

Teaching Four Skills Together to the Second Language Learners Through CLT and New Modified Method: Challenges and Benefits Found from Classroom Practices and Students' Perspectives

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ABSTRACT

This study aims to investigate whether all four skills can be incorporated together in a single classroom by Communicative Language Teaching (CLT) and a modified method (e.g. eclectic method). The study also tries to find out some challenges and benefits from students' perspectives of classroom practices. 86 students and 13 teachers from different private universities were given online questionnaire through Google form. 5 teachers were interviewed as follow-up session. All the data were analyzed using mixed method of statistical quantitative and descriptive qualitative methods. My study objective is to talk about how successful a teacher can be to initiate a new modified method in a language learning classroom and how can students get benefited from the innovative practices. In earlier time, even in Communicative Language Teaching (CLT), Listening and Speaking were ignored by language practitioners. But English Language Teachers are being concerned about introducing both receptive and productive skills in their classrooms. The study employs a new technique following a new method which can be regarded as eclectic method, a mixed combinatory method rather than previous dogmatic ideology. In post-methodological era, language learners should be introduced with a new method. Along with demonstrating the benefits from application of new methods and techniques, the general purpose of the study is to investigate students' perspectives after taking some language classes. To do this, close and open-ended questions are set to collect data and a mixed method statistical and descriptive method were followed to critically analyze data. The practical decision making of teachers and students feedbacks and evaluation will be also judged at the end of the paper.

Keywords: "Four Skills", "Communicative Language Teaching (CLT)", "Modified Eclectic Method", "Students-Teachers' Perspective", "Benefits and challenges"

INTRODUCTION

Teaching and teacher education are two burning issues in post-modern era of teaching foreign and second language like English. In Begum & Podder (2025) study on 'English Language Teacher on Bangladesh' they try to focus on what is the structural framework of English Language teacher education in Bangladesh to describe how does an experienced English language teacher educator speculate on himself as a teacher educator. In a Korean study, Yin (2019) shows what factors from the university course did the pre-service teachers consider useful when applying their theoretical knowledge during the practicum classes. Being the most common lingua franca and as an international language, teaching English has its factual importance for several reasons. To illustrate the 'reconceptualizing "English" (Seidlhofer, 2011)', core theoretical and conceptual claims, Baker (2012) draws on Widdowson's (2003, p. 67) distinction between 'distribution' and 'spread' of language to show that the global spread of English "inevitably involves a transfer of ownership and with it the natural consequence of variable adaptation". In developing country like Bangladesh, English language teaching is also a major concern for all ESL and EFL class teachers. Because, English is used as both official, second and foreign language in academic, communication and business purposes. But language teachers often fail to connect theory with practical

implementation. The goal of the study is to investigate the methods, techniques and strategies of teaching English to the tertiary level at the private universities in Bangladesh. Most of the private universities of Bangladesh usually have enough facilities to teach English language because they have invested heavily to develop their resource facilities. In order to improve the learners' communicative competence and proficiency in English, these universities organize compulsory foundation courses in English. While teaching methodology plays a vital role in the English language classroom, in most of the language courses, proper teaching methodology is never followed. Generally, listening and speaking are not properly addressed in classroom. This study examined the extent of ignorance of current trends of teaching at the private universities and also sought to find out the strategies for the development of appropriate teaching methods at the tertiary level. The tertiary level students from different private universities of Bangladesh are the key stakeholders of my study. My research indicates that making students learn a second language (for example, English) following one single teaching method is a very regular phenomenon in the classroom. But in this stage of learning, incorporation of several methods for students' academic skill-building is often undesirable. My research helped me in finding out the reasons hidden behind the desire and thoughts of language practitioners. My research will help the teachers figuring out why and how the present teaching practices are created, what are the limitations of dogmatic practices and how these can be resolved. This study wants to involve the teachers while designing syllabuses and materials as per the students' needs. On the other hand, this study can work as 'need analyses' for the students as well. This study tends to find out some effective and necessary solutions of some problems occurred by the current practices of teaching. So, by this experience, both teachers and students can be benefited to achieve their goals regarding following a new teaching method and skill development and matching "theoretical knowledge with practical realities" (Norton, 2011).

LITERATURE REVIEW

Theoretical background

Innovative Changes and Introduction of the 'All Skills'

The traditional approaches focused on productive skills; 'reading' and 'writing' with inferior attention to meaningful authentic communicative principles of discourse. Practice of 'Listening' skill was not given priority at all. It was limited to diagnosis of some minimal pairs or comprehension of disconnected clauses. Previously, students were asked to practice their speaking skills by copying pronunciation, stress patterns, and intonations of isolated sentences. CLT has introduced 'four skills' by giving special and equal attention to each of the skills. It discusses the functional-notional, contextual uses with purposes. The selection and design of the syllabus revolves around the achievement of all four skills of writing, reading, listening and speaking. "Four skills activities in the language classroom serve many valuable purposes: they give learners scaffolded support, opportunities to create, contexts in which to use the language for exchanges of real information, evidence of their own ability (proof of learning) and, most important, confidence" (Sadiku, 2015).

