MPhil Thesis

Application of C.L.T & eclectic method for teaching English in Tertiary level in private Universities of Bangladesh: implications, influences, changes and constraints

Thesis Submitted in partial fulfillment of the requirements for the degree of Master of Philosophy (MPhil)

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DEDICATED

To

My Parents

& Husband

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Declaration

I, hereby declare that this MPhil thesis paper is a presentation of my original research work. I declare that it has not been previously submitted to other institutions. This MPhil thesis represents my own unique work and there is nothing in this work that has been previously released or written by anyone else. All of the primary sources of assistance have been acknowledged.

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Supervisor's Certificate

This is to certify that the research thesis on "Application of C.L.T and eclectic method for teaching English in Tertiary level in private Universities of Bangladesh: implications, influences, changes and constraints" is done by Sumya Alam as a complete fulfillment of the requirement of Master of Philosophy (MPhil) degree from Department of English, University of Dhaka.

This MPhil thesis has been prepared under my guidance and is a record of the bona fide work carried out successfully.

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Table of Contents

Cover Page	1
Dedication	2
Declaration	3
Supervisor's Certificate	4
Acknowledgement	5
Table of Contents	6-8
Abstract	9-10
CHAPTER- I	
1.0 Introduction	11-12
1.1 Background of the research	13-14
1.2 Objectives	15
1.3 Research Questions	16
1.4 Significance of the Study	16-18
1.5 Rationale of the study	18-19
1.6 Limitation of the Study	19
1.7 Conclusion	20
CHAPTER-II (Part-1)	
2.0 Literature Review	21-47
CHAPTER-II (Part-2) **THEORIES & METHODOLOGY**	
2.1 Theoretical framework & Methodology	22-47
2.1.1 Theory of Learning	22-23
2.1.2 Theory of Language	23
2.2 Natural Approach	23-25
2.2.1 Krashen's View in CLT and Eclecticism	25-27
2.3 Communicative Language Teaching (CLT)	28-30
2.3.1 Advantages of CLT	31-33
2.3.2 Acquisition of Grammar in CLT	33-34
2.4 Eclectic Approach	35
2.4.1 Need Analysis and Eclecticism	36
2.4.2 Application of Eclectic Method	37-38
2.5 Advantages and Limitations of CLT and Eclectic method	39-45
2.6 Ways to Overcome Challenges	46-47

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CHAPTER III	
3.0 Research Design	48-53
3.1 Question Framework	48
3.2 Sampling	49
3.3 Setting	49
3.4 Instrument	49
3.4.1 Classroom exercise and Written Document	50
3.4.2 Questionnaire	50
3.4.3 Interview	50
3.4.4 Table of Participants	51
3.5 Data Collection Procedure	52
3.6 Data Analysis Process	52
3.7 Obstacle Encountered	53
CHAPTER-IV **FINDINGS & DISCUSSIONS**	
4.0 Introduction	54
4.1 Findings of the Students' Questionnaire	54-55
4.1.1 Students' Responses to the Questionnaire	55
Figure 4.1.2	56
Figure 4.1.3	56
Figure 4.1.4	57
Figure 4.1.5	57
Figure 4.1.6	58
Figure 4.1.7	58
Figure 4.1.8	59
Figure 4.1.9	59
Figure 4.1.10	60
Figure 4.1.11	60
Figure 4.1.12	61
Figure 4.1.13	61
4.2 Discussion & Critical Analysis of findings from students	62-64
4.3 Findings from the teachers' Online Questionnaire	64
4.3.1 Teachers' Responses to the Open Question no-15	65-66
Figure 4.3.2	66
Figure 4.3.3	67
Figure 4.3.4	68
Figure 4.3.5	68
Figure 4.3.6	69
Figure 4.3.7	69
Figure 4.3.8	70
Figure 4.3.9	70

Dhaka University Institutional Repository

Figure 4.3.10	71
Figure 4.3.11	71
Figure 4.3.12	72
Figure 4.3.13	72
Figure 4.3.14	73
Figure 4.3.15	73
4.4 Discussion of Teachers' Response	74-78
4.5 List of Teachers' Responses in Zoom Interview	78
4.5.1 Teachers' Response in Online Zoom Interview	79-80
4.5.2 Discussion on findings from Teachers' Conversation Online	81
4.6 Discussion of findings from Students' Assignments/Class Tasks	81-84
4.6.1 Figure of Student's Class Task	83
4.6.2 Probable Problems and Solutions	84-85
4.7 Critical Discussion and Analysis of the Whole Study	85-88
CHAPTER- V	
5.0 Conclusion	89
5.1 Implications	89-90
References	91-93
Appendix-A	94
Appendix-B	94
Appendix-C	95-96
Appendix-D	96-100

List of Table:

Number of Table	Name of the Table	Page no
3.2.4	List of Participants (Universities)	51
4.1.1	Students' Responses to the Questionnaire	55
4.3.1	Findings of Teachers' Questionnaire	64
4.5	List of Participants in Zoom Meeting	78
Appendix B	List of Participants in Zoom Meeting & Schedule	94

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Abstract

The purpose of this paper is to figure out the contextual application of Communicative Language Teaching (CLT) and eclecticism and compare some perspectives of learning settings related to private educational institutions. (Reference: some private universities where I taught and some others). This study intends to draw the picture of real-life teaching experiences in these private universities. My focus will be on the justification of practicing all four skills, especially listening and speaking skills through Communicative Language Teaching and eclecticism. It is all about a teacher's unique innovations and his/her own creations to cover up all skills in one lesson. This study attempts to investigate some new innovative techniques and activities which have been applied in learning and acquiring English in my classroom sessions. Some of the students were given some tasks and they were asked to follow some instructions given. They became interested in accomplishing all the tasks and learned lessons promptly. My goal is to talk about how successful a teacher can be to introduce a new technique. For example, teachers are suggested here to practice on the basis of 'realia' like playing and listening to songs and music videos as innovative texts to exercise for all skills. At last, the general purpose of this paper is to discuss a very authentic new technique, its future implications, results, problems and solutions. To talk about these, limitations of all other single methods and some previous and current practices will be mentioned to investigate learners' needs on the basis of "Needs Analysis". Some solutions will be recommended and future implication will be suggested at the very end of this paper.

To conduct this research, a comparative study based on questionnaire interviews, classroom tasks following objectives and materials, literature review was done to find out real problems of each private institution. Theoretical framework was based on Communicative Language Teaching (CLT), Morley's (2001) model of interactive listening, Krashen's (1981 and 1985) 'input', 'Acquisition-Learning' theory, Hilda Taba's (1962) 'Curriculum Development' and Henry Sweet and Harold Palmer's (1921) mixed-methods and eclectic approach, Wilga River's "Teaching Foreign Language Skills, Eclectic Approach" (River, 1981). Creswell's (2009) "Mixed method strategies'' were used to collect and analyze data thematically and descriptively. A very simple random sampling method was used to select 20 universities from where 34 teachers and 86 students were sent two sets of three-point Likert scale questionnaires of closed questions and some open questions through google forms online. The study was conducted for 24 weeks to collect and organize data. Google online form responses were used to collect all of the data. Three main instruments, (e.g. integrated open and closed questionnaire, semi-structured

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interview and class assignments) were used to collect the data. Both descriptive statistics (e.g. percentage following APA style) and inductive-deductive data coding scheme are used to analyze data. Semi-structured interviews among faculties provided some perception about effective application of eclectic method. The results indicate that both CLT and Eclectic method have a significant impact on language pedagogy of the post method era, students' performance on the basis of comparing previous traditional methods and new methods. In doing all these, this paper interprets how CLT along with eclectic methods is justified through the analysis of real-life classroom environments. How all the practices and techniques are followed in classroom teaching and learning is a major concern of this investigation. What are some obstacles to learning in a different way avoiding conventions? -is an inevitable relevant question too. The findings of the study are about the struggles and constraints of learners learning in a new situation because of their poor background knowledge about a second language. Many affective factors and others reasons are responsible for their impediments in learning. The implied suggestion is to take some initiatives to get rid of these problems and make connections between what the teacher follows in the classroom and what the students are actually exploring. To ensure the best quality education with best performance of the students can be a future implication.

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CHAPTER-I

1.0 Introduction

To keep pace with today's global and interconnected universe, the teaching of English cannot be taken aside since it is the most common lingua franca everywhere around the world. English learning has its importance to fulfill some basic purposes, for example- in academic, commercial business and communicative sectors; English is used as an international language for the development of technology. It has been playing a vital role in many other sectors including technology, medicine, engineering, tourism etc. In education, to get a higher degree and to study abroad or to write a research paper or to read many books, magazines, and newspapers written in English, it is very much needed to have a minimum knowledge of English. For these reasons stated above, teaching English at a tertiary level cannot be ignored and avoided. To desire and make a successful educational goal both for individual institutions and students as well, teaching English has become the part and parcel of academic life especially at the tertiary level. To get a higher degree by applying to foreign universities, students need to sit for IELTS, GRE and TOFEL proficiency tests and secure a good point. British Council and TOFEL offer different courses for university students and they divide them into some levels. These courses help students get support from learning and testing their proficiency. They focus on all four skills, both receptive and productive skills, not a single one. In one of their reputed journals, they claimed, how universities are operating themselves in accordance with the position of English as it is performing a global, rapid significant role to cope up with the advanced world. They offer IELTS courses for improving English and making educational opportunities abroad. Their course resources and flexible syllabus materials are specially designed for improving English skills and giving students instruction and showing them a clear path to a successful future. Language experts in the field of linguistics and Applied Linguistics and ELT (English Language Teaching) work in this respect.

Similarly, English has an increasingly powerful position in the modern era and it enhances the prospects of career and improves the social lives of its learners. As a 'lingua franca' and international language, English has socio-economic, socio-political and cultural influences. From this aspect, all language and teaching English related conferences held provide a logical argumentative overview about the role of English. They also discuss issues of following attractive and appropriate methods, techniques and

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strategies to fit the present demands and by this improve their qualities. Many may rationalize the fact that most of the institutions intend to follow some methods which are beneficial for enchanting qualified candidates and thus they flourish their reputation. English is enacting a noticeable role in tertiary education of universities in a way how they are expanding themselves by their rules of pedagogy**.** Students always face the challenge of competing globally in the search for talent programs and this global competition forces students and other general candidates to seek their position in international companies, labor markets, buying houses, engineering fields. In the crux of global competition on an international scale, to gain the best of all products and to struggle for fulfilling the demands of companies, educational institutions they are expected to maintain interconnection and interaction through the use of English language proficiently. To be expert in speaking and writing, they are instructed to follow traditional approaches as well as some other contemporary methods of teaching and learning. Manipulation and utilization of both current and traditional methods is a big concern now.

