the following five main themes:
1) Integrated ELT Approaches
2) Integrated Classroom Activities
3) Reasons for Integration of Various Approaches
4) Impact on Learning the Target Language
5) Suggestions

Integrated ELT Approaches
The interview responses and classroom observation showed that teachers apply integrated ELT approaches in their everyday English language classrooms. The research participants incorporated the key features from different language teaching approaches within the same classroom as an integrated ELT approach. All the research participants affirmed their purposeful and intentional use of integrative approach to teaching English language because the entire language could not be taught with any single approach. Therefore, there should necessarily be variations in English language teaching. As Saima (one of the research participants) confirming her use of various approaches said, "Yes, I do intentionally use variety of approaches while I am teaching English language in my classrooms". Furthermore, Zahid maintained that:

> *I usually adopt and apply different English language approaches such as the Grammar Translation Method, Communicative Language Teaching, Oral Approach and Situational Language Teaching… I personally focus on the last three approaches a lot as compare to the Grammar Translation Method.* (Zahid)

Additionally, Fauzia also talked about her everyday language-teaching practices as, "Definitely, as far as language teaching is concerned, the teacher is a person who cannot go with a single approach…I really don't go for just one approach. I go for variety of approaches". Likewise, Aneela also talked about her usual language-

teaching practices as, "Yes, we cannot teach the entire language by one method of teaching. There should be multiple or variation of things". In the same manner, Masoom also discussed about his everyday language-teaching practices as, "Yes, of course, being a language teacher, I use a lot of methods & approaches in my language classes".

Integrated Classroom Activities
Majority of the participants were of the opinion that no single approach along with its activities was sufficient for effective/complete communication in English language. Therefore, they integrated and utilized different classroom activities from different language teaching approaches which were grammar, vocabulary, language skills and cognitive development-based activities. Saima speaking about grammar-based activities in her classrooms said:

> *The most common activity which I use in my class is the drill practice. I use fill in the blanks, reading comprehension… I do add grammar activities, sentence creation and correction to my class activities. I go for writing, grammar and oral activities.* (Saima)

Moreover, Zahid iterated that, "I choose different activities such as passage translation…. Briefly mentioning, I go for drill practice, fill in the blank exercise to strengthen the patterns of grammar…". Qaisar also described as, "In GTM, I do sometimes focus translation, for example, focus on the linguistic competence and accuracy of the grammar rules". Similarly, Shahid said, "I most often use activities like book reading, exercises and drill practices, fill in the blanks". Faisal told about his practices as, "The activities which I most often use are word-meaning, synonyms & antonyms, sentence correction, reading comprehension, fill-in-the-blanks". Additionally, Masoom narrated:

> *The English language classroom activities which I often use as per the need of the lesson and learners include: grammar rules and certain structures. passage translation sentence creation and correction practice, fill in the blanks, drill practice.* (Masoom)

Besides, speaking about their use of vocabulary-based activities, Zahid said, "We have vocabulary, a set of isolated words is given to the students to translate them in their mother tongue". Aneela said, "I always go in the introduction for some vocabulary and sentence making with those newly given words". Faisal mentioned about his vocabulary building activities as, "Activities which I most often use are word-meaning, synonyms & antonyms and sentence correction….". In the same manner, findings in the transcripts of interviews and the classroom observations of other participants i.e., Saima, Fauzia, Hameed, Qaisar, Shahid, Shamim and Masoom, the activities which were used as a common practice were pair of words, memorization of words and

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dialogues, pair of words and words meaning and drill practices. Likewise, the participants expressed their views about the use of language skills development activities also. Fauzia commented that "For effective communication, all language skills should be focused. Therefore, I prefer simultaneous improvement in all language skills through different classroom activities". Hameed argued, "we use the target language only and also focus on pronunciation accuracy and, at the same time, promotion of all communication abilities with the use of different language teaching materials and activities". Shahid expressed as, "I most often use activities like different games, role play, pair of words, mock interviews as well as different listening, speaking, reading and writing activities." In the same manner, Saima while talking about her classroom activities regarding improvement of all language skills, said;