According to Wallace (1992a), and "reading takes the reader than the text as a point of departure" where reading is considered to be as wisdom-seeking skill because it's a great source of knowledge. In most cases, it is "cognitive activity process" (e.g. Weir & Urquhart, 1998). Some other linguists pointed out the fact that there is strong relationship between reading and writing. Effective, purposeful communication can be found by combination of both skills. But it is matter of great regret that students have lost their skill and passion of reading. Realistic practical works can be a solution to make students motivated. (Wallace, 1980). The combinatory skill exercises can be beneficial to enhance their interest of reading. For example, reading for fun, reading for pastime.

As an example, students can be advised to listen to songs with lyrics given, try to understand the plot or story by reading lyrics a second time, then do some activities, for example, following grammar rules of sentence construction, writing answers of some basic questions and practicing dialogues, imagining characters, etc. These authentic and lively activities need a benevolent interconnection of all four skills. Individual skill can never be

improved separately without the practice of other skills together. So, there should be some combinations, for example, ‘speaking and writing’, ‘reading-speaking-listening’ but not always all of them. To make lessons efficient, some combinatory possibilities are encouraged.

Current shift from CLT to modified new methods

Because of the development of ESL research and practices, many innovative and techniques and methods have proved successful in English L2 writing classroom. Some examples are-careful need analysis to plan curriculum (Reid, 2000), cooperative and collaborative group work project writing, integration of all skills in a single classroom activity (Alam, 2020), use of relevant, useful, authentic tasks and materials. In addition, computer-network classroom to use multimodality, using technology in writing class are to be ensured (Reid, 2000).

Because of the positive impact of CLT and eclecticism, teaching procedures have become more innovative and advanced. The aims of the teaching are not formed under narrow concepts rather wider unconventional perspectives. The previous syllabus curriculum taken by authority used to take into account only linguistic and literary aspects of language. With new techniques, it is giving enough emphasis on human and social aspects of language use. ELT teachers are capable of providing students with an inclusive and vivid picture of what foreign language learning is about. Here in this case, a combination of many methods can be a better option. But the problem is-how many methods and which strategies should be followed in one session. This question may make them perplexed.

In terms of CLT and eclectic approach, the picture of Bangladeshi language classrooms at tertiary level has been experiencing a positive change. The size of the class is comparatively smaller than public universities. So, managing classes and setting up expensive equipment are possible because private universities do not have financial crises. However, the prospects of the right use of these instruments are still in question. It is doubtful that many universities have this logistic support but they are not using them at all. They avail lab equipment but these are not used due to lack of sufficient awareness and inadequate knowledge about the system of adopting. In spite of this, the tendency has changed. The use of technological tools is being seen in most of the higher education settings of Bangladesh.

The methodological change has been exclusive and noticeable. The tedious machine-like mimicking structural patterns have potentially been replaced by multifaceted charming activities with active engagement of students. Learning will be practical when each of the faculty members works hand in hand and participate to gain the expected objectives. An integration of teachers’ plans, learners’ lesson, text format, activities is a basic need for further progress.

Teachers’ role in combining skills and following new method

According to Breen & Candlin (1980), CLT classroom works for the domain of interactions of linguistic tasks of all skills. Teachers as organizers arrange everything related to language and learning and manage activities accordingly. However, there is always a mismatch between curriculum and assessment. How much in which way and to what extent students’ abilities can be assessed is a major concern of language practitioners. Moreover, summative and formative assessment of the whole class is another challenge. There are many forms of class performance, midterm, assignment and final exam assessments. Teachers are liable for valid and reliable results.

In another paper, Medgyes (1986, p. 107) points out that a teacher should have all the exceptional qualities: ‘extraordinary abilities’ to adjust in any multi-dimensional situation. He/she should have knowledge of high-technological advancement. In short, he/she will have to be like a “Wizard-of Oz super person” which is required in a communicative classroom.

In Nunan’s (1980) view, in a CLT classroom, teachers play a very insignificant role by keeping a low profile; they control the class as little as possible, want to do slight correction, organize functional activities by standing

aside and keep watching them silently. A teacher offers support when it is needed because students need to be autonomous learners. A teacher has to be very sophisticated, highly professional, energetic, and adaptable to any difficult situation.

In a teacher-oriented classroom, the teacher was regarded as the only supplier of knowledge. She or he was also an ideal figure for correcting forms and supervising other class activities. The textbooks were embedded with sets of lessons to be learnt. Teachers were initiators because classroom interaction was teacher-dominated and textbook-oriented. Later, with the arrival of the idea of communicative competence, teacher-power is abated and they want learners to be able to use the foreign language for the accomplishing learners' own needs. Teachers must change their attitude to students and language pedagogy; they should gain some required skills.