But some relevant questions might arise -how many tertiary level students are getting quality education and whether they are learning through appropriate methods or not? What are their needs, goals and future accomplishments? Which type of method the teachers are following for their teaching English as a second language? Sometimes, a teacher fails to implement appropriate materials including textbooks, videos, audiotapes, computer software, and visual aids. Some other times, they are ignorant about mixed or blended methods which can be modified into a simplified material design as a solution. Students are also ignorant about their goals and objectives of learning. The identification of goals is crucial. Taba's (1962) Model and Nunan's (1985) Model or different other rational planning and syllabus design and curriculum are examples for students' needs analysis and assessment.

My focus, according to the demand of the title will be on **CLT & eclectic method in teaching English, tertiary level (the university level after intermediate in Bangladeshi context), problems, innovative technique and private universities situated in Dhaka and outside Dhaka.** I will include methods especially Communicative Language Teaching (CLT) along with eclectic method exercised in those universities, techniques and strategies followed in tertiary level of teaching English as a Second Language (ESL). Lastly, I will also include some possibilities and constraints as well as future **implications** and **recommendations** for effective teaching.

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1.1 Background of the research

Almost all the public and private universities have courses on English literature or language for their students, besides they have some fundamental English courses for other departments alongside their respective subjects other than English. How can they manage to teach their students effectively is a concern. Some strategies are being followed using communicative or eclectic methods in teaching English in the classrooms. The previous methodology has been prevailing in many universities for years. Moreover, many private universities think that there is no other option than using English as a medium of instruction in tertiary level for the following few probable causes- to communicate with the people living abroad, to deal with business purposes, to find a good job, to be technologically skilled and to have access to scientific and other information resources. One of the reasons for why English is considered to be the only medium of instruction for tertiary level education is that it is essential for getting a higher-class job. In the business and commercial world, English is a common medium of speeches and expressions. In addition, almost all kinds of job sectors want candidates who are proficient in English, especially those who have the minimum knowledge of understanding the language use. By this way, government and non-government institutions can communicate with other international companies and business sectors. As an example, students with great proficiency in English can secure a good position and build up his/her career in an easier way than others who do not have the ability to speak fluently in English. Students who have sufficient knowledge of English are capable enough of visiting web sites and searching information needed to prepare project works, assignments and accomplish other academic tasks. To communicate with foreign workers and businessmen outside the country, employees are expected to use English properly for sharing data. Mother tongue is not a solution if they need to go abroad for a field trip or other business purposes. So, undoubtedly, learning English is necessary for getting highly paid jobs in multinational companies and for socialization and entertainment.

The second reason for choosing English as the medium of instruction in the Bangladeshi private university education system is that it helps students to become technologically advanced and eligible because most of the useful lessons, instructions in YouTube videos are given using a common language for the people of all countries. A large number of public and private universities from different countries always represent themselves in seminars and international conferences organized around the world. They, in most cases, represent themselves through the common medium of speech for being mutually

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intelligible. Language expertise from foreign countries by the British Council and the European Commission are hired to work in the same project. The universities deliver lectures in English. In many international Universities, English is the only Medium of Instruction which is often referred to as EMI. Like these universities, Bangladeshi more or less dominant private universities usually use English as their medium of instruction. As English is used as a medium of instruction in these universities, there is always a necessity of mental, methodological, structural and fundamental changes which are required to continue the progress in education.

Without learning the common language, they will never be successful in this technological era. Even after having the recognition of English as an international language, many of the students still cannot understand the English language well. Unfortunately, they will lose their opportunity to learn world-wide subjects and topics, for example international affairs. Some of them cannot get proper education in English as they cannot cope with foreign fellows in their educational context. For example, in private medical colleges and private universities, many foreign students come from abroad like Turkey, India, Myanmar, and China. To work with them in a group, it is quite impossible to participate in every activity if they do not have any knowledge of a common language like English. To enrich students' excellences, private university authorities always try to provide their students with special hardware and software equipment. The information on the internet is written in English. The sources of communications are online social media, for example, Facebook, twitter, WhatsApp, Viber etc. use English for their platform. Utility and all application software like Microsoft Windows, Microsoft office, Internet Explorer use English for their operating purposes. All computer programs are basically run with the help of the English language. To conduct research work, the project members need to find out information which is written in English.

Some other reasons for studying English as a second language are official purposes, getting access to internet resources, and ensuring participation in a meeting or conference with foreign business magnets. If English is used as an official language, foreign workers will get each and every detail of the rules and regulations without hesitation. Knowing the first language of a country may be difficult and time consuming, so, a second language would assist them to get in touch. The resources, study materials, e-books, articles, research papers and other publications are written in English. Without the guidance of essential knowledge of English, it is quite impossible to accomplish our successful future endeavors.

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1.2 Objectives:

The immense importance and significance of English as a second or official language and as a foreign global 'lingua franca' has become a subject of research all over the world. In Bangladesh, there is an acute obstacle in the way of teaching English. English teachers of the tertiary level are now facing a lot of problems and challenges while teaching in the classroom, even the students are not properly learning English to adopt with modern globalized world. This research has the following objectives along with the sub-categories:

1. To portray, to some extent, a current depiction of English language teaching in the tertiary level in the private universities in Bangladesh

   a) To investigate the motivational quality of the teachers and the outcome of their activities as future implication

2. To look into some of the constraints in the way of developing a satisfactory level of proficiency in English

   a) To endeavor to investigate how many teachers are well-trained and proficient to practice all four skills with equal importance

3. To find out some probable solutions of both the students' learning and teachers' teaching barriers in the tertiary level

   a) To explore how the courses and lesson plans, techniques and materials of eclectic method help the students in the field of developing their skills

   b) To determine, to the extent possible, the effective influence of using different methods on students' learning English as second language

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1.3 Research Questions:

1. What are the effects of applying CLT and Eclectic methods on Tertiary level students learning English as a Second Language?

2. What are possible constraints of developing a satisfactory level of pedagogical environment?
   a) Why do the learners and teachers face hurdles in applying a new method in the classroom?

   b) Are teachers well-trained and professionally proficient to teach all four skills in a beneficial way for the students' learning ESL?

3. Which measure can be taken to enhance the proficiency level of both students and teachers?

   a) How can both CLT and eclectic methods help students enhance and develop their skills?

   b) Are both teachers and students autonomous and motivated to choose flexible materials?

1.4 Significance of the Study:

There are many renowned methods which were followed previously by the language practitioners of universities. The national curriculum, updated in 2012, promotes learner-centered classrooms with interactive activities as the Ministry of Education of Bangladesh has officially adopted the CLT-based curriculum in 1995 (Sinha & Alam, 2009). Both teachers and students of the tertiary level at the private universities in Bangladesh already might have some insignificant idea about Communicative Language Teaching (CLT). Many of them may be taking the support of mixed or eclectic method for enhancing their pedagogical development without enough knowledge about those methods. I cannot help mentioning one thing that the students of higher studies cannot imagine to go ahead without improving themselves by learning through the combination of CLT and eclectic methods. Communicative Language Teaching (CLT) was initiated in Europe in the 1970s to cope with the arrival of new immigrants and guest workers. In fact, the present buzzword 'the Communicative Approach' seems to be a scientific and effective method.

In Bangladesh, the people want to learn English in order to hold international meetings and conferences, to enrich knowledge by reading international affairs, to conduct international business, to get access to different websites information, to get better jobs, to get admitted into foreign universities for higher

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studies etc. The university students of our country have no alternative option to finish their degree without taking English as a fundamental or major course. It is disappointing that novice as well as senior students are not capable enough of using English productively in several contexts. Therefore, the practice Communicative Language Teaching (CLT) was initiated in Bangladesh in the 1990s. Students, at the beginning, used to learn only Grammar using the Grammar-Translation Method (GTM). Writing accurate grammar and translating from and into both Bangla and English language was the only goal of learning a second language. But later the aim of the communicative approach was to progress their study of communicative skills. So, the method was new and became very popular to all. We have already spent one and half decade after the starting of CLT. Even after the new method was implemented in classrooms, students could not communicate well in different settings. What could be the possible causes behind their failures? They are not the culprit. We cannot blame only learners for their failure. Sometimes getting stuck with one particular method or technique can have a negative impact as a cause of their frustration. The constructive teaching strategies and techniques may give language practitioners a great chance to choose appropriate methods.

This study is really crucial for the field of education research because it focuses on English language pedagogy of some top most private universities in Bangladesh. It signifies a lot in the context of globalization. To Johnson (2019), exposure of national development in many South-Asian countries depends on industrialization and technological advancement and innovation. Educators are facing an acute trouble of meeting the challenges created by these replacements. Whether English teaching programs are functional to encounter challenges is a big issue now.

It is no wonder that teaching English is a universal occurrence and many studies have been done on it around the whole world. Besides many papers, articles, journals have been written on ELT because it has become one of the major concerns of linguistics under the supervision of both private and public universities in Bangladesh recently. But it is unexpected that very few of the studies have been conducted on the Private University education, particularly about the application of both CLT and eclectic methods in the tertiary level. So, there is enough opportunity to study in this field and do project work on this subject matter. For this reason, the present study is very important and time-befitting. The four basic skills of English language teaching will be discussed with equal importance; the process and nature of teaching English language to the students of the tertiary level in Private Universities in Bangladeshi context will be depicted descriptively. It will also explore the constraints of the language learners. In our

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educational context, learning a second language has a significant contribution for the foundation of the future higher education of the tertiary level students. This phase of education constitutes a strong basic of the students who will compete in job market. That is why, the present study may portray a vivid picture of recent methods followed and it will show the condition of overall techniques of modern English language teaching style. As a consequence, the present study achieves a universal appeal with socio-linguistics dignity as it provides enough intuition into the English language teaching in the tertiary level of education.

1.5 Rationale of the study:

According to Rahman (1999), to ameliorate learners' communicative skills and competence of language proficiency in English, private universities make students take mandatory courses in English. To accomplish the English course, all four skills should be given equivalent priority. Private universities mostly have sufficient funds to provide students with study materials and buy and bring essential resource equipment for lab class to practice listening. To add, it is mostly seen as Saha (2008) commented, although listening skill plays a pivotal role in the English language classroom, in most of the language courses, listening skill is neglected, even never taught. The study has tried to investigate the degree of ignorance of receptive skills especially listening skill at the private universities and to look for the available strategies for the development of listening skill at the tertiary level. From the findings of the study, it was identified that most of the English language courses are completed without giving enough importance on listening skill due to improper design of syllabus items and inadequate logistic and administrative assistance from the university authorities. The findings suggest that a large number of learners in the English language class would be more motivated by listening skill, thus benefiting if they get interesting audio-visual practical materials. Furthermore, varied class lessons, specific syllabus design, logistic support, freedom of motivated learners and autonomous trained teachers and special mark allocation are necessary for teaching listening. Below are some examples of the opinion about the topic we are discussing.

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Need for improving all four skills:

Almost average (see Figure 4.1.5) of my student-participants (46.5%) who answered the questionnaire states that there is no practice of all four skills in their classrooms which leads to the avoidance of one or two skills specially listening and writing. These are ignored in most of their classrooms. Besides, monotonous class lessons and materials used by teachers make them less motivated.

