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## Exploring Vietnamese Teachers' Pedagogical Practices in Integrating Skills in General English Classrooms

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**Abstract.** The integrated skills approach is widely recognized for its potential to enhance students' English proficiency and foster greater classroom engagement. Despite the growing body of literature on integrated skills, limited research has examined how teachers have implemented this approach in a Vietnamese university context. This study explored the pedagogical practices of English foreign language instructors in integrating skills within General English classrooms. A mixed-methods design was employed, with quantitative data from a closed-ended questionnaire administered to 102 instructors who were selected through convenience sampling in Ho Chi Minh City, Vietnam, and qualitative data obtained from structured interviews with 12 purposefully selected lecturers. The findings from both data sources converge, revealing that teachers' application of integrated skills in the classroom remains limited, with their teaching practices characterized by traditional and inflexible methodologies. In the five teaching domains of integrated practice, instructors demonstrated competence in designing follow-up activities and selecting appropriate thematic content. However, they faced challenges in effectively implementing integrated teaching methods, activities, and testing. Furthermore, factors such as student attitudes and teachers' skill levels were found to directly impact the effectiveness of integrated skills teaching. These findings guide the five domains for teachers to apply in classrooms and underscore the need for teachers' training programs to support effective integrated skills teaching. This study advocates professional development programs to equip teachers with the knowledge and skills to implement integrated pedagogies effectively.

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## 1. Introduction

English is an international language used to connect people in the current era of globalization. Acknowledging the importance of English language skills as a key factor for graduates to develop their businesses worldwide, many nations have promoted innovations in English foreign language (EFL) teaching (Ahmad & Khan, 2023). To promote English as an official language, the Vietnamese government has implemented several policies to enhance proficiency, as outlined in Conclusion No. 91-KL/TW, focusing on educational reform, industrialization, modernization, and global integration (Vietnam Government, 2024). However, at present, Vietnamese students' language proficiency is not at a desired level of language competence (Lap et al., 2022). They experience problems orally conveying their thoughts or holding conversations in university English classrooms.

Language teaching approaches and methods have suffered from many different historical stages, each of which addressed the limitations of previous methods. For example, the grammar-translation and audio-lingual method were effective but lacked adaptability to change educational contexts and failed to foster overall language proficiency (Larsen-Freeman & Anderson, 2011; Richards & Rodgers, 2014). The communicative language teaching approach aligned with the integrated skills approach by emphasizing meaning-making and communication; however, it has not sufficiently addressed the sequencing of skill instruction, a crucial factor in effective language learning (Nation, 2007). Literature advocates for the integrated skills approach to the study of language (Bresnihan & MacAuley, 2014; Moghadam & Adel, 2011; Newton & Nation, 2020; Onoda, 2013; Richards & Rodgers, 2014; Thornbury, 2017).

Implementing the integrated skills approach in the classroom would help teachers create dynamic lessons that address students' diverse learning styles and involve the students in diverse learning activities or tasks. This integration encourages teachers to vary learning activities, helps students use the language they have learned in a free, vibrant and natural way, enhances their competence for self-expression, and encourages them to take more chances when using the language. The integrated learning approach would successfully raise English learning outcomes (Davies & Pearse, 2000; Kalsum et al., 2023; Neupane, 2024; Usman & Mahmud, 2024) and impact the motivation and engagement level of EFL learners (Azis, 2023).

In Vietnam, despite recognizing the significant influence of integrated skills in language teaching, it has had very little impact. Many students make minimal progress regarding their language proficiency, especially in the four language skills. Wu and Alrabah (2014) claimed that while most English teachers adopted integrated skills instruction, they were ambivalent toward the practical application of it in their classrooms. To explain this issue, Kebede (2014) claimed that although teachers have theoretical orientations, they do not possess the

necessary practical abilities to conduct integrated skills teaching in their classrooms. Therefore, although the integrated skills method has been extensively used in language education, more research needs to be conducted on how to implement it pedagogically in the classroom. Few studies have been conducted to investigate this gap in the context of Vietnamese universities so this study was necessary.

## **2. Theoretical Framework**

### **2.1 Krashen's Second Language Acquisition Theory**

The integrated skills approach is based on Krashen's (1982) theory of second language acquisition, which provided a theoretical framework for this study. The key points for using second language acquisition as the framework for this study are that, first, this theory emphasizes that the order and sequence of acquisition play an important role in teaching and learning English. The acquisition order refers to the sequence in which learners acquire language elements, such as grammatical structures. The acquisition sequence refers to the stages in which learners acquire specific language elements, such as particular grammatical structures. Second, this theory particularly places high importance on the silent period, which is understood as providing comprehensible input. The best teaching provides understandable input in situations that contain messages that learners want to hear. This allows them to produce output when they are ready to demonstrate improvement. Furthermore, four language skills, including listening, speaking, reading and writing, must be taught in a natural sequence with thematic links. This sequence builds a strong positive relationship in acquiring the target language (Krashen & Terrell, 1983). If learners develop their listening and reading skills through specific practice, they are sure to develop the confidence to write or speak in any context.

### **2.2 Constructivist Theory**

Constructivist theory is based on the theoretical assumption that learning outcomes, teaching or learning activities, and assessments must be connected to one another (Vygotsky, 1978). Incorporating constructivism theory into the study allows for a deeper understanding of how teachers' interactions influence their pedagogical practices and how they support student learning.

First, teaching activities in constructivist classrooms must be designed to be interactive and collaborative among the students through questioning, explaining, and offering timely support and feedback (Olusegun, 2015). Teachers must consider their students' prior knowledge and interests when designing teaching activities. Teachers' classroom activities in teaching practice comprise teachers' organizational procedures, time management, and formulation of behavior management plans. Practical classroom activities enable students to participate in positive classroom environments to achieve expectations and learning outcomes.

Second, in constructivist classrooms, teachers must often provide diverse activities as testing methods to match students' learning outcomes, such as students' work or points of view (Biggs & Tang, 2011). Third, learning tools and

materials are the various supportive tools and resources teachers provide to students to help them achieve their learning goals. Guided learning materials based on real contexts have been identified as an effective way to improve student learning outcomes.