Challenges regarding integration of skills

I found a few faculties who are reluctant to new adaptations by ignoring changes, but others very willing to accept. To deal with this constraint, teachers must accept and develop new forms and strategies. Teachers need to be well-trained for acting as independent participants and a facilitator. To create a classroom conducive to language learning and provide opportunities to students to practice the roles assumed for a teacher are specified as "need analyst, counselor and group process manager" (Richards & Rodgers, 1986). Without institutional training, teachers cannot play all these roles nicely and systematically. For this reason, integration of skills is a big challenge for novice teachers.

Traditional prescribed textbooks create an obstruction to effective CLT implementation. Still now some ELT practitioners tend to follow only syllabus texts. That is a great barrier to the successful completion of tasks. Brown and Yule (1983) drew the attention of teachers and said that interesting materials may not always be found. Therefore, instead of trying to provide fascinating materials, teachers should do something new with them by choosing, 'not on the basis of their own' principles. If reading and writing are practiced using modified and mixed method, it would have a great impact on English language pedagogy.

With the equal emphasis and emergence of audio-visual texts, learners become more interested in doing tasks on their own to practice listening skill. They never feel burdened and bored. Audi-visual texts have some influences on the psychology of the learners so they learn very quickly. But it is quite difficult to find texts of this kind if not previously decided or fixed.

Ways to Overcome Challenges Related to CLT and eclectic modified methods by introducing all four skills in single classroom:

It has to be kept in mind that there are many practical problems that may arise while implementing CLT and Eclectic methods. To sort out these problems and seek solutions, language teachers occasionally face difficulties in preparing the lessons worthwhile, practical, meaningful, or interesting. They need to be very careful about dealing with the constant problems and planning to overcome the possible drawbacks. Some suggestive overviews would be proposed here to overcome these pitfalls. It will discuss some challenges of organizing a curriculum around the four core language skills and suggest how language areas can be incorporated.

CLT method is often referred to as "learning by doing" and the instructional materials are designed for the classroom in such a way that they promote communicative language learning and teaching. Some English Language Improvement projects are working for the betterment of threefold areas, for example, teaching materials, teachers training, and reformation of the exam system. But the major concern is that the CLT syllabus contains a cluster of syllabus materials hanging loosely without any particular direction. Van Lier (1988, p. 72) believes in the same way and adds to this notion of disconnected principles which are responsible for creating the problem of finding out a path to follow. Students can be benefited more than their expectation if they know in detail about what are their performance variables, whether language learning settings are reliable or not, what are the needs of them and in which authentic context they are put forth to learn. Before collecting the tasks of varied

levels, teachers need to set priority and make students aware about their goals or accomplished objectives that will be completed in future. This type of localized explicit information of lesson objectives at the beginning will raise their expectation level and motivate them to do so.

In an oral presentation, errors are different from a written document. What I mean is –linguistic accuracy and productive competence are not the same. In Ryan's (2001) judgmental view, it will be a hindrance to attain accuracy of language if mistakes are ignored and not corrected by giving sufficient feedback. If learners are given feedback, they will be encouraged to do tasks. Teachers cannot have the minimum idea of how much learners are improving in the course syllabus if they are too lazy to give frequent feedback on time. There is no common method of testing students' performances. Feedbacks can be of several kinds: any specific test, assignment check, quiz test, assessing oral performances etc. Providing correct answers by writing on the board is a traditional concept of giving feedback. Some other interesting indirect and implied feedback can make learners enthusiastic and motivated. For example, commenting on students' mistakes positively and making them comment on their own errors. Overall, communication skills are difficult to be evaluated in traditional test methods while writing cannot be assessed by communication.

For making language teaching fruitful and effective, making students talk by creating a charming atmosphere is the goal of CLT and eclectic methods. In a group, a speaker may feel shy and uncomfortable. In this case, a teacher should not be rigid or show any dislike. If they are given a consistent chance of performing in front of the class, they will become more confident. Morley's (2001) 'Interactive Listening Approach' can be implemented which is different from 'listen and answer' worksheets. Learners can participate in Role Play, Information Gap activities overtly and actively.

Sometimes some students who are quite good at speaking cannot write grammatically correct sentences and formal academic expressions. They are fluent in speaking, but bad at listening. For this mixed student type, a combination of CLT and other methods can be beneficial. Such pedagogical combo-framework can be suggested below where all skills can be practiced in class:

- Warm up session
- Extempore Oral Delivery with cues and authentic scenario
- Guided practice of writing (both dialogue and grammar)
- Free practice of impromptu speaking using audio-visual recordings
- Feedback given by both teachers and students
- Formal presentation
- Assignment

Research Design

The study is both qualitative and quantitative in nature. So, it is a mixed method. The purpose of the study is to investigate whether CLT or Eclecticism is exercised in private universities, whether students are interested to learn from entertainment and innovative exercises. A qualitative method is preferred because it helps to explore deep understanding, meanings and insights from participants. According to Creswell (2018), mixed method follows 'three general strategies: sequential, concurrent and transformative' mixing of methods. Merging of two methods and thematic data analysis helps to work on problems of different levels by studying people's feelings and experience to examine the intended affair. The investigation was conducted through open-ended and three-point Likert scale close-ended questionnaires to 86 students and 13 teachers of different private universities. Some

classroom exercises by 50 students were analyzed to get the idea if the new proposed lesson plan is working or not. In corona pandemic time, students and teachers were given Google forms to fill out and give their answers and opinions. Five teachers from the questionnaire answers are selected for further discussion sessions. Before the online interview, they were given consent form and participation form. They are asked many open and close ended questions about application, challenges, perspectives and limitations of exercising all four skills using CLT and Eclecticism.