Ignorance of listening skill in tertiary level:

Afrin (2011) in her article "Ignorance of Listening Skill at Tertiary Level" mentions that language learning can be accelerated when listening or oral input is provided in an organized manner. The audio-visual texts for listening are to be arranged in such a manner that students get interested and become a self-motivated learner.

Necessity and Impact of EFL Teacher Training in Bangladesh :

A very experienced teacher (Assistant Professor, University-A), opined that "Training of teachers is a basic need to improve teachers' understanding of syllabus materials and to rationalize and implement according to the current needs of a group of students". (Personal Communication, November 1, 2021). Curriculum and Syllabus Report (1995) explained 'teachers' training' is one of the key factors for implementing an innovative and suitable course syllabus.

1.6 Limitations of the Study:

It was quite difficult and hard to collect data physically because of the corona pandemic situation. I had to make questions using Google form which was totally new for me. Not everybody I requested was interested in answering the questionnaire which was set and sent to each of them individually. So, it took much time to select universities and students from those selected universities. I wanted to take at least seven online zoom interviews but only five were possible. While checking assignments and task sheets of my students, it was investigated; most of them were reluctant to answer comparatively broad questions in detail, rather interested to answer grammar and short questions. The interview replies and feedback could not be translated into a transcript version. So, I had to listen and watch audio and video clips repeatedly to get essential information. Sometimes the connection was problematic for a poor network.

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1.7 Conclusion:

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 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. 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 teaching methods at the tertiary level.

I have focused on the tertiary level students from different private universities of Bangladesh. 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.

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CHAPTER-II

2.0 Literature Review:

Like other countries and states, Bangladesh has been trying to include English as a major subject for tertiary level students for a few years. Teachers' organization of their classroom practice is more or less dependent on the Western idea of teaching using approaches, techniques, methods. To teach English effectively and appropriately, language instructors need to follow some useful approaches, techniques, methods, strategies which are the core principles of teaching any language. As these words will be used more often in my research paper, I need to clarify these terms by giving short descriptions about these concepts.

By the notions of EMI, teaching styles, strategies, methods and approaches, some university students and teachers may get misdirected. Language practitioners should equip themselves properly to organize classroom environments through productive practices. So, to choose an applicable and suitable method, sound knowledge of an English teacher is very crucial for conducting English class. The teacher is assigned as an individual faculty and storehouse of knowledge in the classroom situation and is expected to execute some performances along with a certain set of roles and responsibilities. The teacher behaves and interacts with learners in a certain manner. Then she/he carries out some affiliated activities in the classroom. These activities can be categorized into two basic component acts: i) a relevant, organized, sequential selected acts to fulfill some special purposes; ii) a prompt, disconnected, random acts with arbitrary irrelevant choices. Both of the teacher's behavioral actions in the classroom are essential units of function. These functions can be regarded as **Techniques** according to some language experts and linguists.

A language pedagogue acts as facilitator, guide and collaborator to regulate the teaching activities in conformity with a set of proximate principles which on the one hand are generally taken from the suggestions or recommendations by professionals and on the other hand, teachers' own psychological construction. In ELT, these featured guidelines or proximate principles can be called **methods** which are linked to classroom procedures and techniques. According to social science educators, these proximate perceptions are associated with two aspects. (1). Teacher's own comprehension of intuitive insights into the characteristics of language, of classroom practices, of learners and about their own

identity as well, (2). Perception about theories which are helpful to establish classroom practices in general but language teaching in particular. According to Richards and Rodgers (1986), approaches are some underlying theoretical perception of language objectives, syllabus model, language and language learning, role of teachers and learners. **Approach** is an umbrella term under which methods are described linguistically, psychologically and traditionally (Kilburn et al., 2014).

In more detail, according to Anthony (1963), an Approach is a set of interlinked hypotheses which are supposed to deal with the notion of language teaching and learning. What could be the nature of the subject matter that is to be taught in class is philosophically explained by approach. Method is procedural; it is systematic and organized presentation of language material which is formulated on approach and tends not to contradict with any part of presupposed approach. An approach is an abstract idea; it is axiomatic while a method is process-oriented. There can be more than one method under one approach. A technique is determined by implementation of methodology after observing classroom conditions and understanding overall needs of the learners. Technique is a stratagem or mechanism needed to carry out an 'immediate' lesson objective. Technique is an application which must be coherent with a method and therefore in accordance with a set of beliefs as well. In this way, it has to be 'consistent' to approach and method without any hesitation (pp. 63-67).

2.1 Theoretical framework and methodology:

2.1.1 Theory of learning:

In order to activate the learning process, theory of learning is an essential condition believed to highlight successful language learning of novice students. Theoretical implications cannot be taken as trivial matter as theory of learning tells the practitioners about different learning patterns and orientations-whether it is process-oriented, product-oriented or condition-oriented learning.

The theory of learning is based on behaviorism. B.F. Skinner, John B. Watson and Ivan Pavlov are the key figures for establishing this learning theory. Behaviorism is a philosophy of psychology which is connected with the formation of behavior through association among the acting, thinking, feeling etc. In his book, 'About Behaviorism', Skinner (1974) points out some key concepts and arguments about Determinism vs Free will, Operant Conditioning, Internal States, Motivation, Emotions, etc. This technique is used as the theory of learning in Audio-Lingual Method (ALM). In this method, learning is

going on through oral imitation and repetition and passive reinforcement helps the learner to develop the correct habit. Here analogy is given more importance than analysis. It can foster a learning environment and desirable behavior if positive reinforcement is ensured. On the other hand, negative reinforcement can be sometimes beneficial too, for example, by removing unpleasant stimuli, students can escape from aversive situations, can get motivated to be more persistent and can reduce their fear and anxiety. The application of Behaviorism in the classroom can be demonstrated by modeling, shaping, cueing and by following other teaching strategies.

2.1.2 Theory of language:

Structuralism, founded by Saussure (1916) is working behind the theory of language. According to the proponent Ferdinand de Saussure, it emphasizes analyzing language as a whole, synchronic structure rather than focusing solely on historical development. This flourished as an approach (1960s) to literary analysis grounded in structural linguistics, the science of language. This helps the learners to use the language elements to build the linguistic structure from simple to complex form in a synchronic way. The language teaching techniques include- Memorization of dialogues, Backward Build-up (Expansion) Drill, Chain Drill, Repetition Drill, Multiple-slot Substitution Drill, Transformation Drill, Single-slot Substitution Drill, Question-and-answer Drill, Use of Minimal Pairs, Complete the Dialogue, Grammar Game etc. Situational Language Teaching and Audio-Lingual Method are teacher-oriented methods. The teachers' roles are dominant and central in these methods.

After describing this above method, we clearly understand that this method is inappropriate for tertiary education for its lack of 'realia' and students' direct participation. For this reason, the method is ignored in higher education but followed in primary and secondary levels. Students of tertiary level cannot communicate in other contexts outside the classroom. Although it is called oral method, the skills they acquire through the procedures of ALM are not worthwhile and satisfactory because it cannot fulfill the demands of authentic situations. Most of them do not concentrate on class lessons because practices are repetitive and boring.

2.2 Natural Approach was introduced by Krashen (1970s), an influential linguist, which elaborates five major processes or hypotheses of learning a language: 1. Acquisition-learning hypothesis 2. Input Hypothesis 3. The natural order Hypothesis 4. Monitor Model hypothesis and 5. Affective Filter Hypothesis. All these are related to the basic instruction of teaching and learning a language. Krashen's

theory and Vygotsky's theory can be implemented in teaching strategies. According to Escamilla and Grassi (1999), 'input' would be comprehensible if the language teacher applies techniques and strategies to make students acquire a more advanced knowledge than the current level; such as, sharing audio-visuals elements accompanied with advanced vocabularies and communicative concepts, for example, asking slight complicated questions, getting answers on the basis of those questions. Assimilation of short clips of drama, music videos, showing pictures and incorporation of all the activities into academic lessons- are the most common tasks of an instructor. Some hand-on activities or manipulations help create an innovative classroom application of methods or the mixture of some methods. Peer / group activities are suggested in my proposed lesson plan and objective. Krashen's 'input' hypothesis is closely related to Vygotsky's Zone of Proximal Development (ZPD) which he described in a book "Thought and Language" (Vygotsky, 1962). According to constructivism learning theory, a learner's personal experiences help understand meaning and thus construct knowledge.

What are some crucial personal experiences? –to answer this question, we can easily guess-real life communications, watching drama, movies, music videos, reading external texts can be some examples. These are beneficial for developing one's skills. The goal of this theoretical application is to enrich students' vocabulary, grammar and other expertise.

Acquisition-Learning is connected to the learning naturally through subconscious process, not by memorization and hardship of conscious learning. It is a distinct feature of the theory as the most influential of Monitor-model hypotheses in Krashen's theory. Intelligent intellectuals and language practitioners use this hypothesis in their language and teaching-learning related works. According to Stephen Krashen (1970s & 1980s), there are two views of learning a foreign or second language: 'acquisition of a language unconsciously' and 'learning a language through conscious process'. The '**learning**' takes place when learners are expected to learn formal grammar in a formal classroom setting. It is more about learning language structures and syntactic features. On the contrary, **'acquisition'** is the natural process more or less similar to the subconscious ways of acquiring native languages referring to mother tongue or first language. It is the automatic acceptance of rules and regulations of a language and didactic knowledge by brain function about a second or foreign language dealing with real life authentic and meaningful interaction in the target language - in which speakers of a second language are concerned about communicative facts, not about the explicit form or structure of a language. Acquisition is more useful than learning because learning should not be form-focused but be practical and contextual.

As an expert, Krashen's detailed description of second language acquisition is a landmark in the field of linguistics. The **Input hypothesis** is clarified with the explanation of 'acquisition' and 'learning' as stated above. In accordance with this hypothesis, any progression and improvement of learning takes place when any student's advanced level 'input' of linguistic competence is ensured. i+1 hypothesis is the fundamental ground of his idea. 'i+1' level refers to the level of one step ahead claimed as 'beyond the current level' by Krashen. As all of the tertiary learners are not linguistically competent at the same period of time, "natural communicative input' is essential factor to select course syllabus materials and to plan course lessons in such a way that the learners can get 'i+1' and comprehensible input by calculating his current stage appropriately.

The last one is the **Affective Filter** hypothesis. Krashen claims that a large amount of 'affective variables' contributes to second language acquisition. These crucial variables work as super psychological contributors for self-motivation, self-confidence and low anxiety which is another significant aspect of my thesis. According to Krashen, self-recognition, motivation, encouragement, a confident self-image, and a low level of anxiety are influential factors for learning a language without fear and low self-esteem. Lack of all positive attitudes is responsible for increasing affective filters. It may cause a "mental block" which is a great barrier to language acquisition. In other words, if the filter goes 'up' it creates impediment to language acquisition. In contrast, a low level of affective filters makes students mentally strong and psychologically motivated to acquire required knowledge of language by comprehensible input.