### **3. Literature Review**

#### **3.1 Integration Ways**

Language skills are classified into two types of integration: semi-integrated and fully integrated (Hirvela, 2013; Myskow et al., 2019). Semi-integrated features restricted combinations of skills, usually between reading and writing or listening and speaking, in which listening serves as input to produce speaking, which is the output of the lesson (Al-Dosari, 2016; Alhujaylan, 2020; Cho & Brutt-Griffler, 2015; Deane & Philippakos, 2024; Gutierrez de Blume et al., 2021; Kim & Zagata, 2024; Mart, 2020; Nguyen, 2022; Park, 2016; Tatsanajamsuk, 2024; Wang et al., 2021; Yerukneh et al., 2023; Zhang & Li, 2023). The presentation sequence of skills must align with the theory of second language acquisition (Krashen, 1982). The second way to integrate skills is the fully integrated skills approach, in which educators aim to have students employ more than two skills when producing discourse (Bresnihan & MacAuley, 2014; Yang & Plakans, 2012). Hajar (2022) suggested that the teacher could use two, three, or four skills during a class period. Notably, Onoda (2013) applied the four strands of language teaching to language learning and compared a three-linked-skills teaching and four-skills integrated teaching approach. This study indicated that teaching with an integrated approach involving four skills is more effective than teaching three related skills.

#### **3.2 Thematic Instruction**

Anderson (2019) recommended designing a lesson in a teaching sequence around a theme to reuse language as the students practice the four skills, all related to, or centered around, the same theme. This effort aimed to maximize opportunities for reinforcement, offer repeated exposure to the input, and raise awareness of how language is used in communication (Hinkel, 2010). MacDonald et al. (2011) emphasized that choosing a suitable theme is especially important. Students should be motivated to learn how to interact with the information in English by finding it relevant to them. However, MacDonald et al. (2011) emphasized that although the EFL textbooks are thematic in content, teachers rarely link skills in the textbooks to apply to their lessons. Bresnihan and MacAuley's (2014) study revealed that students appreciated input, output, and interaction because they contribute to improved performance and language skill development.

#### **3.3 Pedagogical Teaching Cycle**

According to Celik and Yavuz (2015), successful language acquisition means that "language skills –listening, speaking, reading and writing – are taught in the correct order and are integrated into the learning process in a way that each natures one another" (p. 2137). Burgess (1994) proposed an integrated cycle of skills practice, including four stages: (1) warming up, (2) visual illustrations, (3) speaking skills, and (4) writing skills. Su (2007) later designed an integrated

teaching cycle with four steps: (1) warm-up, (2) follow-up activities, (3) extension activities, and (4) homework. This design did not indicate the three components of input provided by teachers, the interaction and output, which leads to learners' difficulty getting efficient input and ideas to present their product.

Goh and Burns (2012) defined the speaking teaching cycle with seven stages, including (1) speaking skills, (2) providing input, (3) speaking exercises, (4) language practice, (5) repeating speaking exercises, (6) learners' reflection on learning, and (7) feedback. These cycles should be coherently sequenced in the classroom. Similarly, Weber-Fève (2009) stated that teachers should notice how input-to-output can be combined in a lesson, building a continuum from input, interaction, and output so that students can effectively explore the coherent and connected content they are learning. Parrish (2019) suggested that integrated skills classes should use picture stories, mingling activities, group discussion, jigsaw reading, paired reading, role-play, interviews, presentations, and information-gap activities. Parrish added follow-up activities, which provide a good opportunity for teachers to consolidate and expand lessons.

### **3.4 Teaching Activities**

Sevy-Biloon's (2018) study concluded that providing various activities could help students increase their knowledge and improve their listening, reading, writing, speaking, and content skills. Role-play activities could help students act out real-life conversations and situations in the second language classroom (Sevy-Biloon, 2018). Su (2007) indicated that classroom reading and listening activities may dominate. The key to practical lessons is including various practice activities through which students can use language for real-life, meaningful purposes (Parrish, 2019). Parrish (2019) suggested that integrated skills classes should use picture stories, mingling activities, group discussion, jigsaw reading, paired reading, role-play, interviews, presentations, and information-gap activities. Scrivener (2012) claimed that these activities could exist in a lesson but they do not need to happen in a particular order. Bentahar and Cranker (2021) encouraged teachers to let students watch a video clip, design a reading text for students to complete while watching, or allow students to listen to a lecture and take notes.

### **3.5 Language Testing**

Powers (2010) argued that multiple formats and methods should be employed when testing important knowledge, skills, and abilities. For the listening and reading test, teachers may employ multiple-choice questions that require students to select answers from a set of choices. For the speaking and writing test, it is recommended that teachers design a test that helps students produce answers in response to various question items. Idaryani (2013) argued that tests should include various question types, such as multiple-choice and fill-in-the-gap questions. Additionally, students may write about their future expectations after graduating from their studies in one paragraph or they can perform a role play. Testing must reflect students' learning processes, including presentations, role plays, or discussions. Hinkel (2010) suggested dictation tests that integrate listening and writing abilities or cloze tests that integrate vocabulary, grammar, and discourse skills.

### 3.6 Influencing Factors

There are four factors that influence teachers' pedagogical effectiveness. First, equipment plays a critical role in teaching integrated skills. Pardede (2019) said schools should ensure sufficient resources such as computers, internet connection, and photocopy machines.

Second, having an ideal textbook aligned with instructional goals is important for teaching and contributes significantly to students' communication (Usman & Anwar, 2021). Pardede (2019) recommended that a unit starts with an overview of essential vocabulary, then moves on to a lesson on grammar, a listening passage with comprehension questions, a reading passage with comprehension questions, and a writing assignment.

Third, English teachers may lack the pedagogical understanding and expertise to teach language skills in integrated contexts (Richards & Rodgers, 2014). Teachers need to be open to working closely with one another. Fourth, students' motivation and proficiency levels are also significant factors that affect teaching and learning. Gan and Lee (2016) stated that students had low motivation for integrated task participation and low retention of language knowledge due to the inability to complete new communicative tasks and reluctance to participate in communicative-oriented tasks due to limited language proficiency.

Although the literature shows extensive research into the integrated skills approach, studies about how teachers apply the five domains (integrated ways, thematic instruction, pedagogical teaching cycle, testing activities, and testing) remain few. Little attention has been paid to how teachers practice their teaching in the settings of General English classrooms in Vietnam. Therefore, this study reported on teachers' current integrated teaching practices in General English classrooms regarding the five domains of the integrated skills approach. Consequently, the study addressed the central research question: To what degree do EFL lecturers practice integrated skills to make decisions about their teaching process?