Question Framework

This research study followed both qualitative and quantitative research methods for thematic analysis. Two separate questionnaires were set for teachers and students at different private university English Departments. The result was collated, tables and pie charts are made out of results found from analyzing answers by Google form. The conclusion is drawn from the whole process using a theoretical framework. Multiple choice questions of general and specific types were used as well as four-five open questions were asked in the same way. The questions were serially structured and systematically formed to identify the real scenario of the selected setting. Two different sets were given to both respondents. Some open and close-ended questions were set for an online interview session with some selected faculty members of universities.

Sampling

According to a UGC report in 2026, the total number of approved private universities is 116. Among them, 20 universities were investigated which seems to be sufficient for my study. As English is taught as a foundation/fundamental /major course, 86 students (4-7) students from each university and 13 teachers (at least one teacher from each university) of the English department were given questionnaires for follow up session. Some fundamental courses were taken and classes were taken applying the new lesson plan mentioned earlier. From those practical or lab classes, students exercise sheets and assignments were analyzed to get the final results. Five faculty members of five different universities were interviewed and recorded online.

Setting

Exercises of students were done in the formal classroom setting. Questionnaires were sent to private university teachers and students through an online platform. Some interviews were taken by the Zoom application.

Instruments

The data were collected in three ways:

- i. Authentic classroom exercise sheets
- ii. Questionnaire using Google form
- iii. Interview taken using zoom application

Classroom Exercises and written documents

Some foundation courses were assigned to me. Being a faculty of both universities, authentic classes were taken. Some practice sheets were exercised based on music audio and video clips. Students heard and watched songs and music videos and then gave answers to some Grammar and plot/story related questions. They could answer most of the Grammar items without pressure and tension. What percentage could answer well by a new technique compared to previous traditional classroom settings is investigated.

Questionnaire

Answers were collected through some valid and reliable open and close ended questions which are relevant to my thesis topic. These questions were piloted and then set according to the demand of the title. The whole process was done through online Google forms. Some more open-ended questions were set to ask in the interview session for clarity. Teacher Questionnaire: Question 1 is about the preference of methods used by faculty members or teachers of the department of English in private universities. Question 2 and 3 are about teaching techniques and methods followed by practitioners of English language teaching. Questions 4 and 5 are on the level and proficiency of students in tertiary learning. Question 6 is about eclectic approach and use of music video or other ‘realia’ in classroom settings. All other questions are related to practicing four skills, motivation, teachers’ training, and teaching of Grammar rules by inductive or deductive method etc. Student questionnaire: Question 1 is about textbook materials, question 2-16 is about their proficiency, method of learning, kind of teaching techniques, strategies, communicative approach, skills taught and learned, problem of communication in English, academic implementation of teaching and learning styles.

Interview

Interviews of five faculty members were taken by ‘Vsession.bdren’ zoom application. The interview questions topic was about limitations and constraints a teacher faces while teaching English in those universities. “Do they face any difficulty using eclectic methods and CLT?” - is one of the interview questions. Specifically, among all the questions, 8-9 more important and relevant questions were set related to eclecticism and CLT. Before asking those questions, they were given a participation form and consent form. At the beginning of the zoom interview, they were made clear about my thesis title and requirements and all the settings and information related to specific questions. A formal session of 45-50 minutes was taken to collect data from the interview.

Table 1

Number of Teachers and Students’ Participation from Each University

Name of the Institutions [Pseudonym]	Total Number of teachers 13	Number of students 86
University ‘A’	1	10
University ‘B’	1	5
University ‘C’	1	10
University ‘D’		12
University ‘E’	1	8
University ‘F’	1	
University ‘G’		10
University ‘H’		5
University ‘I’		5
University ‘J’	1	2
University ‘K’		2

University 'L'	1	5
University 'M'	1	
University 'N'	1	2
University 'O'		2
University 'P'	1	2
University 'Q'	1	2
University 'R'	1	2
University 'S'	1	2

Note. (n=20). The survey questionnaire was sent to 20 different private universities. 13 Teachers and 86 Students participated in that survey.