The affective filter hypothesis works influentially in the tertiary level in the sense that students of Bangladeshi private universities are not well furnished in their exposure to a language, because they feel shy, nervous and sometimes fearful about expressing their ideas or opinions in other language like English. In this case, their affective filter, according to Krashen, lessens the enthusiasm of their learning. So, teaching these students becomes harder for the language teachers.

2.2.1 Krashen's Views in CLT and eclecticism:

This thesis heavily relies on some previous methods because mixed method or eclectic method is suggested to follow in tertiary level education. This study critically engages different methods as the term 'eclectic' refers to elements and styles drawn from different sources and selective techniques from different methods. It also examines the decline of previous methods and emergence of new paradigm

shifts. Incorporating a variety of teaching strategies from different methods is essential so that this section will discuss theoretical framework and methodology.

As far as skills are concerned, GTM focuses on writing and reading more than other two skills. As a consequence, speaking and listening skills were neglected. The accuracy of grammar and translation into and from first language to foreign are core principles of teaching and language practice. Vocabulary was taught by memorizing dictionary meanings while reading the text's target language. Each sentence is the basic part and the teacher plays a traditional role model of knowledge provider. With a view to give emphasis on the rules of grammar, there is very little concentration of pronunciation, listening or speaking skills and other communicative features of language because spoken language is regarded inferior to literacy of language. To be able to speak in any authentic context is not a goal of learning. So as a traditional classic method, the application of this method was totally different from other comparatively new methods of the 18th and 19th centuries. Because of the extreme devotion to some teaching methods, the learning environment has been negatively affected. Dependence on excessive practice of rules of grammars, students are getting demotivated. For this unwanted scenario, expertise and language critics are thinking of applying combination of two or several methods in tertiary level.

Another very influential feature of ‘using visual aids’ from Audio-Lingual Method (ALM) is suggested in my eclectic lesson plan. The Audio-Lingual Method is like dictatorship or Army drill, where the teacher works as the supreme authority unlike the role of teacher in GTM. There are some important principles and features of audio-lingual methods. Both students and teachers need to know the fact that the structure of target language and native language are different. So, the involvement of native or first language should be prohibited in language learning. If the students' native language interferes less, students will be able to acquire the target language better. The intention of using eclectic method is to make a connection between the language learners and target language (Kumar, 2013) where experience of language learning process can be interlined with real life situations.

In previous methods, it was believed that students’ listening and speaking through sound and sentence patterns practice has immediate results. The practice reading and listening comprehension needs to be flawless. Making mistakes or errors may create blockage to their flow of pronunciation and smooth reading. The students will get accustomed to the habits automatically, like acquisition of their mother tongue. In this stage, the teacher’s role is to find out errors immediately and correct them because it is considered a major obstacle for mechanical habit formation in learning a foreign language. But a very

crucial aspect of learning process is neglected by them as students' affective factors, because there is always an inner connection between "student's affective aspects and L2 learning" (Du, 2009). Their levels of anxiety, motivation, fear, encouragement, self-confidence contribute to their learning process. (Krashen, 1985 & Ellis, 1994). To maintain sustainable level of motivation among tertiary level learners, utilizing and combining eclectic and CLT methods are so necessary because the requirements of learners and individual differences among students can only be acknowledged by the application of "a complementary holistic approach" (Nanayakkara, 2018)

Language learning can happen inductively which is based on an inductive approach followed by a class teacher. Three major elements of behaviorism are stimulus, response, reinforcement is meant to be an inductive process of learning. Students should always be exposed to reading texts; listening to dialogues, proverbs, chunks; speaking and repeating them more and more to master the foreign language and use it for communication purposes. But communication should be comprehensible and mutually intelligible in nature. For this reason, the second language learning and teaching process should give emphasis on comprehensibility texts exposed to learners than the traditional drilling of explicit structures. Extreme dependence on these particular and single methods eventually lead to unsuccessful teaching and learning goal accomplishment. According to Kumaravadivelu (2003), autonomy of teachers and "principled pragmatism" are key features of the post method era where Practicality, Particularity and Possibility are three parameters to explore theory and practice as a combinatory part in language pedagogy.

Language is a crucial part of culture. Each country has different cultural beliefs and customs. People use languages through the mental construction of rituals and cultures of their countries. So, culture should be included in language learning. Because learning a language is a "cognitive performance'' requiring different 'biological, psychological', socio-cultural norms (Nanayakkara, 2018). Perfection of language learning requires "productive teaching process'' where teachers can explore several useful methods, strategies, and suitable guidelines and principles for classroom setting. (Kumaravedivalu 2003, 2006). Some cultural texts, for example, music videos, drama, literature, authentic everyday conversational dialogues, and movie clips are important class instructional materials for lessons. A teacher needs to show and put cultural information for the learners who will get ideas about language uses in several purposes and contexts.

2.3 Communicative Language Teaching (CLT), a new paradigm shift:

A new method has been introduced in Bangladesh for teaching English in the early 1990s. The aim of this method is to develop both productive (writing and speaking) and receptive (listening and reading) skills. There are varieties of techniques and strategies followed to ensure better learning of tertiary level students but the most common method for English teaching used in private universities is Communicative Language Teaching (CLT). CLT is the method which focuses on communication, speaking and interaction skills of language learning. This is an approach where teaching is grounded on the theory of language as communication. Knowing the grammar is not sufficient but how to use them in several contexts is more important.

With the recognition of English as a global language, language related skills need to be developed. As far as skills are concerned, the teachers of most private universities are using the combination of four skills-reading, writing, speaking, listening which is the key element of CLT. Again, fluency and accuracy-both are equally important in CLT. Teacher-learner autonomy, mentoring, monitoring, supervision, peer observation, feedback, etc. are also becoming essential aspects in teaching English in private universities in Bangladesh.

Besides, maxims, creativity, innovation, managing change are the key factors working in the fields of teaching of private universities. In today's teaching sector, every institution tries their best to initiate new and innovative forms of technique to teaching. Teachers as researchers have many responsibilities to design curriculum and syllabus for the students according to their needs. For example, those who lack adequate grammar knowledge will have to be taught structure and grammar first, then the other area later. The students who are weaker in speaking English will have to be taught communicative English.

The principal idea of Communicative Language Teaching (CLT) revolves through the core component "communicative competence" as suggested by Hymes (1972). This notion has a great influence on teaching a language to teach how to communicate effectively in different contexts. On the contrary, "linguistic competence" was proposed by Noam Chomsky (Chomsky, 1965) who came up with the idea of understanding grammar and vocabulary of a language. According to Chomsky's view of Universal Grammar, language rules and uses are encoded in mind biologically. This concept is derived from Rene Descartes' idealism about the creative mind which leads humans to use language as an instrument of thought. Even after being able to read an advanced text, students may be less confident in communication. It becomes useless if one can only write grammatically correct forms and she or he is

not capable of using any structure in communication. In this case, CLT is the best method for being a communicative method. So, communicative competence helps learners choose appropriate vocabularies in contextual utterances while 'linguistic competence' focuses on language grammatical accuracy.

Four specific components of language competence have been proposed by Canale and Swain (2003) as the goals of learning a second language. These are grammatical, socio-linguistics, discourse and strategic competences. To make communication successful and effective, language learners should work on developing skills and other sub-skills. So, the above-mentioned competence can be divided into some components, such as-fluency, lexical, syntactic, pragmatic, prosodic competences and mastery of intonation and fluency.

The establishment of CLT is an alternative method to other omnipresent system-oriented methods. It became prominent in the field of ELT for its extreme focus on real-life situations. They are given different task-based activities, for example, role play, imagining them in real-life context and rehearsing in a very fun and motivating way. The affective filter gets lower because the teacher is no longer the authoritative figure in the classroom.

Some elementary aims of communication are: conveying messages; exchanging information; and maintaining social relationships. In the past, language learning was thought and meant to correct grammar structures by focusing on unrealistic patterns of dialogues. In the post-modern era, language teaching has to fulfill students' basic needs, not the fashionable aristocratic reading skills. According to Savignon's (2007) point of view, as English has acquired the prestige of an international language, to cope with the new emergence of modern science, technological innovations, and other interdisciplinary advancement, learning using a modern learner-centered methodology is unavoidable (p. 208). In this learning and teaching, teachers will be less active and learners will be autonomous learners.

This kind of shift toward communicative teaching has been seen in most of the university education of Bangladesh as like European universities. The rapid interrelation among the European and Eastern countries obliges each country to teach adult tertiary level learners a global language which can be used for several academic, communicative and business purposes. A few purposes are initially set in the mindset of teaching professionals and linguists:

- The predominant importance of communicative features of language
- The increasing center of attention is meaningful learning
- The expanding concentration on learners' autonomy and active participation in teaching processes
- The reduced focus of structural, formative, deductive language teaching

Language use for interactive conversation, perform notional functional meaningful tasks, consider learners' basic needs and interests are to be set as priority basis in syllabus design by the university authorities to ensure productive learning outcome.

So, we see a growing interest among all private universities to combine GTM (Grammar Translation Method) and CLT (Communicative Language Teaching) followed in most of the language classes. The thing which is very important to the learning and teaching of Tertiary level students is to consider the needs and lacks of the students of different levels. If the students lack in writing skill, they need to be taught the Grammar-Translation Method and if they are not fluent in speaking, then they need to be taught how to communicate well through the Communicative method. So, here an eclectic method instead of a single one can play an effective role. A teacher might use both inductive and deductive process of teaching. For example, a teacher should have the autonomy to combine GTM and audio-lingual drills with communicative task-based activities to meet the needs of the students. In the first case they need to learn grammar, sentence structure, vocabulary, translation etc. and in the second case they need to focus on speaking skill-how they can speak and use the second language both appropriately and fluently in the right contextual meaning. As we see in every business and commercial sector, communication is the main medium to improve and develop, the communicative skill should be focused along with the other two basic skills- writing and reading. To improve all four skills, there is always a crucial need to highlight the eclectic method which will be discussed in the next section.

2.3.1 Advantages of CLT in EFL and ESL Classroom:

In 1971, a group of experts studied the needs of language learners. As a result of continuous analysis, British linguist D.A Wilkins came up with a primary document and proposed a functional and communicative syllabus for language teaching (Wilkins, 1971). Traditional concepts of grammar, structure, vocabulary are shifted to new concepts by which meaningful authentic texts would be selected in syllabus materials for learning and teaching to improve proficiency in communication. In a very recent study conducted, it is found that '64% of the population agree about the use of 'authentic language and instruments to increase English language performance' (Hossain, 2024). But the article was about "CLT as a remedial measure" to develop the English language proficiency of public universities. He has shown how oral practice of target language, group work, language games, and authentic materials can be essential to enhance language learning. He has pointed out the challenges of using CLT as the participants think that "interaction between students and teachers" are needed in CLT which is not always the case. 'Error correction' should be there in writing but should be minimized in oral performance.