## 4. Methodology

### 4.1 Research Design

The study followed a mixed-method approach, which involved gathering and analyzing quantitative and qualitative data. A mixed-methods design helps authors collect better data in terms of quality and scope (Creswell & Creswell, 2017). The explanatory sequential design allows the author to use quantitative participant characteristics to guide purposive sampling for the qualitative phase (Creswell & Creswell, 2017).

### 4.2 Participants

The study involved 102 full-time and part-time teachers from three public universities (assigned pseudonyms UHVK01, UHTC02, and UHTG03) in Ho Chi Minh City, Vietnam, each representing a distinct academic field, namely social sciences, technology, and transport. The participants were instructors from the

General English program, with ages ranging from 30 to 55 years, and including both male and female educators. Convenience sampling was used to collect quantitative data based on willingness and availability. The teachers had between 5 and 30 years of experience teaching listening, speaking, reading, and writing at universities. In the qualitative phase of the study, 102 teachers who completed the questionnaire were purposefully selected for in-depth interviews. The researchers chose two teachers from each university based on their responses, which were chosen at the lowest and highest scale, so twelve teachers were invited to participate in the interview session.

### 4.3 Instruments

#### 4.3.1 Questionnaire

The questionnaire was developed based on the synthesis of the literature about teachers' integrated skills practice (Celik & Yavuz, 2015; Idaryani, 2013; MacDonald et al., 2011; Onoda, 2013; Pardede, 2019; Parrish, 2019; Powers, 2010). All the items were original. The questionnaire included 36 items. All items were gauged through a 5-point Likert scale ranging from 1 (Never; Not at all influential) to 5 (Always; Extremely influential). The content of the questionnaire included two parts: personal information and two branches of questions, which are (1) current implementation of teaching integrated skills and (2) other factors influencing teaching integrated skills (Appendix 1). The questionnaire simplified data gathering from the participants to eliminate bias. The order of questions was arranged to rate continuously from 5-4-3-2-1 and to calculate the average. The maximum average was 5.00, and the minimum average was 1.00. Therefore, the fluctuation of the average was 0.8 (Table 1).

**Table 1: Distribution of scores for item judgment**

Range	Judgment				
	1.00-1.80	1.81-2.60	2.61-3.40	3.41-4.20	4.21-5.00
Corresponding level	Never	Rarely	Sometimes	Often	Always
	Not at all influential	Slightly influential	Somewhat influential	Very influential	Extremely influential

#### 4.3.2 Interview

The semi-interview questions were designed based on the synthesis of integrated skills literature (Goh & Burns, 2012; Hinkel, 2010; Parrish, 2019; Sevy-Biloon, 2018) and the preliminary analysis of the teachers' completed questionnaire. The purpose of the interviews was to elaborate on the quantitative findings. The semi-interview consisted of six questions and included two parts, including a personal introduction and the teachers' previous implementation of teaching integrated skills for non-English major students (Appendix 2).

### 4.4 Validity and Reliability

The questionnaire was thoroughly evaluated by three EFL teachers to guarantee language accuracy and content validity. Their comments and perspectives were important in improving the survey instrument, increasing its credibility and efficiency in obtaining valuable answers. The reliability of the questionnaire is shown in a pilot test. A total of 20 teachers, who were not the participants in the main study but were comparable in terms of teaching experiences and teaching

contexts, took the pilot questionnaire. The purpose was to ascertain if they understood the survey items appropriately. No concerning comments were raised.

The results from the reliability of Cronbach's Alpha were high (all over 0.8), which illustrates the internal consistency (Table 2). Therefore, the questionnaire data could be officially used for the study.

**Table 2: Reliability coefficients for the scale dimensions and the scale as a whole**

Dimensions	Number of items	Cronbach's Alpha
Integration Forms	6	0.801
Thematic Instruction	2	0.805
Teaching Cycle	5	0.831
Teaching Activities	12	0.910
Testing	7	0.848
Influencing Factors	4	0.806

The interview guide was validated by colleagues who assessed each question's clarity, relevance, and comprehensiveness. Feedback was provided for revision and refinement of the questions. The reliability of the interviews was carried out using member checking, in which the participants were asked to verify the information in the interview transcripts and get their agreement on the accuracy of what was in the transcript.

#### 4.5 Data Collection

The researcher distributed a paper-based questionnaire because this gave the researcher the opportunity to clarify the objectives of the research, explain the instruction, and receive a high response rate. The time for filling in the questions lasted 30 minutes. A total of 102 teachers completed and submitted the questionnaire.

The interview was conducted with 12 teachers from three universities individually and in person, lasting about 30 minutes. The participants gave permission for the interviews to be recorded. The interviewer and interview participants made appointments at a convenient place for them. The interviews followed these steps: (1) self-introducing, (2) focusing on six interview questions and (3) ending the interview. The interviewer used some prompt questions to elicit answers from the participants. The interview participants' names were coded to guarantee confidentiality (Jackson & Bazeley, 2019).

#### 4.6 Data Analysis

Data collected from the questionnaire were analyzed using the Statistical Package for the Social Sciences (SPSS) software. Descriptive statistics were used to analyze the data, including frequencies (Freq), percentages (%), mean (M), and standard deviation (SD). The data were presented in tables and grouped in themes.

Data collected from the interviews were collected using Nvivo software. Thematic analysis was used. Audio recordings of the interviews were analyzed



following the grounded theory approach (Corbin & Strauss, 2014), which involves interconnected collection and analysis of data, allowing the researcher to gather and analyze data concurrently without reliance on pre-existing hypotheses. The procedures of analyzing the interview data followed six main steps: (1) becoming familiar with data; (2) creating code; (3) searching for the content or themes; (4) reviewing the prior content or themes; (5) determining the names of the content or themes; and (6) making a report. Quotations from the participants' responses were selectively extracted for inclusion in the results section to illustrate the themes.

#### 4.7 Ethical Considerations

Information about the research was provided to the participants. Assurances of confidentiality were given, together with information that participation was voluntary and that withdrawal was possible at any time. Written consent was obtained from the teacher participants.

### 5. Findings

The study addressed the central research question: To what degree do EFL lecturers practice integrated skills to make decisions about their teaching process?

#### 5.1 Quantitative Findings

##### Domain 1: Integrated Ways

Regarding the first domain of the study, the descriptive statistics, including frequency, percentage, mean, and standard deviation, for each item are illustrated in Table 3.