Data Collection Procedure

It took 45-50 minutes to conduct the online interview session with each teacher. Teachers were sent a zoom link and informed earlier about the meeting and questionnaires. They were given a consent form and information sheet and participation form before the session. In the time of session, both audiotaping and video-recording were done to collect information further from recording. From audio and video recording in the zoom session, hand-notes were taken. The Lab classroom exercises took 1 and half an hour for each class. The instructions were given in English. Assignments were given after each class and from some selected assignments, data were collected. Questionnaires were distributed by sharing links of the previously set Google form to some selective teachers. Students' participation from private universities was randomly selected. Proper guidelines and time were given to fill out the form. Five teachers were interviewed individually in their respective setting and appointed time through online. They were asked previously set several questions along with some relevant issues. Both students in their classroom setting and teachers in their respective fields were reluctant and comfortable answering the questions.

Data Analysis Process

The data are collected from private university teachers and students who are teaching and studying in the department of English. The responses from the questionnaire were critically scrutinized and thematically analyzed. In qualitative data analysis, researchers look for themes to answer questions. Here, both deductive and inductive approaches were followed. The researcher finds the common responses by reading and sorting out ideas and matches them with previously fixed thematic ideas. The exercise sheets of the students were randomly selected. Overall feedback of their answers was justified to understand their performances. Total responses of the teachers and students were counted and given figures and shapes through automatic charts of Google forms. The percentage of each multiple-choice answer was given in the same way. Later the data is tabulated and results are discussed in a descriptive manner. All the answers were given importance and summarized and findings were analyzed.

FINDINGS AND DISCUSSION

Introduction

Bangladeshi private university teachers and students face enormous problems regarding learning and teaching all four skills because they were not given motivation and chance to acquire necessary skills to implement in the classrooms. Because of the absence of interactive meaningful activities, students fail to communicate in English. They get stuck and feel ashamed and de-motivated to exercise in front of class teachers and then in different job sectors, interviewed.

The data of my study was collected from 17 private universities from Dhaka, 3 outside Dhaka. For the investigation, both close and open-ended questionnaires were provided to 86 undergraduate students of major courses and 13 teachers were given a separate questionnaire. Five teachers were interviewed online. 100 classroom assignments based on 3 listening lab classes were collected and analyzed for understanding successful completion and their restrictions and limitations of accomplishment of tasks assigned.

Table 2

Findings from the Students' Questionnaire

Number	Question	Not Always/Sometimes (%)	Yes (%)	No (%)
1	Do you follow all four basic skills of the English language in a single class?	—	53.5	46.5
2	Are you a motivated learner?	39.5	57	3.5
3	Are teachers qualified and competent enough to teach English to the students of Tertiary level?	34.9	60.5	4.7
4	Do you know the importance of Communicative English?	—	97.7	2.3
5	Is the teaching method standard up to the international level for exercising four skills?	37.2	46.5	16.3
6	Do you neglect listening and reading skills for giving excessive importance to writing and speaking?	—	38.4	61.6
7	Do you like to study in a different and unique way to learn all four skills?	—	92.4	5.8
8	Do you like to exercise something new that will make you interested in learning English language skills?	—	97.7	2.3
9	Do you want to learn professional and formal English with grammar knowledge or conversational spoken English?	23.3	76.7	—

10	Do you think Communicative Language Teaching (CLT) is the best method of learning English language skills?	—	87.2	12.8	Note. (n = 86) Data based on a survey
11	Do you find it problematic to communicate/speak in English with your teacher and fellow-mates in your class?	—	53.5	46.5	

of 86 tertiary-level students. Data were collected from private universities in Bangladesh through an online questionnaire. Percentages represent participants' responses to each item.

Discussion And Critical Analysis of the Findings from Students' Questions

Key findings are obtained from a questionnaire administered to 86 tertiary-level students in Bangladesh. The main purpose was to investigate students' perceptions of English Language Teaching (ELT), their motivation, the effectiveness of teaching methods, and their overall communication process and experience in English Language classes. From questions number 1, 2, 9 and 13, 14, we get many indications and implications of pedagogical issues: teaching and learning setting, textbook materials, learners' proficiency, skills, teaching techniques, strategies and styles. All these implications are the core segments of my research area.

Language skills and teachers' following method

As found from the Table 2, the majority of the students (61.6 %) commented that they do not neglect listening and reading skills. The vast majority (97.7%) indicates that almost all of them know the importance of Communicative English and they are motivated learners (57%). The participants (46.5%) of my thesis commented, the teaching method is advanced and international, around more than half of the participants (60.5%) reported and agreed that the teachers are qualified, the teachers follow more modern and advanced learning strategies in class. Do they practically practice advanced method and manage to incorporate all skills are two monumental issues that should be overtly divulged or demystified. About following skills, almost half (46.50%) said, they do not practice all four skills.