In my thesis, it is also shown that the application of CLT in the ESL/EFL classroom is a way out by which students' perception towards language learning methods can have a positive impact on teaching. Because of extreme emphasis on grammatical correctness students are often burdened with pressure in class. Students do not have courage to speak because they are afraid of making grammatical mistakes. They lose confidence more often because inaccurate and imprecise use of grammar provokes a sense of failure in them. CLT helps students lessen their pressure by motivating students to use not only their linguistics but also their different communicative chunks. CLT teachers create a reduced distressing classroom environment by many ways: putting more attention on a great deal of 'fluency and appropriateness in the use of the target language than grammatical correctness; focusing on structures with less prominence on "error correction and explicit instruction on language rules or grammar." (Mangubhai et al., 2004, p. 292). A student's success is more celebrated than failure or mistakes. In other words, it motivates learners for task accomplishment and gives encouragement to do tasks on their own. A CLT teacher knows how to determine and respond to learners' language needs. Teachers play a comparatively 'less dominant' role in CLT in comparison to other methods. (Larsen - Freeman, 2000, p. 129). The teacher assists students by acting as a facilitator, advisor, guide, and mentor in the ESL/EFL classroom. He or she monitors and evaluates not only accuracy but also fluency of

communicative performances. Some activities are necessary for enhancing authentic implication of communicative skills, for example, role play, game, cue cards and extempore, language exchanges, pair work, group work to engage learners in communicative processes.

Unfortunately, some applied linguists try to rationalize the fact that four basic components of communicative competence as outlined by Hymes (as cited in Cook, 2003) are rather ambiguous theoretical notions that cannot be put into classroom practice in reality. The very first reason for arguing the fact that as CLT believes in developing all four skills, it is difficult for a teacher to make students practice all four skills together in a single class, but it is not impossible. Another notion of appropriateness is extremely dependent on socio-cultural norms. Language itself is the organic part of culture. Therefore, learning a language means learning a culture at the same time. The goal of CLT is to develop in students a feeling of whether it is appropriate or not; what is right or wrong in English not only in a grammatical sense but also in a social and cultural context. Again, they are taught how to use language as it is used in real life. For this reason, using authentic and cultural texts are so useful. The third reaction against CLT is errors are not corrected rather students are requested to reduce their own mistakes and focus on fluency. This may create a problematic situation where students will produce incorrect and incoherent grammatical sentences which will hamper their academic formal writing.

To summarize what has been said above, CLT can be judged critically from a different angle. Here we can point out another factor which may not be a concern of linguists in that sense. Brown (2007a) claims that Communicative Language Teaching can be regarded as an eclectic blend of the techniques and procedures of the previous methods into an approach which goes beyond the teaching of "rules, patterns, definitions and other knowledge about language". From a communicative point of view, it talks about the teaching of "genuine, spontaneous and meaningful communication" (p. 18). The reasons for CLT being one of the best methods will be pointed out on the basis of ESL classroom. One is-both teacher and students can play active roles in ESL classrooms. The second reason is its nature of "eclectic blend" which is worth discussion in my study. It inspires students to depend on acquiring discourse and strategic competence, and thus decreases mental stress of structural accuracy which creates barriers to communication. One more reason is –it is a student-centered approach where the teacher does not have dominating attitudes; rather, she or he works as a counselor. Learners are responsible for managing their own learning. The last but not the least reason for supporting CLT is that it emphasizes the significance of socio-cultural skills. It is essential to make an ESL classroom atmosphere interesting and relaxed by

ensuring motivated participation of learners through maintaining a suitable course syllabus. Then the teaching and learning using the CLT method would be more effective and worthwhile.

2.3.2 Acquisition of Grammar Structures in CLT:

In teaching English in second language acquisition, the learning of grammatical forms and structures could help students understand the mutual relation of the sentences in a text. It should be clear, however, that examining all the rigid formal rules and memorization and drills may not fulfill the requirement and expectation of students. According to Krashen (1982), acquiring a language "for meaning" is the first purpose & automatically "structures" will be acquired (p. 20). Krashen (1982) emphasized that **t**here can be several examples of enriching language proficiency and accelerate language acquisition by teaching of grammatical items. The target language is used as a medium of instruction but the teaching methods and texts being so interesting, students do not have any problem acquiring the inherent rules. In some other contexts, a student needs to use structures both "grammatically and pragmatically". (Iscan, 2017). Occasionally, both teachers and students are persuaded that the study structure and form is beneficial for second language acquisition. In this case, a teacher has to be adept enough to illustrate in a way that the students understand the implicit and fundamental base of the target language. The teacher's special teaching styles and manner of his/her speeches, choosing texts, and students' active and motivated participation jointly make a classroom fit for acquisition. The participation of students in class should be very enthusiastic; the filter should be less for capturing teachers' explanation of subject matter with ease and comfort. The medium of instruction is important but remains ignored that is believed to facilitate acquisition.

In actual practice, students and teachers believe that grammar or other subject matter is helpful for progression of study. But it is a misconception about subject matter to be taught deductively. So, there is a debate in the realm of linguistics. Some linguists and researchers support the view of positive influence for grammar instruction that can be done inductively although Krashen and some others claim "Comprehensible Input" sufficient for language acquisition. He has distinguished 'simple' and complicated rules of grammar. 'Simple' explicit rules can be analyzed and done by formal instruction while 'complex' rules can be acquired. Excessive focus on teaching rules can hamper communication and acquisition. This study shows how it can be related to this specific point that how the subject matter along with the medium of instruction and other factors are equally important in acquisition.

Communicative Language Teaching (CLT) deals with real and authentic communication that is needed to improve speaking skill. But this does not necessarily mean that it neglects and avoids teaching grammar. CLT is the practice of grammar rules not in isolation but it emphasizes the combination of meaningful communicative integration of grammatical non-grammatical forms through which learners will develop grammar automatically. Actually, from the analysis of students' diverse needs, CLT tries to facilitate students with its preference of both grammar accuracy and communicative accuracy.

In the earlier periods, grammar was taught by analyzing syntactic and lexical orders and patterns. After that, a rule of systematic association of other similar items was conveyed. A substitute functional way of grammar acquisition was found out with the emergence of the CLT method used in ESL/EFL classrooms. Meaningful interactions were practiced through the study of innovative and authentic texts. Grammar was implicitly and inductively taught. However, to what extent and how much grammar should be taught through the syllabus texts became a crisis. Sequencing the grammatical structures in the isolated texts is another problem. It is clear enough that students need a basic understanding of structures which will enable them to produce meaningful language. Teachers need to search for a 'hybrid' approach focusing on both grammar and communication. Hinkel (2006) in his journal article "Current Perspectives on Teaching the Four Skills" points out that "an integrated and dynamic multi-skill instructional model" should be incorporated to focus on "meaningful communication" and improvement of students' 'communicative competence'. He has given importance on both linguistic, grammatical and meaningful fluent communicative language aspects in teaching. This means that learners need to require a fundamental concept about the ideas of grammatical rules and a collection of selected materials to support further development. The question arises "Can 'Communicative Language Teaching (CLT)' be called 'Hybrid' or Eclectic approach?" My thesis will focus on the same integration of all four skills in a single lesson but that should be done following a new eclectic method.

2.4 What is Eclectic Approach and What does eclecticism mean?

An eclectic approach means a combination of many methods deriving from many other principles, techniques and processes. To define eclectic methods, Kumar (2013) said that the main principle of this method is that it is "a combination of different methods of teaching and learning approaches". This method was initiated in the 1990s and became popular this decade. The term "Principal Eclecticism" was advocated and used by Larsen-Freeman (2000) and Mellow (2000) who describes 'a coherent,

flexible, and pluralistic approach to language learning and teaching'. As the individual method has its own constraint, Brown (2002) argued that eclecticism provides the solution because the approach permits the teachers to select and take decisions of what is beneficial and helpful in their own particular dynamic context. Since it is context sensitive, learning is relaxed and fun for learners. A teacher has freedom to choose what works better in which situation as Mwanza (2019) describes.

Furthermore, according to Gao's (2011) description, eclectic approach is not a "concrete, single method" (p. 1), but it is a combination of listening, speaking, reading and writing and includes some relevant and reliable exercises in the classroom. By adding, he proposes that a teacher should integrate many methods to take advantage and avoid the disadvantages of single ones. Sweet (1899) proposed a comprehensive eclectic approach to language teaching which is combination of various "theories and techniques rather than strictly adhering to a single, invariable method". Palmer (1921) introduced the concept of "multiple line of approach" which embodies the principle of eclecticism.

Being the blended approach, as like some approaches and methods of language education, the Eclectic Approach has some inherent principles. Assumedly, the core principle which has been observed from this approach is that any suitable methods or techniques fitting the needs of the learners and learning situation can be chosen by the language teacher. Ali (1981) has identified the following principles: the first one is -allowing teachers to select various types of teaching techniques in a particular class session to fulfill the objectives of the lesson; second feature is← Having freedom in choosing flexible items of any method that teachers anticipate appropriate for teaching inside the classroom; third and last one is ← Providing students an opportunity to exercise several kinds of teaching methodologies, styles and techniques which is required for breaking their boredom and monotony on one side and confirm greater comprehension of the syllabus materials on the other side (p. 7).

2.4.1 'Need Analysis' and eclecticism:

According to Pratt (1980), need analysis is defined as "an array of procedures for identifying and validating needs, and establishing priorities among them" (p. 79). According to Coffing (1974), need assessment answers the question "who needs what, as defined by whom" (p. 17). Most authors divide the needs into two broad categories: objective needs and subjective need. Objective needs rest on the collection of various types of biographical information. These may include general information like age,

educational background, current proficiency level, previous experience, nationality etc. Subjective needs of learners relate to learners' perceptions of what they want to learn and how they want to learn it. Some private university students are very fluent in speaking without the grammar knowledge as we see from their presentation skill. On the contrary, public university students are not that much outward and smart in speaking. So, their learning styles, strategies, and needs are different. Witkin (1984) talked about need assessment and Nunan (1988), commenting on objective needs analysis, says that objective needs help in stating content specifications obtained from an inspection of the target communicative situations in which learners are likely to discover themselves.

After the analysis of the needs of learners, a method should respond to the needs of learners, not individual pupils and teachers respond to the method. According to Wali (2009), as he summarized and stated, one of the propositions of eclecticism is that teaching should be meant for learners, it should serve the purpose of learners, not methods. A tremendous number of opportunities are given to "personalize" the lesson according to the "needs" of the learners. (Biloon, 2016 as quoted in Nanayakkara (2018). In University-A, where I investigated, it is found that the foundation course was designed for them to be competent in business communication, in some cases, for building up their writing skills as well. But here in another public university, different case is found- the foundation course syllabus is designed mostly for learning grammar items. Most of the students are lacking behind because of less fluency and not proficient in their communicative skill. The focus of my learning objectives and teaching goals are different in two settings. A teacher's role must be flexible "to accept, respect and operate" according to the demands of the learners. Furthermore, teacher should bring out productive teaching materials in accordance with different educational setting (Kumaravadivelu, 2006).