**Table 3: Teachers' responses to integrated ways (N=102)**

Items	Valid						M	SD
		1*	2*	3*	4*	5*		
Teaching the four skills of listening, speaking, reading, and writing in one lesson for each meeting	Freq	6	91	5	0	0	1.99	0.32
	%	5.9	89.2	4.9	0.0	0.0		
Teaching the three skills of listening, speaking, and writing in one lesson for each meeting	Freq	7	83	12	0	0	2.04	0.43
	%	6.9	81.4	11.8	0.0	0.0		
Teaching the three skills of listening, reading, and writing in one lesson for each meeting	Freq	3	12	68	19	0	3.00	0.65
	%	2.9	11.8	66.7	18.6	0.0		
Teaching the two skills of reading and listening in one lesson for each meeting	Freq	2	4	36	47	13	3.63	0.83
	%	2.0	3.9	35.3	46.1	12.7		
Teaching the two skills of speaking and writing in one lesson for each meeting	Freq	0	6	36	47	13	3.65	0.77
	%	0.0	5.9	35.3	46.1	12.7		
Teaching one skill, including, listening, speaking, reading, or writing in one lesson for each meeting	Freq	0	3	24	69	6	3.76	0.59
	%	0.0	2.9	23.5	67.6	5.9		

(\*) Level: 5= Very often; 4= Often; 3= Usually; 2= Rarely; 1= Never

Table 3 summarizes teachers' responses to the frequency of integrating multiple skills in their lessons. The findings indicate that teachers typically integrated two skills during lessons, while making use of three or more skills in one session was rare. Specifically, 89.2% and 81.4% of participants reported "rarely" teaching all four skills (listening, speaking, reading, and writing) or three skills (listening, speaking, and writing) in a single lesson. These practices received average scores of 1.99 and 2.04, respectively, with no responses for "often" or "very often." Conversely, integrating two skills—such as listening and reading (46.1%) or speaking and writing (46.1%)—was more common, with average scores of 3.63 and 3.65, respectively. Similarly, 67.6% of participants indicated they "often" focused on a single skill, such as listening, speaking, reading, or writing, in one session, yielding an average score of 3.76. Nearly half of the teachers (46.1%) reported consistently teaching two skills per session, reflecting a preference for limited integration over fully integrated approaches.

### Domain 2: Thematic Instruction

Table 4 presents teachers' responses to thematic instruction in integrating skills.

**Table 4: Teachers' responses to thematic instruction (N = 102)**

Items	Valid					M	SD	
		1*	2*	3*	4*			5*
In relation to students' daily routines or their future work based on different and various activities within one topic with four skills	Freq	0	0	67	31	4	3.38	0.56
	%	0.0	0.0	65.7	30.4	3.9		
In relation to students' daily routines or their future work based on four different topics with four different skills	Freq	0	0	0	59	43	4.42	0.49
	%	0.0	0.0	0.0	57.8	42.2		

(\*) Level: 5= Very often; 4= Often; 3= Usually; 2= Rarely; 1= Never

The results indicate a strong preference for instruction related to students' daily routines and future work. Specifically, 57.8% of teachers reported "often" using thematic instruction involving four different topics and four skills, while 42.2% reported "very often" using this approach, resulting in a high mean score of 4.42. Instruction focused on various activities within a single topic was "usually" applied, with 65.7% of teachers selecting this option, yielding a mean score of 3.38.

### Domain 3: Pedagogical Teaching Cycle

Table 5 summarizes teachers' responses regarding their use of pedagogical teaching cycles.

**Table 5: Teachers' responses to pedagogical teaching cycle (N = 102)**

Items	Valid					M	SD	
		1*	2*	3*	4*			5*
Teaching goes through some procedures: lead-in; teaching listening and reading; grammatical, vocabulary, and pronunciation practice; teaching speaking and writing; feedback and assessment; and follow-up activities.	Freq	4	45	47	6	0	2.53	0.67
	%	3.9	44.1	46.1	5.9	0.0		
Teaching goes through some procedures: teaching reading; teaching speaking; teaching listening; teaching writing.	Freq	0	13	69	18	2	3.08	0.61
	%	0.0	12.7	67.6	17.6	2.0		
Teaching goes through some procedures: warming up with listening or reading skills; visual illustration; teaching speaking; and teaching writing.	Freq	0	0	66	34	2	3.37	0.52
	%	0.0	0.0	64.7	33.3	2.0		
Teaching goes through some procedures: presenting the content of the lesson; completing the task in the textbook; and ending the lesson with comments and assessment.	Freq	1	7	26	57	11	3.68	0.79
	%	1.0	6.9	25.5	55.9	10.8		
Teaching goes through some procedures: leading in; doing and checking assignments; and ending the lesson by giving a summary of the lesson.	Freq	0	6	32	54	10	3.66	0.73
	%	0.0	5.9	31.4	52.9	9.8		

(\*) Level: 5= Very often; 4= Often; 3= Usually; 2= Rarely; 1= Never

The results highlight that structured, textbook-based procedures dominate classroom practices. For instance, procedures such as presenting lesson content, completing textbook tasks, and concluding with comments and assessments (Statement 4) were rated "often" by 55.9% of teachers, yielding a high mean score of 3.68. Similarly, leading in, checking assignments, and summarizing lessons (Statement 5) were also rated "often" by 52.9% of participants. More dynamic approaches, such as warming up with listening or reading skills followed by visual aids, speaking, and writing (Statement 3), were "usually" implemented by 64.7% of teachers, with a mean score of 3.37. In contrast, more traditional and rigid cycles, such as lead-in activities followed by specific skill practice (Statement 1), were rated "rarely" or "usually" by the majority, indicating limited use.

#### Domain 4: Teaching Activities

An overview of the teaching activities used in General English classrooms is shown in Table 6.