Figure 1

Practicing all four skills in a classroom

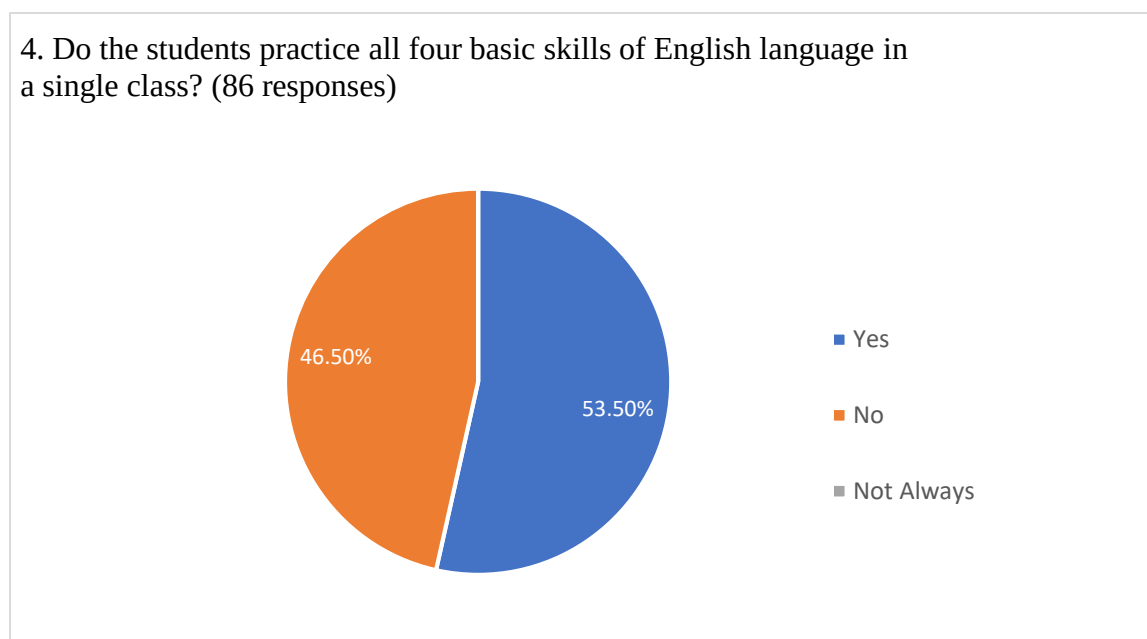
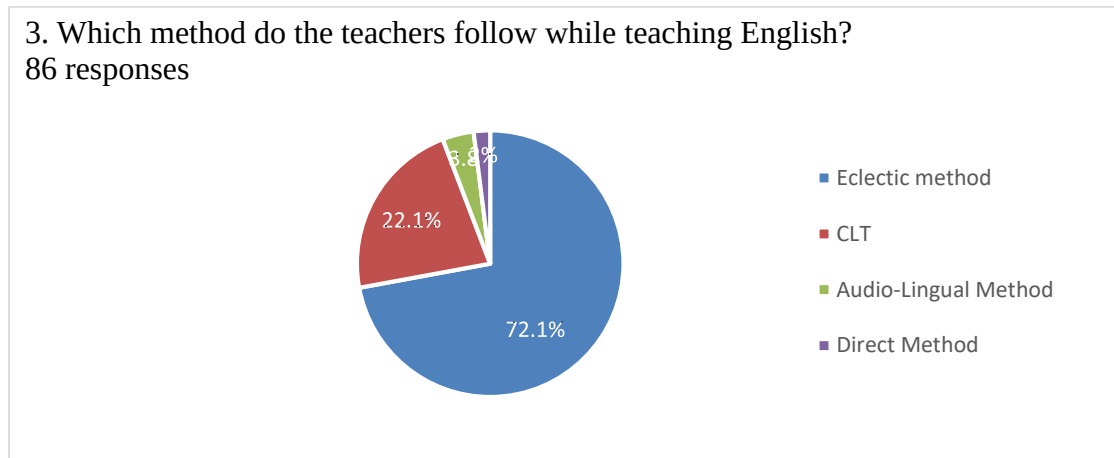


Figure 2

Type of Method the Teachers of Tertiary Level Follow



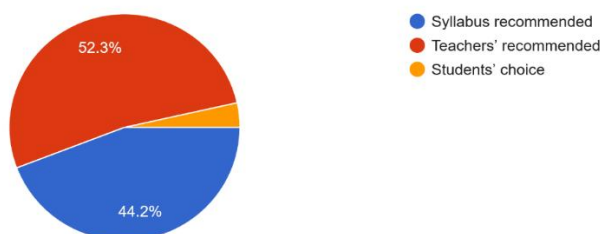
Textbook materials

The Figure 1 below illustrates the types of textbook materials that tertiary-level students follow for learning English, based on responses from 86 participants. As shown, the majority of students (52.3%) reported that they follow textbooks recommended by their teachers. A slightly smaller proportion (44.2%) indicated that they use materials recommended by the syllabus, while only 3.5% of students reported using textbooks of their own choice. These findings suggest that English learning at the tertiary level is primarily guided by institutional and teacher recommendations rather than student preferences. As shown in the Figure 1, a large portion of materials are syllabus and teacher- recommended (52.3% and 44.2%). That is an indication that there is no chance of choosing materials autonomously, so it creates an impediment to the thinking of redesigning materials.