2.4.2 Application of Eclectic method for Bangladeshi English language learners:

Some of the befitting good ideas, principles, and techniques are synthesized and blended harmoniously in an eclectic method. Here a teacher should consider the abilities, background and problems of learning. One particular method is not good enough to make students communicatively competent. But an eclectic method is a possible solution as the focus is on speaking, listening and two other skills. We know that the real-life practice in classroom context is different from our own perceptions. From other previous methods, the Direct Method was developed by Maximilian Berlitz towards the end of the 19th century as a reaction to GTM. It was renowned as an alternative method for teaching a foreign language or a second language. It aims at conveying the meaning directly and establishing the direct bond between concepts and utterances, exposure to experience and expressive language. The main objective was to develop communicative competence among the students. Later, Communicative Language Teaching (CLT) or communicative approach was introduced in the 1970s and 1980s and became very popular in English Language Teaching. The concept mainly emphasizes active learning, not passive learning. Canale & Swain (1980) has interpreted 'Communicative Competence' with reference to three components; grammatical, socio-linguistic, and strategic competences. Here a teacher does not use prescribed textbooks. A teacher focuses on the needs of learners. Nunan (1988) and Tarone & Yule (1989) focus on language learners in their learner centered curriculum design. The eclectic method is more preferable than any other methods as it is the juxtaposition of all principles.

In Bangladesh, there are many private universities. In those universities, teachers are trying hard to find out exact and flexible ways of teaching. As a language practitioner, it is high time not to depend on only one single method, especially at tertiary level. In the language learning classroom, a teacher needs to make plans of providing numerous opportunities for students to create an effective learning atmosphere where students will be able to demonstrate their language abilities. In this type of academic circumstance, eclecticism paves the way to use manifold language learning activities, and stimulates students' engagement in these activities. All of them generally possess multiple attributes and objectives and underlying presumptions. Various novel strategies can be used by a language practitioner to make language intelligible, to observe by exclusive monitoring of student comprehension level, and to make adaptation as needed.

In private institutions, the number of students is less than the number of students in public universities. There are many other differences in background, setting, facilities, infrastructure, classroom facilities

etc. According to the differences, students should be treated and dealt with differently. In many researches, we found that students are not well equipped with instruments and other advantages of learning. In public universities, they take English as a non-major or foundation course. In private universities, the situation is more or less similar to public universities.

The primary focus of English language learning is to learn all four skills and be competent enough to listen, learn and write in different situations. Many students tend to imitate accents without knowing the forms and structures. In that case, vocabulary, pronunciation, and forms are not separate entities. Students must acquire and learn. They should be aware of contextual and cultural varieties. So, not a single skill should be left behind. Kumar (2013) is a prominent proponent of Eclectic Approach who advocates that the goal of prescribing eclectic methods is to make connections between life experiences and concepts presented in learning of the language. Teachers prepare some selected items or materials (authentic texts, audio-visual clips) of learning activities that are often directly related to their real-world experiences. Brumfit (1984) highlights the fact that eclecticism was an exact 'combo' approach for language teaching and he further commented on language learning, program related to language learning should provide means to that mixing of balanced activities for both types of proficiency, such as grammatical accuracy and communicative fluency. A quick enthusiastic learner gets benefits from this explicit application of multi-dimensional activities. He argues that form-based accuracy should not be neglected for giving focus on structural entities and fluency is always preferred for "exchanging meaning, accomplishing tasks and reaching outcomes" (Brumfit, 1984). For this specific reason, many teaching experts, particularly ELT teachers have opined positively about the success of Eclectic Approach for teaching foreign and target languages. According to Rao's (2018) speech, the multidisciplinary function of Eclectic Approach "embodies the principle that gives the opportunity to choose judiciously" and assists the teachers in their lesson completion. Supporters of the eclectic approach want to functionalize an integrative style of implementing all four skills at higher studies. Enhancing the progress of aural-oral skills along with reading and writing skills has to be mentally set up by a language teacher. The characteristic features of an eclectic teacher should be thoughtful, rational, progressive, enthusiastic, diligent, "imaginative", and willing to experiment" different techniques for the accomplishment of inductive lessons by making them interesting. To agree with them, my proposal is to follow eclecticism and create new innovative ideas and techniques to learn and teach language as a whole.

2.5 Advantages and Limitations of the Communicative Approach and eclectic approach with regard to classroom practice:

Innovative Changes:

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.

Inadequate Lab Equipment:

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.

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.

As an example, students are 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.

Refinement of assessment and methodological framework

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.

According to Breen & Candlin (1980), CLT classroom works for the domain of interactions of linguistic tasks. 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.

Training of Multi-dimensional Teacher

In my present study, 91.2% of the teachers (see Figure 4.3.15) think they are working as facilitators. Breen & Candlin (1980) explained in the same way, CLT teacher works as an interdependent participant and a researcher, a self-motivated learner, a 'facilitator' and research guide to the pupil.

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.

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 and Rodgers, 1986). Without institutional training, teachers cannot play all these roles nicely and systematically. In my study, nearly half (47.1%) of the teachers (see Figure 4.3.9) said 'no' to answer the question of having any training on teaching effectively. In most cases, teachers behave in the classroom as an 'all knowing knowledge provider'. Some interviewed teachers have a clear idea of eclectic methods, some others do not have proper knowledge about it. Training is a must for clarifying the whole concept and making them understand how many methods can be integrated for which classroom.

Constraint of the Texts

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. For a certain period of time, the textbook was considered to be the only way through and the teaching manual which was used to get each and every detail of the teaching process. Yet, with the rise of CLT, selective traditional textbooks are given less priority although slightly less than half (44.2%) of the total student participants follow 'syllabus-recommended' texts (see Figure 4.1.2). Teachers need to select from syllabus, modify and design specific tasks to practice interactive ability which produces real-life utterances. Paying attention to textbooks may not stimulate group tasks and specific organization of speeches. The materials have to be reconstructed for this reason. The following textbook is a myth now. 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.

With the equal emphasis and emergence of audio-visual texts, learners become more interested in doing tasks on their own. 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.

Authentic Context

A CLT classroom should be similar to the original social interactive setting where students will engage them in several meaningful authentic tasks as being one of the goals of language teaching of CLT methodology. But such kind of aim is hard to obtain because there are some imitations of life-like expressions. It is understood very well that students are put in an unreal situation for education purposes. Participation in imaginative activities is not genuine. This artificial trial of unfinished exercises made students puzzled at the beginning of their learning stage. As a consequence, to fulfill the requirement, a wide range of simulated task-based materials need to be selected, adapted and invented to get rid of this shortcoming. If appropriate tasks are not selected before taking class, real-life communication may be addressed a little bit but gathering real-life skills will be difficult. Uses of audio-visual texts are not feasible and possible because of some other restrictions. The help of multi-media projector, sound

system, computers, and Lab room facilities need to be ensured. In most cases, classrooms are large in size and not equipped with all instruments.

Constraint of the Teaching -Learning Styles

Teachers may vary in their teaching styles, so the students get confused to select a particular suitable style for them. They are biased and sometimes follow or copy others' learning styles. But every student has different techniques. Some may learn better if they are taught inductively or deductively.

It is obvious that the atmosphere of interactive and communicative activities is suitable for the learning style of the inquisitive minds of learners. If learners are divided into groups without organization and selection, intimidated ones with high affective factors will be psychologically disconnected with others in group works. In one group, there may be different types of learners who may have different needs. To some of them, tasks would be easy and to some others the generalized task would be difficult. So, before having some basic knowledge about linguistic competence, the communicative fluency should not be expected from the beginners. If they are persuaded to produce some dialogues of real-life situations, they get psychologically threatened. Teachers should be cautious about techniques for making them motivated, encouraged for the smooth production without fear and nervous feeling. The teachers sometimes choose simple tasks, some other times, he/she can act as a performer, many a time as guide, as collaborator, as a comedian to induce learning outcomes.

Excessive Class-load

A big challenge that learners face is the load of the prescribed materials. Learners do not do their class tasks autonomously and it becomes tiresome. What the learner has been learning in class is more emphasized than their external home tasks. Most learning occurs through listening to the lectures. As both writing and reading play an insignificant role, it is thus tough for students to recall what they already have learned in class and they cannot keep a record of it. In order to remember what he did in the previous class lesson; extra time has to be assigned for the revision part. It is a limitation of students because they get no such opportunities to exercise outside the classroom where they can use real life speeches. If they practice all the time, they will be over-burdened.

Constraint of class size

The size of the class is another big constraint because the teachers cannot cater to every student's requirement. To create a suitable atmosphere for following communicative strategies, the class needs to be smaller in size. Students can get enough chances to participate in interactive communication if they are small in numbers. The teacher can easily conduct the lesson. As a mentor, monitoring and controlling the whole class becomes easier for teachers without tedious effort. It is significant in a large class of more than 50 students, the teacher has logically no control over what all of them are doing in the class. They cannot listen properly and the teacher cannot be louder enough. The total effort takes time. They have enormous problems checking scripts, assignments and giving feedback within a short period of time.

Students' Poor Background and Errors

Because of the poor background, students tend to use their mother tongue and they are reluctant to use a second language for communication purposes. Research has shown that more than half percentage (54.7%) (see Figure 4.1.3) learners are average level proficient in English according to the opinion of the students. They go through several problems: they cannot write 'Wh'-question formats, they do not understand how to answer closed questions although these are basic grammar knowledge. So weak academic background and lack of proficiency in basic grammar is another hindrance to implement CLT or eclectic approach in language classroom.

In accordance with some major principles of CLT, students' errors could be corrected implicitly because extreme and explicit focus of error correction may distract them away from principal concern of communicative goal. It is thought that error will disappear soon by giving as much input as necessary although that involves the risk of the 'fossilization' of students' errors (Candlin, 1988). We should not ignore the probability of some errors becoming perpetually assimilated into their use of second or foreign languages. One of the examples is the Chinese way of saying the negative structure given below:

'Do you find the question difficult?'
'Yes, I don't find it.'

Logistic support and equipment:

Most of the private universities do not have enough facilities in terms of ensuring 'must have' equipment. For example, for listening lab class, an institution and department have to have multimedia projector, sound system, microphone, headphones. For production and articulation of Phonetics, a lab room organized with listening tools, machines for testing articulators are very much essential. Insufficient mechanical tools are responsible for avoidance of listening skill. Besides, audio-visual texts are helpful in class in getting the attention of the learners. Materials that match syllabus are usually provided in our textbooks. Sometimes teachers do not get enough time to incorporate extra authentic text into prescribed materials. If someone is expected to follow a fixed syllabus where the lesson is already planned, it would be difficult to incorporate excessive real-life materials. The prescribed syllabus and shortage of time make it quite difficult to go for both in a classroom. The use of Audi-visual texts can take a long time to use in some universities because teachers need to take preparation. It depends on the logistic support of each university. It is obviously different from university to university.