**Table 6: Teachers' responses to teaching activities (N = 102)**

Items	Valid						M	SD
		1*	2*	3*	4*	5*		
Picture stories	Freq	0	92	7	3	0	2.12	0.41
	%	0.0	90.2	6.9	2.9	0.0		
Mingle activities	Freq	0	72	21	5	4	2.42	0.76
	%	0.0	70.6	20.6	4.9	3.9		
Collaborative writing activities	Freq	7	70	23	2	0	2.19	0.58
	%	6.9	68.6	22.5	2.0	0.0		
Group discussion	Freq	0	9	62	24	7	3.28	0.72
	%	0.0	8.8	60.8	23.5	6.9		
Jigsaw reading	Freq	0	65	34	3	0	2.39	0.54
	%	0.0	63.7	33.3	2.9	0.0		
Paired reading	Freq	3	54	34	9	2	2.53	0.77
	%	2.9	52.9	33.3	8.8	2.0		
Interview	Freq	0	23	51	23	5	3.09	0.80
	%	0.0	22.5	50.0	22.5	4.9		
Role play	Freq	0	19	47	28	8	3.24	0.84
	%	0.0	18.6	46.1	27.5	7.8		
Video and reading text	Freq	4	61	32	4	1	2.38	0.67
	%	3.9	59.8	31.4	3.9	1.0		
Information-gap activities	Freq	0	4	24	62	12	3.80	0.68
	%	0.0	3.9	23.5	60.8	11.8		
Presentation	Freq	0	6	21	58	17	3.84	0.76
	%	0.0	5.9	20.6	56.9	16.7		
Lecture	Freq	3	19	57	21	2	3.00	0.77
	%	2.9	18.6	55.9	20.6	2.0		

(\*) Level: 5= Very often; 4= Often; 3= Usually; 2= Rarely; 1= Never

Table 6 provides an overview of the teaching activities used in General English classrooms, highlighting varying levels of implementation. The two activities of information-gap tasks (M = 3.80) and presentations (M = 3.84) were rated as "often" used, reflecting their alignment with interactive and communicative teaching approaches. Additionally, group discussions (M = 3.28), role-play (M = 3.24), interviews (M = 3.09), and lectures (M = 3.00) were "usually" implemented, suggesting their versatility and effectiveness in reinforcing language skills across diverse contexts. Conversely, activities such as picture stories (M = 2.12), collaborative writing (M = 2.19), video and reading text (M = 2.38), and jigsaw reading (M = 2.39) were "rarely" employed, potentially due to time constraints or challenges in integrating them into existing curricula.

### Domain 5: Testing

The teachers' responses to various testing methods in General English classrooms are presented in Table 7.

**Table 7: Teachers' responses to testing (N = 102)**

Items	Valid						M	SD
		1*	2*	3*	4*	5*		
Listening and note-taking	Freq	0	39	54	9	0	2.70	7.62
	%	0.0	38.2	52.9	8.8	0.0		
Individual presentation	Freq	5	17	45	29	6	3.13	0.93
	%	4.9	16.7	44.1	28.4	5.9		
Role-playing	Freq	12	63	21	6	0	2.20	0.72
	%	11.8	61.8	20.6	5.9	0.0		
Multiple choices	Freq	0	2	10	44	46	4.31	0.73
	%	0.0	2.0	9.8	43.1	45.1		
Answering questions with reading passage	Freq	0	3	46	39	14	3.62	0.75
	%	0.0	2.9	45.1	38.2	13.7		
Sentence-building	Freq	0	1	18	58	25	4.04	0.68
	%	0.0	1.0	17.6	56.9	24.5		
Replying to emails with reading passage	Freq	0	8	43	37	14	3.55	0.82
	%	0.0	7.8	42.2	36.3	13.7		

(\*) Level: 5= Very often; 4= Often; 3= Usually; 2= Rarely; 1= Never

Table 7 summarizes teachers' responses to various testing methods in General English classrooms. The findings indicate that four testing types – multiple-choice (M = 4.31), answering questions with a reading passage (M = 3.62), sentence-building (M = 4.04), and replying to emails with a reading passage (M = 3.55) – are "often" or "very often" utilized, reflecting their suitability for assessing students' comprehension and written skills. Role-playing (M = 2.20) was "rarely" selected, suggesting limited adoption due to possible logistical or practicality concerns. Additionally, listening and note-taking (M = 2.70) and individual presentations (M = 3.13) were "usually" incorporated into assessments, highlighting their role in evaluating speaking and listening skills.

### Domain 6: Influencing factors

Table 8 summarizes teachers' responses regarding factors influencing the quality of English teaching in General English classrooms.

**Table 8: Teachers' responses to influencing factors (N = 102)**

Items	Valid						M	SD
		1*	2*	3*	4*	5*		
School facilities	Freq	0	8	64	30	0	3.21	0.57
	%	0.0	7.8	62.7	29.4	0.0		
Textbooks	Freq	0	0	46	43	13	3.67	0.69
	%	0.0	0.0	45.1	42.2	12.7		
Teacher's pedagogy	Freq	0	0	0	27	75	4.73	0.44
	%	0.0	0.0	0.0	26.5	73.5		
Students' awareness and language competence	Freq	0	0	0	0	102	5.00	0.00
	%	0.0	0.0	0.0	0.0	100.0		

(\*) Level: 5= Extremely influential; 4= Very influential; 3= Somewhat influential; 2= Slightly influential; 1= Not at all influential

The findings highlight that various external and internal factors significantly impact teaching effectiveness; their impact is moderate while they play a role. School facilities (M = 3.21) were rated as “somewhat influential,” indicating that while they play a role, their impact is moderate. Textbooks (M = 3.67) were deemed “very influential,” reflecting their importance in lesson planning and instructional delivery. Teacher pedagogy (M = 4.73) emerged as a critical factor, with 73.5% of participants identifying it as “extremely influential.” Notably, all 102 teachers unanimously agreed that students’ awareness and language competence (M = 5.00) are the most significant determinants of teaching success, emphasizing the crucial role of learner motivation and ability in achieving educational outcomes.

## 5.2 Qualitative Findings

The study identified six key themes that prevented teachers from implementing integrated skills education, including (1) skills integration, (2) skills sequence, (3) integrated cycle, (4) teaching activities, (5) teaching allocation, and (6) teaching follow-up activities.

### Skills integration

Among the 12 teachers in this study, almost all teachers (10/12) often used only two skills in their teaching lesson in one meeting. For example, Teacher 4 at University UHVK01 and Teacher 5 at University UHTC02 stated:

*I cannot use four skills in one lesson because I think it is challenging for me to conduct and may be heavy for students to absorb the knowledge and practice skills. For one lesson in 5 periods, I focus on two skills only (Teacher 4).*

*Almost all tasks or activities in the textbook combine two skills: Listening and Speaking, Reading and Speaking, and Listening and Writing ... Therefore, I definitely use two skills in one lesson hour to conduct the activities in my classroom. I always follow the activities designed in the textbook (Headway level pre-intermediate) with each skill. Besides, I added some activities or assignments in the textbook to help students develop their better skills (Teacher 5).*

The quotes show that teachers are not always skillful in managing time and skills in a lesson. This is because organizing various activities in a single lesson is not easy; it takes time to consider and plan the tasks or activities and get students involved. Therefore, teachers could let students construct knowledge and learn simultaneously as the constructivist theory advocates.