Figure 3

Kind of textbook students follow in classroom to practice skills

1. What kind of textbook material do you (tertiary level students) follow for learning English?
86 responses

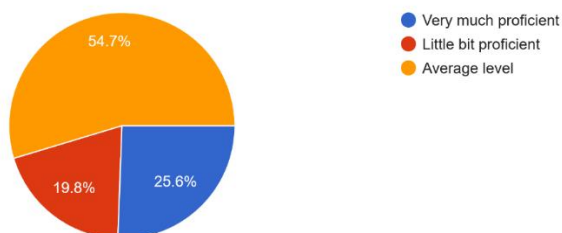


Students' Proficiency level: Figure 2 (pie chart) presents tertiary-level learners' self-reported proficiency in English. Among 86 respondents, more than half (54.7%) rated themselves at an average level of proficiency, while 19.8% considered themselves only a little bit proficient. Meanwhile, few of them (25.6%) reported being very proficient in English. The data reveal that more than half of the learners perceive their English ability as average, indicating a moderate level of confidence in language skills among tertiary students. The average portion of the chart shows that students are not that much proficient and average level proficient. It is also a barrier to learn all four skills together in a single class. Because teachers need to give attention to all kinds of students.

Figure 4

Proficiency level of students as a barrier to practice all skill simultaneously

2. How much are the learners in your class proficient in English language?
86 responses



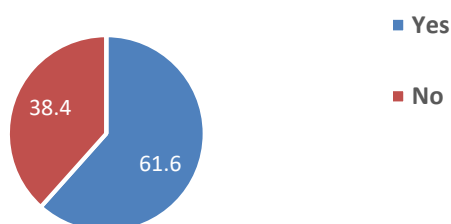
Teaching techniques and strategies: The pie chart illustrates the teaching techniques and strategies that tertiary students believe teachers should adopt in English classes. According to the responses, nearly half of the students (46.5%) preferred modern and advanced teaching methods, while (33.7%) favored innovative techniques, and 10.5% chose traditional methods. Only a small minority (9.3%) selected classical teaching styles (see Figure 3). The findings suggest a strong preference for progressive, student-centered, and technologically enhanced teaching approaches in English language instruction. Different learning styles and techniques can be taken from different methods and it should be combined to boost learning. For example, the above answers of question 9 shows that visual, auditory, read/write and kinesthetic strategies can be put together for an advanced learning style. To implement flexible strategies, mixing approaches and methods within a single lesson is needed to cater to their wants as the vast majority of the students (72.1 %) from my study said that teachers of their class follow eclectic methods for skill development.

Figure 5 shows the negligence of skills by students in classroom. A prominent portion (61.6%) students neglect listening and reading skills and give excessive importance on writing and speaking skills (see table 2). This is a great percentage showing that Bangladeshi teachers are not concerned about all skill expertise. In Morley's (1984) and Ur's (1984) models of listening practices, they suggest real-life listening instructions, notional -functional listening practices, situation-functional listening practice, sound-spelling listening practice. Underwood (1989) described listening activities in terms of three stages-pre-while-post-listening. In this way, the teachers can initiate and follow pre-while-post-reading, writing and speaking strategical instructions and practices.

Figure 5

Students' Negligence of Listening and Reading Skills

10. Do you neglect listening and reading skills for giving excessive importance to writing and speaking in language learning?
86 responses



Again, more than 20% students agree to go for traditional and classical techniques and strategies, while most others opine that innovative and advanced, modern strategies should be followed in classrooms which are really helpful for their learning. It is surprising that the answer of question number 13 is somewhat contradictory to the previous one (question number 9). It is clear from the About innovative techniques to be followed; three quarters of the surveyed students (76.7%) want to learn formal English and they prefer formal to informal English but they are thinking about innovations. The solution to this confusion is the 'eclectic method' which will be useful for learning both formal and informal English as a second and foreign language. In this method, both traditional and modern strategies would be followed by teachers. At last, it is found that learners are "not that much" satisfied with the current teaching because roughly a third 37.2% gave their feedback of dissatisfaction as it does not meet their criteria and goal of learning.

From the above comparative analysis of Table 2 statistical report and data, it is indicated that there are many types of student participants who are studying in different types of universities. Some of the university students are having quality education and high-end learning environment but the rest of the population are not motivated and qualified and they are not practicing standard mixed strategies as they are from other universities. So, some percentages of learners are more facilitated and satisfied with the methods, and learning and teaching styles than some others. So, they are more motivated and enthusiastic to learn from different angles. Their background, age, personality, level, interest, learning styles all these factors are responsible for their learning goals.

Findings from teachers' interviews

Five selected teachers were asked some questions about benefits, challenges and importance of skill integration through online zoom meetings and their answers were recorded.