Electricity and internet Connection problem:

The Internet and electricity are part and parcel of our daily life. In this modern technological era, there is no other way to get information from different websites and e-books. For doing online classes as done in Corona time, for submitting online assignments, for finding out study materials, for searching and doing online business and jobs, use of the internet is a key part of a student's life. So, without the availability of these two elements, application of any method is not possible now-a-days. A lot of classes cannot be taken successfully because of interruption of internet connection and electricity problems. Many private universities do not have Wi-fi connection for students to use. They do not have access to the internet for studying research papers and other materials. This particular impediment has been pointed out by one of the teachers I have interviewed. Participant 1, Lecturer at a private university from Barishal has commented that "it is problematic to do an uninterrupted smooth class if there is no internet connection available to both students and teachers." He further added, "the result is poor this year for this constraint''.

2.6. Ways to Overcome Challenges Related to CLT and eclectic methods:

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.

As a learner–centered method, CLT insists on giving emphasis on fluency, not accuracy that much. A teacher needs to understand and analyze a perennial debate regarding the balance between fluency and accuracy. It should be suggested to propose a framework or set of strategies that teachers can use to foster both in ELT classroom. Before going to point out suggestions about error correction, it is important to discuss what is error, to what extent errors should be pointed out, what are dissimilarities between correcting written and spoken forms of errors, etc. and so on should be taken into consideration. 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:

- 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

CHAPTER-III

3.0 Research Design:

The research is both qualitative and quantitative in nature. So, it is a mixed method. The purpose of the research 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 34 teachers of different private universities. Before Corona time, some classroom exercises by 100 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 from and participation form. They are asked many open and close ended questions about application, challenges, perspectives and limitations of using both CLT and Eclecticism.

3.1 Question Framework:

This research 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.

3.2 Sampling:

According to a UGC report of the year 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 (6-7) students from each university and 34 teachers (at least three teachers from each university) of the English department were given questionnaires. 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.

3.3 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.

3.4 Instruments:

The data were collected in three ways:

i. Authentic classroom exercise sheets

ii. Questionnaire using Google form

iii. Interview taken using zoom application

3.2.1 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.

3.2.2 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.

3.2.3 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 3.2.4

Number of Teachers and Students' Participation from Each University

Name of the Institutions [Pseudonym]	Total Number of teachers 34	Number of students 86
University 'A'	5	10
University 'B'	2	5
University 'C'	5	10
University 'D'		12
University 'E'	2	8
University 'F'	2	
University 'G'		10
University 'H'		5
University 'I'		5
University 'J'	1	2
University 'K'		2
University 'L'	3	5
University 'M'	2	
University 'N'	2	2
University 'O'		2
University 'P'	2	2
University 'Q'	2	2
University 'R'	3	2
University 'S'	3	2

Note. (n=20). The survey questionnaire was sent to 20 different private universities. 34 Teachers and 86 Students participated in that survey.

3.3 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.

3.4 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.

3.5 Obstacles encountered:

In a corona pandemic situation, a physical meeting for an interview was not possible. It took much time to collect data online. Finding authentic information by sharing links to each of the faculty members and students was such a time-consuming process. It was a mental pressure. Also, it was quite difficult to set up suitable time for interviews with teachers as they had busy schedules. But successfully, the collection of data was possible due to their helpful mentality.

CHAPTER-IV

Findings and Discussion

4.0 Introduction:

Bangladeshi private university teachers and students face enormous problems regarding learning and teaching 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 research 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 34 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.

4.1 Findings of the students' questionnaire:

A questionnaire was provided to 86 undergraduate students of 20 private universities. Table of students' (as shown in the Table no. 4.1.1) responses and findings will be discussed below:

Table 4.1.1

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?	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?	—	92.4	5.8
8	Do you like to exercise something new that will make you interested in learning English?	—	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?	—	87.2	12.8
11	Do you find it problematic to communicate in English with your teacher and fellow-mates in your class?	—	53.5	46.5

Note. (n = 86) Data based on a survey of 86 tertiary-level students. Data were collected from private universities in Bangladesh through an online questionnaire. Percentages represent participants' responses to each item.

Figures and Images of pie charts are copied and pasted directly from google form which was created by the researcher herself. All these examples with suitable captions are given below:

Figure 4.1.2

Types of Textbook Materials Followed by Tertiary-Level Students for Learning English