### Skills sequence

Most teachers (11/12) showed an opposite answer from the theory of second language acquisition. They had a leading-in or warm-up session with speaking skills and an ending part with reading or listening. This stems from their previous habits; it is also because speaking is an interactive skill that could get students active and involved in the lesson in comparison with the other skills. For instance, Teachers 1 and Teacher 4 from University UHVK01 said:

*Every meeting is not similar, but I often begin the lesson with speaking skills and end the lesson with reading or writing skills (Teacher 1).*

*I usually begin a lesson with speaking or writing skills and end the lesson with listening or reading skills. (Teacher 4).*

However, only one teacher from University UHVK01

*“begins a lesson with listening or reading skill and ends the lesson with speaking or writing skill” (Teacher 2).*

It is evident that Vietnamese teachers’ teaching practice is not consistent with the theory of second language acquisition. Their practice is said to allow spaces for improvement in the future. Therefore, the training section of English language teaching has the potential to provide teachers with an understanding of language teaching practice and learners’ second language acquisition.

### **Teaching cycle**

All 12 interviewees (12/12) revealed conflicting practices in the teaching cycle. The teachers provided the teaching procedures differently and in general steps without indicating the specific and precise procedures teachers should follow. For example, Teacher 3 at University UHVK01 explained their process of conducting integrated lessons in detail:

*I usually use the following teaching procedure or cycle for teaching General English. Stage 1: Introduction. I use many different techniques to attract students’ attention, such as giving examples from life or historical events, providing some real-life situations, and raising questions to lead students to the topic of a lesson. Stage 2: The content of the lesson. I teach listening, speaking, reading, and writing (Teacher 3).*

Compared to Teacher 3, who conducted integrated skills classes with two stages, Teacher 5 from University UHTC02 reported conflicting practices as follows:

*Procedures for each meeting depend on what primary skill I want to focus on. For example, for listening skills, I introduce the task for the topic. I had a warm-up session by giving examples to help students, then listening to the task and letting students work in pairs or groups to listen again to the script. Next, each group noted the tips or techniques for choosing a correct option and noted new words and structures in the listening task (Teacher 5).*

The assertion is evidence of teachers’ lack of knowledge and practice. Teachers indicated unclear procedures which often means their current teaching is ineffective. The contradiction related to the teaching cycle implies that they need more teaching observation from their colleagues and should attend more classroom practice in the future.

### **Teaching activity**

Almost all the teachers (9/12) reported “games related to a lesson,” “questions and answers,” and “presentation” were favored in their lesson. The majority of the participants thought that these activities are easy to implement in the

classroom. For example, Teacher 1 at University UHVK01 and Teacher 8 at University UHTG03 presented that:

*The English language classroom activity I often use is a game because it could help students stimulate their mood in learning. The most crucial factor is choosing the games that are relevant to the lesson and easy to conduct (Teacher 1).*

*I use the different activities that are easily inserted into many parts of a lesson, such as games, questions and answers, presentations, or practicing conversations based on textbook situations. I usually let students listen individually, finish tasks, and then discuss the topic in pairs (Teacher 8).*

It is evident from the statements that teachers still utilize traditional activities such as games, questions and answers, and presentations, based on their habits and convenience. Teachers struggle to design various activities to conduct in integrated skills classrooms. This also implies that teachers are not ready to adapt to a new environment with students with many different learning styles because it is challenging to handle students' problems in many activities so they keep teaching activities outdated.

### **Time allocation**

All the teachers (12/12) devoted much time to language practice within one lesson or meeting. Some typical examples from University UHVK01 and UHTC02 were:

*"I use 90 minutes for students to practice vocabulary and grammar for one meeting with 5 periods" (Teacher 1)*

*"If the time allowance is within 150 minutes, which is equivalent to 3 periods, I usually use 45 minutes to let students practice vocabulary and grammar." (Teacher 5)*

These statements imply that the time allotment for lessons is mostly focused on language. The teachers must ensure all the integrated skills approach procedures and balance time for each stage appropriately. It is suggested that time distribution for other activities should be considered to improve teaching quality.

### **Follow-up activity**

All the teachers (12/12) agreed that this kind of activity plays a vital role in their lesson because it is a way to help them give students opportunities to make a summary of a lesson or assign them more complementary tasks to develop students' competence. Some examples of representative responses from University UHVK01 and UHTG03 are as follows:

*I use 90 minutes for students to practice vocabulary and grammar for one meeting with 5 periods. (Teacher 1)*

*If the time allowance is within 150 minutes, which is equivalent to 3 periods, I usually use 45 minutes to let students practice vocabulary and grammar. (Teacher 10)*



The responses clearly indicate that teachers effectively conduct follow-up activities, which contribute to efficient teaching. In line with second language acquisition, which places an emphasis on consolidation, the teachers demonstrated a profound understanding of follow-up activities in teaching language.

## 6. Discussion

This study explored teachers' pedagogical practices in integrating skills in General English classrooms. The study results reveal that teachers exhibited weak application of skill integration in their classrooms, which was analyzed in the context of two key theoretical frameworks, second language acquisition theory and constructivist theory, and how they align with existing literature. Concerning thematic instruction, the results reveal that teachers emphasized the importance of maintaining a unified topic for the four language skills in a lesson, ranging from themes related to students' daily lives to those preparing them for their future careers.

The results illustrated in Table 4 demonstrate the positive aspects of choosing appropriate thematic instruction related to students' daily lives for teaching integrated skills, consistent with the body of literature (Anderson, 2019). This approach caters to students' interests and needs, enhancing their learning engagement. These findings align with previous research (MacDonald et al., 2011), which advocates designing lessons around a theme or topic to allow students to effectively use the four language skills.

With integrated ways, the results show that teachers usually use two skills to implement during a class session. These results resonated with previous studies (Al-Dosari, 2016; Alhujaylan, 2020; Cho & Brutt-Griffler, 2015; Deane & Philippakos, 2024; Gutierrez de Blume et al., 2021; Kim & Zagata, 2024; Mart, 2020; Nguyen, 2022; Park, 2016; Tatsanajamsuk, 2024; Wang et al., 2021; Yerukneh et al., 2023; Zhang & Li, 2023). The results shown in Table 3 and the interview results about integrated ways, demonstrate the rare application of integrating four skills in a lesson, which is aligned with Onoda's (2013) study about the number of skills that should be used in an integrated skills class. An explanation for this finding is that teachers struggle to manage time and organize logical activities because it requires teachers to plan the lesson and distribute time appropriately.