The very first question was- 'What are the benefits of using modified or eclectic method?' To answer this, one-third of them start with one of the benefits of 'mixed or eclectic' method. Later, they claim that it as a combination of many methods. One of the participants 'P1', lecturer from a renowned university said while answering whether there is any difference between these two methods, eclectic approach sometimes gives you more freedom over subject, about how we teach, on the other hand, "CLT has a more specific kind of approach which is encouraged in most of our classroom practices". According to his opinion, after the corona pandemic period, there have been a lot more changes of shifting classes towards and from online and offline media. So, "single rule cannot be maintained in this situation. CLT is not always the best in such drastic changes". Thus, eclecticism is important as a good option. To answer the similar question, another participant in zoom session said, "...teachers of English language are using many methods in classroom, but irony of fate is that each method has its weaknesses and disadvantages, because of these drawbacks, theorists/linguists came upon with a new method-which is eclecticism, a combined one. Another important thing is-through eclectic methods, teachers can use and choose a lot of techniques in a single classroom to make the learners understand clearly...". (P.3, Personal Communication, April 30, 2022). He further adds, "although integration is beneficial, but because of time constraints, it is not possible to integrate language skills always."

Answering the question if he has faced any challenge so far teaching variety of skills to different types of students in one classroom, he adds, "Sometimes, I even have to translate word by word in some classes, otherwise, some of the students will not be able to participate at all." (P.1, Personal Communication, May, 20, 2022). When asked whether they are facing challenges to do listening lab class, all of them said, if lab equipment and electricity are available, there is generally no problem occurring. It takes time and students get bored if connection is interrupted. To answer about using 'realia', He further explained 'we typically have to stick to the textbook what we get and that can create one problem in using 'realia'. It took time in some universities to show videos and he had to waste time using visual texts but, in some universities, the equipment is well-furnished and very comfortable. He added, audio-visual texts are helpful in class in getting attention but if lesson plan and materials given earlier, sometimes, it becomes difficult to incorporate extra stuff, for example, if I could translate native language to mother tongue and teach 'how to book a ticket' in our cultural setting, it would be interesting, but prescribed lesson plan makes

it challenging to go for both. He later suggested practicing two or three skills together if possible but not all four skills together in a single class session because it is not a good idea to overwhelm students with multiple types of input. (P.1, Personal Communication, May 20, 2022).

About other challenges the next participant said, variation of students as “sometimes, the students are producing a lot of sentences but they are not grammatically and syntactically correct”. On the other hand, some are not fluent but correct in grammar. In this case, one method is not good for all. Lack of proper training is also responsible for the ‘barrier of applying both CLT and eclectic methods in the classroom’, because of teachers ‘lack of knowledge about recent methodology, they are confused about which method should be adopted and applied’. Language club, uninterrupted electricity and internet for audio-visual materials are basic needs in classroom settings, according to him. (P.3, Personal Communication, April 30, 2022). Other proofs from the study are—P5 from University ‘U’ in her online session deliberately answered that she used to “assess students’ listening and speaking skills once or twice a week.” (P.5, Personal Communication, May 28, 2022). The skills are yet to improve because of their less frequent exercise of all skills.

To the teachers’ questionnaire, commenting on their personal choice of method, many answered “eclectic”. Many said that they prefer combining CLT with other methods, like GTM, ALM, Direct methods. From my observation of their answers both in questionnaires and interviews, it can be summarized that they are very much interested in an eclectic approach and they do not neglect traditional approaches of teaching and learning a foreign and second language skills.

Because of the poor performance of learners, tendency to memorize, and avoiding creativity, a teacher cannot practice even a single skill properly. As a result, how can they bridge the existing gap between given syllabus and classroom practices of more than one skill.

Note: P=Participant, PC=Personal Communication

Critical Analysis of findings from both teachers’ conversations online and survey questions answers:

It is clearly seen that teachers’ choices are now changing and they are not restricted to any single method and single skill. A language teaching atmosphere is so vibrant, non-conformist. They are not bound by the authoritative decisions. They have their own freedom of choosing materials and designing as free thinkers. At the tertiary level, where University education should be more liberal, having the confidence of mixing many methods and skills if needed must be a compulsory phenomenon. In addition, the importance of all four skills practices cannot be ignored in English language teaching, all of the skills have similar importance. The teachers and students interviewed had the same opinion about the integration of skills. Strikingly, both students and teachers had similar points of view about teaching and learning English as second language while combining all language skills.

CONCLUSION

In summary, the discussion reveals that English teachers in private universities in Bangladesh demonstrate commendable enthusiasm, motivation, and adaptability in their teaching practices. They exhibit a strong inclination toward innovation and learner-centeredness, which are essential components of modern ELT. Nonetheless, institutional and systemic barriers—such as insufficient teacher training, inconsistent skill integration, and limited technological support—continue to hinder the full realization of effective communicative teaching practices. Addressing these issues through policy-level reforms, ongoing training, and institutional collaboration would contribute significantly to the advancement of English language education in Bangladesh. On the other hand, learners are more enthusiastic to exercise skills integration by following autonomous and need based language instruction for their development. The skill integration is possible when limitations can be minimized and authority must adhere to launch any new language-oriented course and program.

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