> *I do favour discussions, writing activities, reading activities. I do bring a variety of language activities on the screen to improve all language skills (listening, speaking, reading and writing) of my students. For that, I use CALL (Computer Assisted Language learning) in my teaching a lot.* (Saima)

Further, the participants were focusing the cognitive development activities in their classroom as well. Shamim said, "To help my students to develop better understanding, I often go for variety of pair and group work analysis, drill practices for memorization, online searching and many more". Zahid expressing on cognitive development-based activities also said, "I choose different activities for the mental growth of my students on learning the target language like drill practices, grammar patterns memorization, sentences correction practice, different games and pair work etc."

Thus, Saima, Faisal, Hameed, Qaisar, Aneela and Masoom also talked of their focusing the cognitive growth of their students in the target language via various relevant classroom activities. Further, during the observation of classrooms of all participants, a common use of cognitive development activities like self-correction, peer correction, pair and group work analysis, drill practices being used by the teachers were noted.

Reasons for Integration of Various Approaches
This theme brought forth the reasons why the language teachers preferred integrate various approaches to teaching English language. The reasons for the integration of various approaches as emerged were:
   i.   Diversity in approaches
  ii.   Diversity in learners
 iii.   Language skills integration

Faisal, underlining the reasons for diversity in English language approaches, said, "As various characteristics of various approaches mean differently, so, likewise, we choose

from them for several reasons as per the requirement of the language learning stage and the learners." As diversity requires diversity, so, Fauzia expressing her views on the reasons why she used diverse approaches of English language teaching, she said:

I prefer GTM for my weak students. I go with the Direct Method. I just tell them. I just bound them sometime to make them used to of learning the things in English language and try to comprehend that… Moreover, the Communicative Language Teaching is, of course, habit formation approach. I mostly use target language so they become habitual of that. So, I apply Communicative Language Teaching approach in classrooms as well. Audio-Lingual Method is also applied in my classes. I just make them listen. I make them watch movies. There is a mixture of language teaching approaches in my classes for the said various reasons. (Fauzia)

Likewise, Qaisar maintained, "Of course, I do not apply any single approach. I try to go for variety of approaches, a mixture of them I utilize. I use eclectic approach for several reasons of their salient features". Saima expressed her view on using diverse approaches for English language teaching as, "One of the most important reasons is that what I feel that every approach has its own specific characteristics. So, we have to benefit from them all". Shahid rendered as, "The use of various approaches, their integration in the same class is very significant. Actually, these methods and approaches facilitate teachers & learners and make it easy-going for them". Furthermore, Hameed said, "I usually apply different approaches with their different classroom activities for different reasons". Similarly, Aneela argued,

We cannot teach the entire language by one single method. So, there should be multiple or variation of things in English language teaching. If we go for all variety of that, then, of course, the teaching would be relaxing and fun. (Aneela)

The second major reason for the use of integrative approach was that there was a natural diversity in the learners also because of their cognitive, social, cultural, age, family background, schooling, and environmental differences. Zahid highlighting the same said, "If there are different students with different minds and nature of grasping, so, definitely, we have to apply different types of approaches in order to find a way which leads to their minds." Faisal while reasoning for integrative approach for diverse learners, argued as:

Allah Almighty has created man differently like in the same group of individuals, you find one with different characteristics and traits of personality from the others. Along with that, the social environment has also its great role and impact on the individuals. So, the students come to us with different nature, caliber, schooling, family background and even with the difference of the knowledge of target language. So, they can't be

*treated in the very same way, same method or approach, or even with use
of same language learning activities in the classroom.* (Faisal)

Similarly, Qaisar argued, "Of course, no single approach is useful. We need to consider
the caliber and the level of students whether what kind of mindsets they have got.
Accordingly, we have to apply the approaches". Shahid viewed, "The reasons behind
using these activities are their being more productive, easy-going and useful for the
desired outcomes of the teaching & learning purposes in an environment where there
is diversity in learners". Furthermore, the third major reason for the use of integrative
approach to teaching English language was that no single approach covered and
improved all the language skills simultaneously. Masoom gave his opinion on all
language skills integration as:

*For the students being weak in the basic skills of English language like
listening, speaking, reading and writing, the teacher plans accordingly to
better help them out and make them learn easily with the use of key
features from different approaches.* (Masoom)

Moreover, Aneela also said, "In my classes, there are different speaking, reading,
writing and listening activities with help of various English language teaching
approaches". Furthermore, the participants argued that, in the real world, the use of
language is with all skills inclusive. It is the integrative approach which makes the
learners able to communicate in an effective manner in their everyday life with the use
of all language skills because they listen, speak, and to some extent, read and write on
daily basis.

Impact on Learning the Target Language
Theme four brought to light the facts about the influence of integrative approach as to
how it accelerates or quickens learning English language as well as the useful role of
ELTCs in Quetta city in the same regard. On the first place, declaring the integrative
approach to teaching English language as fruit-bearing, the participants maintained
that it has a very positive impact on learners' leaning the target language because the
integrative approach gives the true picture of English communication to the learners
with the possible use of 4 basic skills of English language.

The responses from the research participants and my observation of their classroom
practices clearly highlight the very same thing that variety brings variety. Saima argues
as, "Integrative approach is very useful. Various characteristics of various approaches
make the students learn effectively. These strategies would be the best way to learn
any language with all its skills". Zahid declaring the integrative approach as useful and
rewarding narrated that, "I have got great results from the learners only because of the
various approaches used." Faisal also, speaking on the usefulness of integrative

approach, stated, "When we merge characteristics of various language teaching approaches, it does have fast, sometime even magical, impact and effect on language learners". Fauzia expressed her views on the fruitfulness of the integrative approach as:

> *Combination of various approaches is very much helpful. At the end of the semester of the class, learners show the output of all that. We can easily come to know as to how much the applied approaches and activities were fruitful. Resultantly, integrative approach quickens students' learning the target language.* (Fauzia)

In addition, on the serviceableness of integrative approach, other participants also made confirmatory statements. Hameed, was of the view that, "Bringing together these approaches really affect the students' learning proficiency in English language because we fully involve them in the activities as per their full interest which makes them learn faster". Shahid argued as, "These teaching approaches make the process of learning more productive and effective for students with regard to develop their interest, make them learn in an agreeable environment and manner which proves to be very beneficial". And, Shamim maintained:

> *Students improve and enjoy. They can learn a lot of things like their language proficiency is increased after every passing day.… So, we try to make them understand practically through pictures, through videos and through different ideas and activities. I hope, as per my experience, they easily get what we teach them with the use of variety in approaches and their particular classroom activities.* (Shamim)

Similarly, Masoom stated that, "Yes, all the approaches have different good effects on students' cognitive growth and intellectual development in the target language. These approaches enable them to think and communicate broadly in English language". Aneela also, favouring the motion, argued as:

> *Naturally, brain works in different ways in different learners. So, there should be a variety for them. Not just a single, but variety of choices make them learn in one way or in the other. They are more likely to be successful with the use of multiple approaches.* (Aneela)

On the second place, this theme also highlighted the leading and useful role of ELTCs in Quetta for enrichment of English communication in the learners with a considerable and continued use integrative approach to teaching English language. Masoom discussing about the same fact narrated as:

> *In the government academic institutes like schools and colleges, language learning activities are not used properly because of any reasons. On the other hand, at the ELTCs in Quetta, the teachers can better quench the*

thirst of students learning English language with the use of variety of key features and classroom activities of various approaches. (Masoom)

Additionally, the participants maintained that at public schools and colleges in Quetta, the lack of resources, limited time and the segregated practice of mere reading and writing, do not suffice for effective and successful learning of English. That is why, students from different levels come to ELTCs to have a life-like environment in the evening coaching classes to learn English language. The reason is that there is an integration of language skills which fulfills the language teaching and learning requirements in a better manner. Fauzia said:

In Balochistan, our students are very weak at English. Their grammar and their spoken is not polished at their schools. So, definitely, they come to the language centers for all that. And, the things which are not done at their school timing which is many years, so, the same impossible is covered up within 4 or 6 months. (Fauzia)

It can be concluded in the light of the statements and practices of all research participants that the ELTCs in Quetta are contributing a greater and substantial share for the promotion of English language among the students of all levels. In these language tuition centers, the required language skills are taught in an integrated form because each method being taught separately is not fully sufficient or favourable for language teaching outcomes, that's why a number of teachers and (above said) researchers have recommended the application of integrative approach for the effective results.

DISCUSSION

There emerged two key suggestions which were to English language teachers at the ELTCs in Quetta in general and in the country in particular. In the first place, the participants urged that the language teachers should take into account their continuous professional development and progress on constant basis. As there is continuous advancement in the domain of language teaching approaches all over the world, therefore, the language teachers must keep themselves abreast with any change occurring in the field of language teaching approaches. Suggesting the same, Saima opined, "The language teachers must keep themselves abreast with the latest methods and approaches of English language teaching and with any change that occurs in this domain". Similarly, Faisal was also of the same view that, "If we have an eye on the progress of the world, there has been advancement and progress in approaches of English language teaching, too. So, our teachers have to follow that".

In addition, other participants also suggested that the language teachers must benefit from any new approaches and methods. Hameed giving his opinion said, "English

language teachers have to go for new approaches and methods in their classes in order to make their students more fluent in English language." Moreover, the participants argued that they live and teach in Balochistan, Pakistan, so, they are well aware of the fact that only traditional method of English teaching is prevalent in our government/public schools and colleges which is inadequate for actual communication in English language. The teachers are supposed to do a lot in this regard.

Furthermore, it was also brought to light that a lot of teachers, up to the present time, do not know about different English language teaching approaches. So, they have to pay heed to their continuous professional development. Taking about the unawareness of the language teachers Zahid maintained that:

> *A lot of teachers, but the majority of the English language teachers all over the country, are still unfamiliar with these approaches. They have to keep themselves informed with "WHATs, WHYs and HOWs" of English language teaching.* (Zahid)

They further think that there might be different latest approaches being utilized in the advanced countries in the field of foreign language teaching. Therefore, our teachers are, necessarily, supposed to stay informed in order to have better, desired and fruitful results of their teaching and learning the target language. Shahid suggested the English language teachers as:

> *There might be introduced some newer or integrated approaches introduced in the upcoming future. So, a language teacher has to keep himself/herself abreast with the modern language teaching techniques and approaches with an intent to have better, desired and fruitful results of their teaching and learning the target language.* (shahid)

The suggestions from the research participants other than the teachers' continuous professional development were of the regular use of integrative approach to teaching English language. Most of the participants were of the view that government academic institutes in Quetta have been following the old traditional trend of teaching English (GTM) which does not cater to the needs of the learners for complete communication. Zahid commented on suggested about the same as:

> *We are producing great grammarians but not producing people who can speak English language well in the practical battle field of English language. So, I suggest English language teachers to utilize the characteristics of various language teaching approaches.* (Zahid)

Further, the participants were of the view that teachers, according to the postmethod (Kumaravadivelu, 2006), should free themselves from the constraints of one or two approaches and should choose and intermingle the key features and classroom

activities from various language teaching approaches. In the same way, Zahid suggested the teachers again as:

> *I think, we can produce a new method/approach of English language teaching by mixing the two into one as Communicative Language Teaching and Grammar Translation Method and we can better name them as Grammar & Communicative Language Teaching. This can be done by mixing up their certain techniques and activities.* (Zahid)

Besides, Fauzia also proposed as, "I suggest all English language teachers to please make use of all key features of various English language teaching approaches so that our students may meet the challenges of English language communication in their times". Likewise, Masoom also commented and suggested as:

> *Our English language teachers must know and utilize activities from various approaches of English language teaching and must keep themselves informed about the modern techniques and technology for better and desired outcomes of English language teaching.* (Masoom)

The participants further suggested that the teachers need to work on their pronunciation as well as on the correct pronunciation of the learners also. They suggested that the learners need to be taught and given practices of pronunciation and phonetic rules on everyday basis. Moreover, there was another suggestion that the learners should be given language improving home-assignments also so that, by using their common sense and interest, they can improve their language skills and knowledge through different relevant assigned tasks, books and videos, especially, with the use of computers and/or smart-phones etc. at home. For learning the target language, it was suggested that the learners must not entirely rely on the teacher. If they work on their own, it develops their self-belief and confidence. They will be able to search for the required things on the internet and other resources to improve their English language skills by themselves. Shamim suggesting the same maintained:

> *The students must not depend entirely on their teacher. If they work themselves, then, there will be something like they must take the help of internet as there are national and international websites and lectures etc. present on the internet on YouTube etc. to improve their English language skills by themselves.* (Shamim)

Further, as per the participant, it is the 21st century, the era of latest technology. Our teachers should use computers and other multiple ways to make the students learn through the latest technology. And, the teachers have to make their classes students-centered. The environment and the classroom activities should be student-friendly.

After a comprehensive data analysis, this research study concluded as: First, the

leading approaches integrated in the ELTCs were found to be the Grammar Translation Method, Communicative Language Teaching, Audio-Lingual Method, Computer Assisted Language Learning, Oral Approach and/or Situational Language Teaching, Total Physical Response, Communicative Language Learning, and the Direct Method. Second, the most common classroom activities through which the English language teaching approaches were integrated were: word-meaning, synonyms & antonyms, sentence creation and correction, various drill practices for vocabulary, pronunciation and spelling correction, different writing activities, fill in the blanks, book reading, passage translation, grammar activities, pair/group discussions, audio-visual activities, different games, role-play, self-correction and peer correction exercises, random-speech topics etc. Third, the reasons why the English language teachers integrated significant features from various approaches came forth as, first, the entire language (English) could not be taught by just any single method. Naturally, the integrative approach becomes a multi-benefiting technique. The second reason was that there was diversity in the learners on the basis of differences in their cognitive, social, cultural, age, family background, schooling and their living environment. Therefore, no single method could cater to their different needs. The third major reason for the use of integrative approach was that learning a language really meant improving of all language skills simultaneously. As it was impossible by any single approach, therefore, it was necessary to provide the learners such an environment where they could use their skills of listening, speaking, reading and writing together through the integrative approach because it had a very positive and quick impact on learning the target language. At last, there were recommendations to the language teachers to consider their continuous pre-professional development by updating themselves with any new emerging language teaching approaches in the world and they should make the most of integrative approach to teaching English language.

RECOMMENDATIONS
Recommendations for the English Language Teachers
Drawing upon the above given details, the crux of the recommendations to the English language teachers from the participants of this research study are summarized as:
English language teachers should take their continuous professional development into consideration on constant basis to come and to bring their students at par with the latest standards.
It is a fact that brain works, naturally, in different ways in different learners. So, there should, necessarily, be a variety for them. Therefore, it is highly recommended that the teachers integrate various English language teaching approaches in order to better cater to the needs of their learners.
The teachers should work on their as well as on their students' correct pronunciation. Students should be given practices of phonetic rules and pronunciation on everyday basis through different relevant assigned tasks, books and videos, especially, with the

use of computers and/or smart-phones etc. at their homes to enhance the innovative qualities in them.

Students should be enabled to utilize internet to improve their English language skills by themselves.

The environment and classroom activities should all be student-friendly.

Recommendations for the Future Researchers

As the current research was to know the teachers' beliefs about and use of integrative approach to teaching English language, the future researchers can go for other features of teaching and learning English language like grammar patterns, vocabulary building, spelling techniques, task-based learning, the role of multimedia in learning English language etc.

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