In terms of the pedagogical teaching cycle, the results indicate that lesson plans, including three different stages, namely introduction, activities implementation based on textbook tasks, and comments and assessments, are still frequently conducted in the classroom. This is significant, as previous studies have pointed out, because teachers still apply traditional instruction in their classrooms. The sequence appeared to be opposed to Celik and Yavuz (2015). It was likely that teachers' sequencing of activities or tasks followed their previous conduct. In addition, teaching goes through procedures, such as lead-in, teaching listening and reading, grammar, vocabulary, and pronunciation practice; teaching speaking and writing; feedback and assessment; and follow-up activities, which

emphasize the four strands of meaning-focused input, meaning-focused output, language-focused learning and fluency development (Nation, 2007).

The teachers' practices of sequencing activities in their classroom seemed similar to Weber-Fève's (2009) findings that teachers should notice how input-to-output can be combined in a lesson, building a continuum from input, interaction, and output so that students could effectively explore the coherent and connected content they are learning. This is also supported by the results presented in Table 5 and the interview results with Teacher 3 and Teacher 5. Considering Nation's (2007) notion of pedagogical practices, the findings from this study demonstrate that many English language teachers do not provide clear procedures for conducting integrated skills in their classrooms. This suggests a reinforcing cycle within the non-English major's classroom context.

Regarding teaching activities, the results report that the participants often organize students with gap-filling and presentation activities when they teach language skills in integration. This finding is partially supported by Wu and Alrabah (2014). This could be because teachers' habits of conducting simple and traditional activities are instilled, and teachers are afraid of devoting their time to upgrading more activities to perform in the classroom. In addition, the results from Table 6 and the interviews indicate that the teachers "rarely" used the five activities, such as picture stories, mingle activities, collaborative writing, video and reading text, and jigsaw reading. This finding differs from Parrish (2019), who emphasized that teachers should design various activities so students can use them for meaningful communication. If the teachers fail to get students involved in multiple and realistic contexts, students will lose their confidence because they do not see a direct connection between what they are learning and how they could apply it in their lives. Increased motivation is associated with enhanced learning outcomes and a more positive learning experience, which are highly desirable in EFL education.

Regarding testing, the results presented in Table 7 reveal that most of the teachers in this study often used multiple choices, answering questions with reading passages, sentence-building, replying to emails with reading passages, and usually used listening and note-taking and individual presentations. In contrast, they rarely used role-playing in the classroom. These practices align with Powers (2010) and Idaryani (2013). One plausible explanation for this challenge is that teachers lack time and skills to organize pair work in the testing system. An inadequate variety of testing formats can act as a barrier to measuring effective integrated skills instruction. This article argues for the necessity of designing more pair work skills in the testing.

Relating to influencing factors, the results illustrated in Table 8 indicate that the factors of school facilities and textbooks could not be avoided. Still, teachers' pedagogy and students' attitudes and competence significantly contribute to teaching success. This finding is in line with some previous studies (Gan & Lee, 2016; Pardede, 2019) that, despite many devoted efforts to teaching, teachers could avoid these problems.

Consistent with Krashen's (1982) theory of second language acquisition, this study underscores the importance of sequencing skills in the teaching lesson. Krashen and Terrell (1983) stated that if learners are taught listening and reading skills through specific practice, they are sure to develop the confidence to write or speak in any context. The literature further supports these findings, as studies have shown that the best teaching provides comprehensible input in situations that contain messages that learners want to hear, reinforcing the need for teachers to let students be involved in as many listening and reading activities as possible (Krashen, 1982). Another issue consistent with the constructivist theory relates to constructivist classrooms (Vygotsky, 1978). The teachers' use of the constructivist theory in classroom practice in this study remains unclear and traditional. It requires teachers to consider how students are engaged and whether the learning outcomes are being achieved as student-centered learning (Biggs & Tang, 2011; Olusegun, 2015).

The unique contribution of this study is adding empirical evidence to the practical application of integrating skills. This study reports on an underexplored context, Vietnamese universities. This study contributes to the understanding of effectively integrated instruction for developing the skills of university students. This research addresses the specific challenges teachers face when adopting an integrated skills approach, such as integrated teaching cycles, activities and testing, which have not been explored in depth in the existing literature.

## **7. Conclusion**

This study investigated teachers' current integrated teaching practices in General English classrooms. The teachers' responses revealed that university teachers' competence to customize themes or topics for lessons and follow-up activities indicates their strong understanding and adaptability, which are vital for fostering students' learning outcomes. However, there were several negative findings. First, teachers typically used only two skills during a lesson, with limited integrated skills and unclear sequence of skills. Second, teachers faced difficulties employing integrated teaching cycles, with responses from the questionnaire and interviews indicating a lack of clarity in understanding or applying a clear teaching cycle, particularly regarding the order or sequence of skills. Third, the integration of skills in lessons lacked variety in activities, as teachers relied on traditional activities that were familiar and easy to implement, such as presentations or gap-filling exercises, which did not create strong connections between input and output language. Fourth, the testing formats and items lacked flexibility and variety. Fifth, the teachers' pedagogical competence was the main factor influencing integrated skills teaching.

Vietnamese teachers in General English classes may not be fully equipped to teach integrated skills effectively, suggesting the need to enhance teachers' pedagogy, as it significantly impacts their teaching practices. In summary, the essential conclusions from this study include the importance of adjusting teaching practices regarding integrated cycles, activities, and testing. For the

advancement, it is crucial for further investigation and professional development of teachers to ensure they have the knowledge and resources to implement significant and innovative teaching approaches and methods properly. If teachers focus on these aspects, they can develop and create better student learning processes.

## **8. Recommendations**

Several recommendations emanate from this research. First, concerned bodies, such as the school administration and agencies in the Ministry of Education, should make a concerted effort to arrange training for teachers on practical aspects of the integrated skills approach in EFL classes. This could be done by preparing regular workshops or seminars during teaching periods, allowing teachers to share experiences and receive peer support, reinforcing their professional teaching competence. Second, the university administration should provide adequate teaching aids and instructional materials for teachers to implement the integrated skills approach in EFL classes. Third, teachers overlook the role of technology in teaching integrated skills. Teachers could utilize more AI-driven resources or applications to support teaching. For example, teachers can use AI programs such as Grammarly, ProWritingAid, or TikTok to boost students' creativity and the use of language in authentic contexts and, hence, foster a dynamic learning environment.

## **9. Implications**

The study holds several implications for education practice and research. The study provides the five teaching domains of the integrated skills approach as a framework for delivering an integrated skills class and as a checklist for teachers. Based on the questionnaire and interview results regarding its implementation, the study emphasizes the significance of adhering to the integrated skills cycle when instructing integrated skills classes. The study provides quantitative and qualitative evidence of Vietnamese teachers' current practices regarding integrated skills. Implementation in integrated ways, cycles, activities, and testing are important for teachers to improve.

These results indicate that EFL teachers must receive pedagogical training on teaching integrated skills to become more proficient educators. Educational institutions should create opportunities for teachers to transfer learning from the workshop context to their classroom contexts. Teachers should be given time in groups to discuss how each of the integrated skills practices they had experienced might fit into their lesson plans. They are encouraged to think about specifics, such as how reading texts they already taught could serve as model texts for original student writing and how they could find and use other model texts for teaching writing. This provides teachers with opportunities to reflect, learn, and practice. This way, teachers can handle their practical pedagogical challenges and learn from their colleagues.

## **10. Limitations and Future Research Directions**

Despite its contributions, the study has some limitations. First, using self-reported questionnaires may introduce response bias as participants might

provide socially desirable answers rather than truthful responses. To mitigate this limitation, the anonymity of the participants was ensured. Second, for the interview data, the researcher usually serves as the data collector and data analyst, which carries the potential for researcher bias. However, this could be reduced by actively involving the research participants in reviewing and validating the findings. Third, this study investigated teachers' responses using a questionnaire and interview instrument. More studies using classroom observations or teaching diaries are suggested to understand the participants' experiences better.

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## Appendix 1

Dear Teachers,

Thank you for agreeing to fill out this questionnaire. I am Nguyen Tan Loi, a graduate student, studying Educational Science major at Ho Chi Minh City University of Technology and Education. The following questions are used to collect data about teachers' implementation of teaching integrated skills. Your answers will greatly assist me in my research journey. Please take a few minutes to answer the following questions. All information collected will be confidential and only used for research purposes. If you have any questions, please feel free to email me at [loint.ncs@hcmute.edu.vn](mailto:loint.ncs@hcmute.edu.vn).

### PART 1. PERSONAL INFORMATION

1. Your university
2. Your years of teaching experience
3. Your highest qualification

### PART 2. MAIN CONTENT ABOUT TEACHING INTEGRATED SKILLS

Please tick (✓) on your answer

**Question 1.** To what extent do you use integrated ways, thematic instruction, pedagogical cycles, teaching activities, and testing in your General English classroom?

	Items	Valid				
		1	2	3	4	5
<b>Domain 1: Integrated Ways</b>						
5= Very often; 4= Often; 3= Usually; 2= Rarely; 1= Never						
1	Teaching the four skills of listening, speaking, reading, and writing in one lesson for each meeting					
2	Teaching the three skills of listening, speaking, and writing in one lesson for each meeting					
3	Teaching the three skills of listening, reading, and writing in one lesson for each meeting					
4	Teaching the two skills of reading and listening in one lesson for each meeting					
5	Teaching the two skills of speaking and writing in one lesson for each meeting					
6	Teaching one skill, including, listening, speaking, reading, or writing in one lesson for each meeting					
<b>Domain 2: Thematic Instruction</b>						
5= Very often; 4= Often; 3= Usually; 2= Rarely; 1= Never						
1	In relation to students' daily routines or their future work based on different and various activities within one topic with four skills					
2	In relation to students' daily routines or their future work based on four different topics with four different skills					

<b>Domain 3: Pedagogical Teaching Cycle</b>					
5= Very often; 4= Often; 3= Usually; 2= Rarely; 1= Never					
1	Teaching goes through some procedures: lead-in; teaching listening and reading; grammatical, vocabulary, and pronunciation practice; teaching speaking and writing; feedback and assessment; and follow-up activities.				
2	Teaching goes through some procedures: teaching reading; teaching speaking; teaching listening; teaching writing.				
3	Teaching goes through some procedures: warming up with listening or reading skills; visual illustration; teaching speaking; and teaching writing.				
4	Teaching goes through some procedures: presenting the content of the lesson; completing the task in the textbook; and ending the lesson with comments and assessment.				
5	Teaching goes through some procedures: leading in; doing and checking assignments; and ending the lesson by giving a summary of the lesson.				
<b>Domain 4: Teaching Activities</b>					
5=Very often; 4= Often; 3= Usually; 2= Rarely; 1= Never					
1	Picture stories				
2	Mingle activities				
3	Collaborative writing activities				
4	Group Discussion				
5	Jigsaw reading				
6	Paired reading				
7	Interview				
8	Role play				
9	Video and reading text				
10	Information-gap activities				
11	Presentation				
12	Lecture				
<b>Domain 5: Testing</b>					
5= Very often; 4= Often; 3= Usually; 2= Rarely; 1= Never					
1	Listening and Note-taking				
2	Individual presentation				
3	Role-playing				
4	Multiple choices				
5	Answering questions with reading passage				
6	Sentence-building				
7	Replying to emails with reading passage				

**Question 2.** To what extent do you think factors can affect the effectiveness of integrated teaching in a General English classroom?

	Items	Valid				
		1	2	3	4	5
<b>Domain 6: Influencing factors</b>						
5= Extremely influential; 4= Very influential; 3= Somewhat influential; 2= Slightly influential; 1= Not at all influential						
1	School facilities					
2	Textbooks					
3	Teacher's pedagogy					
4	Students' awareness and language competence					

Thank you for your cooperation!

## **Appendix 2**

### **PART 1. PERSONAL INFORMATION**

1. Your university
2. Your years of teaching experience
3. Your highest qualification

### **PART 2. MAIN CONTENT ABOUT TEACHING INTEGRATED SKILLS**

- Q1. Do you integrate the four skills (listening, speaking, reading, and writing) simultaneously in your teaching plans?
- Q2. Which skill(s) do you typically use to begin your lesson, and which do you use to conclude it?
- Q3. What procedures do you implement in your classroom? Could you please describe them in detail?
- Q4. What activities do you typically conduct in your classroom?
- Q5. In a typical teaching session, how much time do you allocate for students to practice language skills, such as vocabulary, grammar, or pronunciation?
- Q6. What steps do you take during follow-up activities?