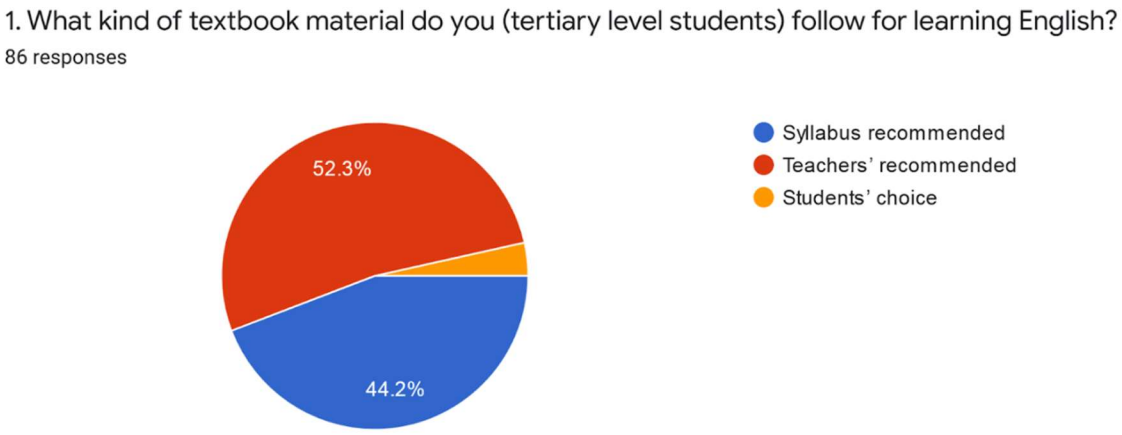


Figure 4.1.3

Proficiency Level of Tertiary -level Language Learners

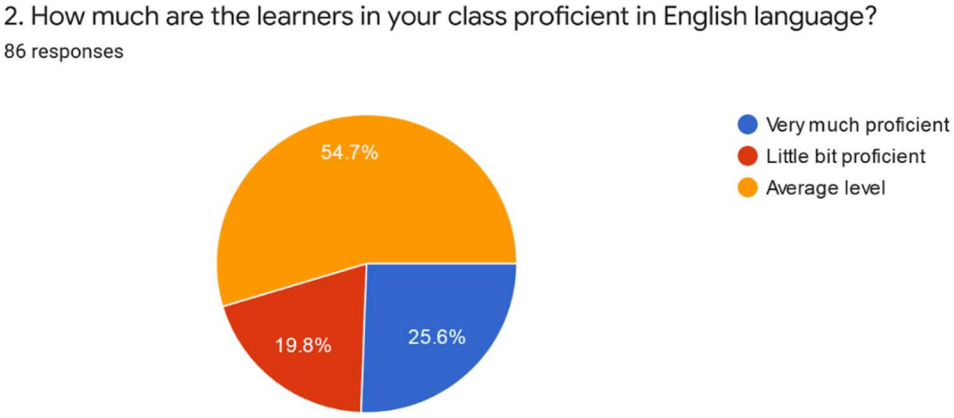


Figure 4.1.4

Type of Method the Teachers of Tertiary Level Follow

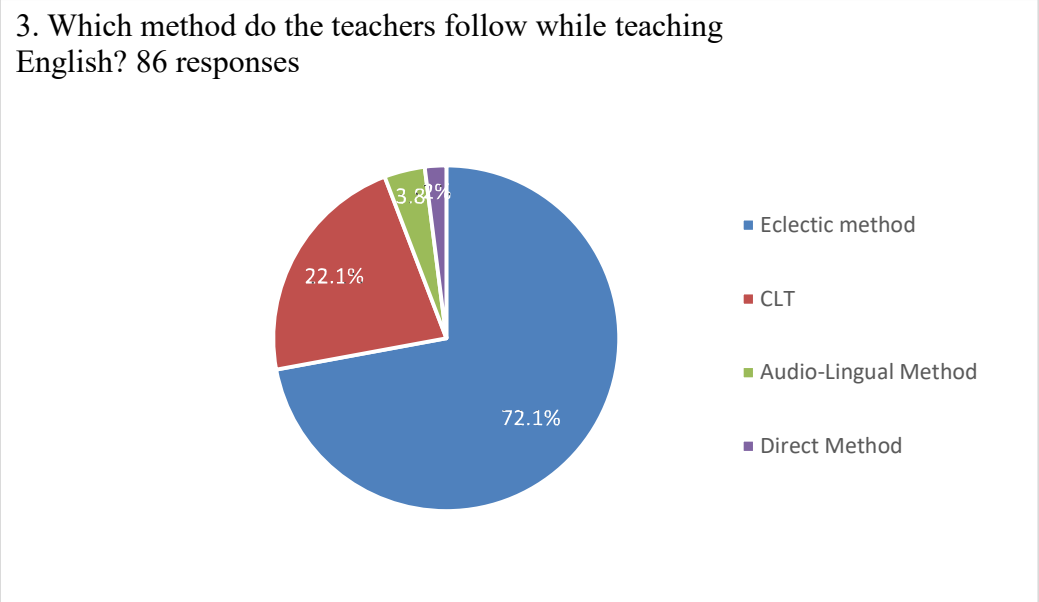


Figure 4.1.5

Practicing Number of All Four Skills in a Single Classroom

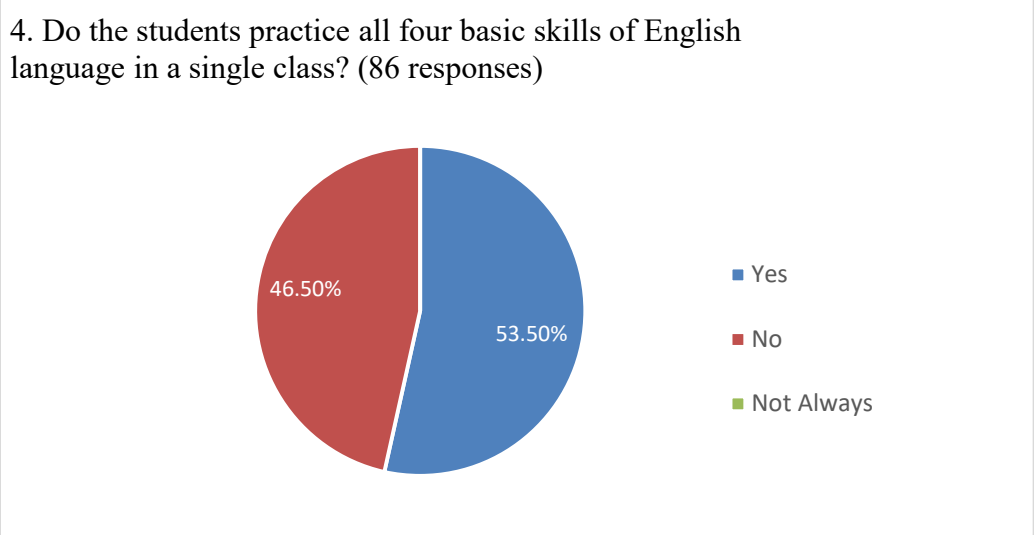


Figure 4.1.6

Motivated and Independent Learners

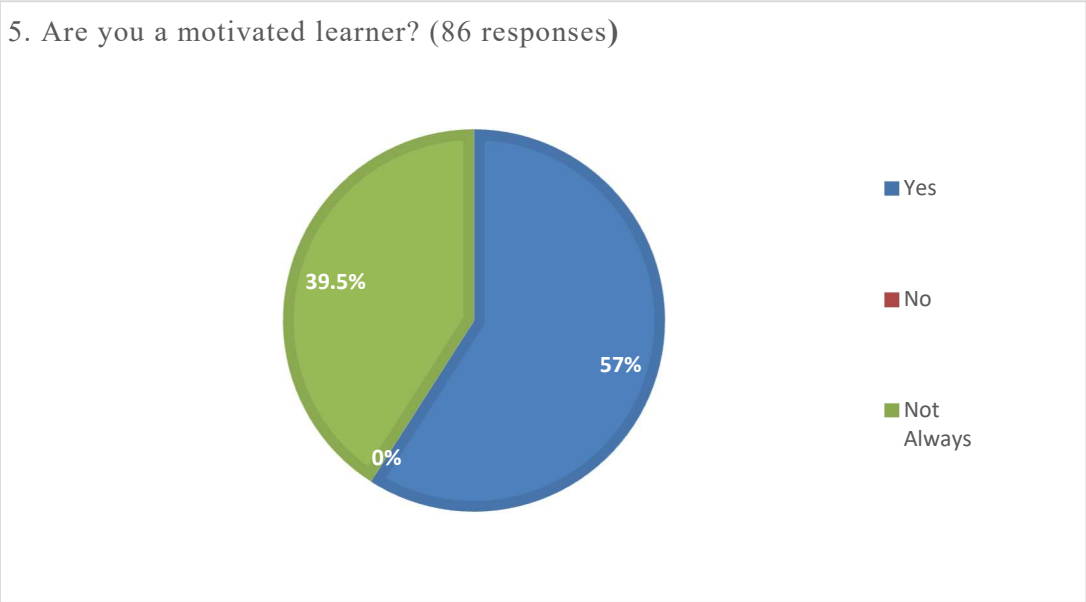


Figure 4.1.7

Teachers' Qualification and Competency for Teaching English in Tertiary level

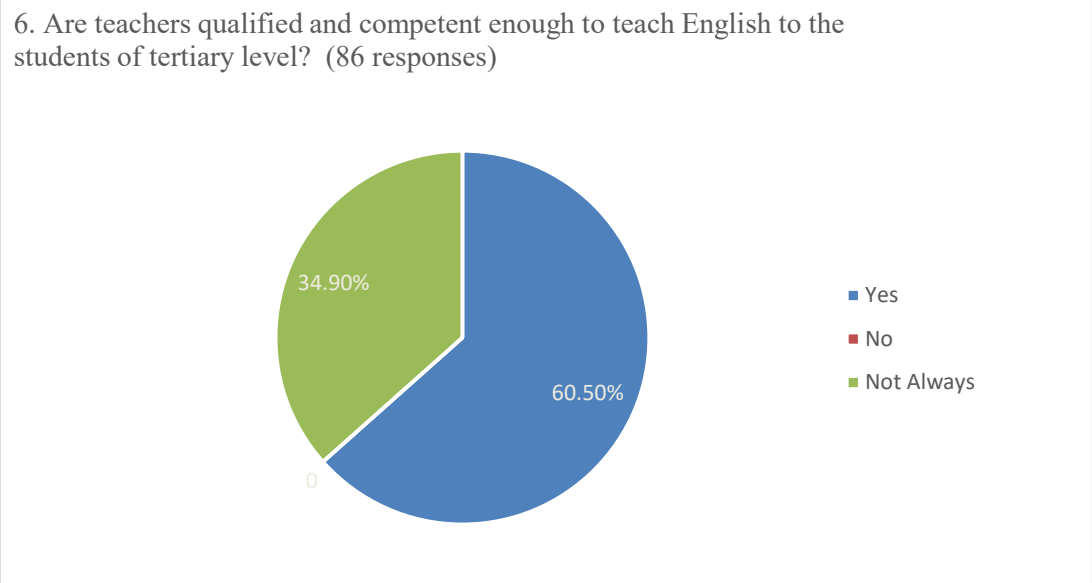


Figure 4.1.8

Knowledge about the Importance of Communicative English

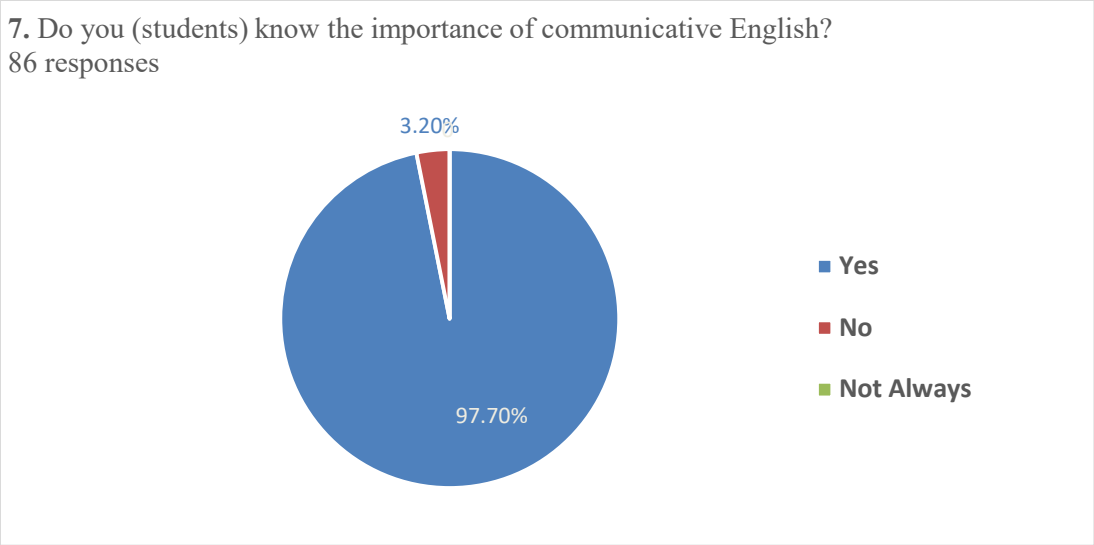


Figure 4.1.9

Comment on Standard Level of Teaching Method

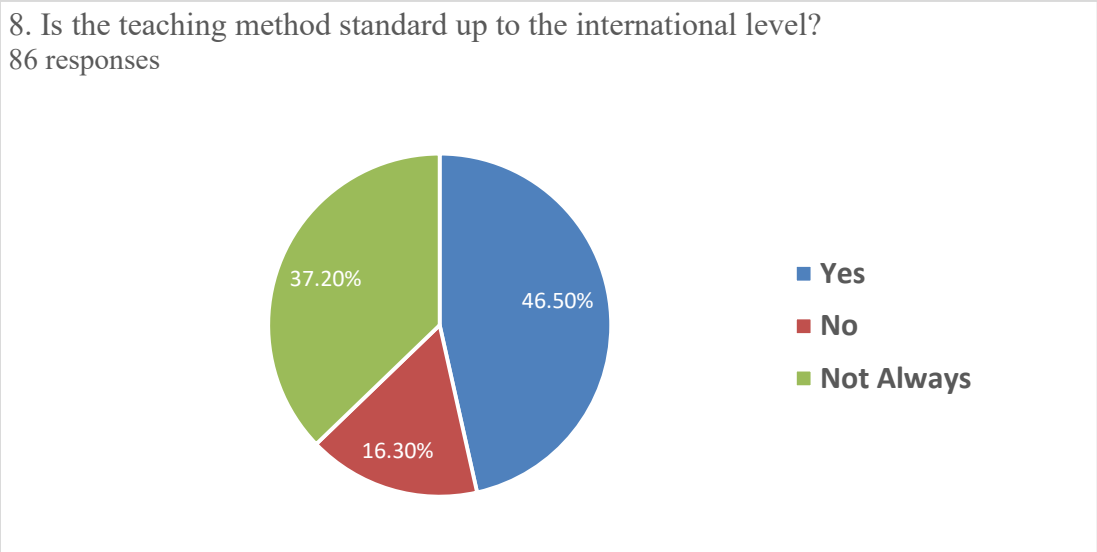


Figure 4.1.10

Preferred Teaching Techniques and Strategies for English Language Classes

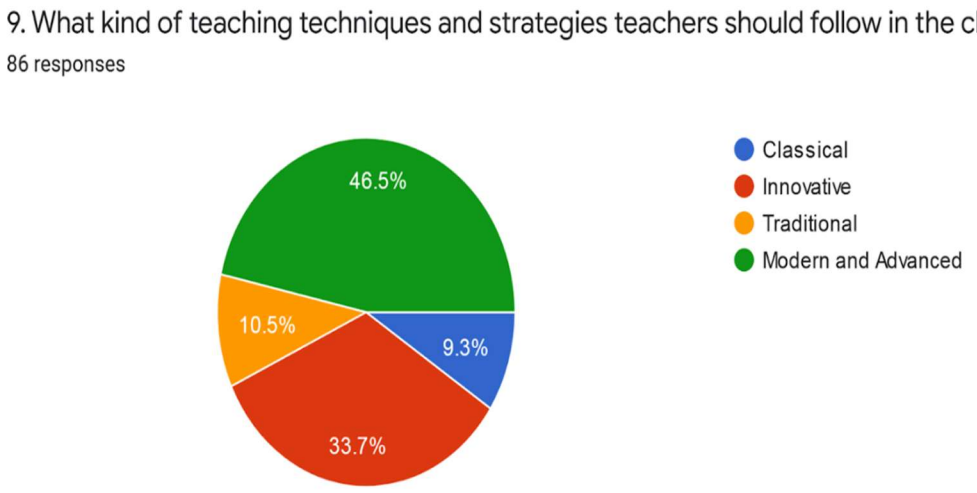


Figure 4.1.11

Students' Negligence of Listening and Reading Skills

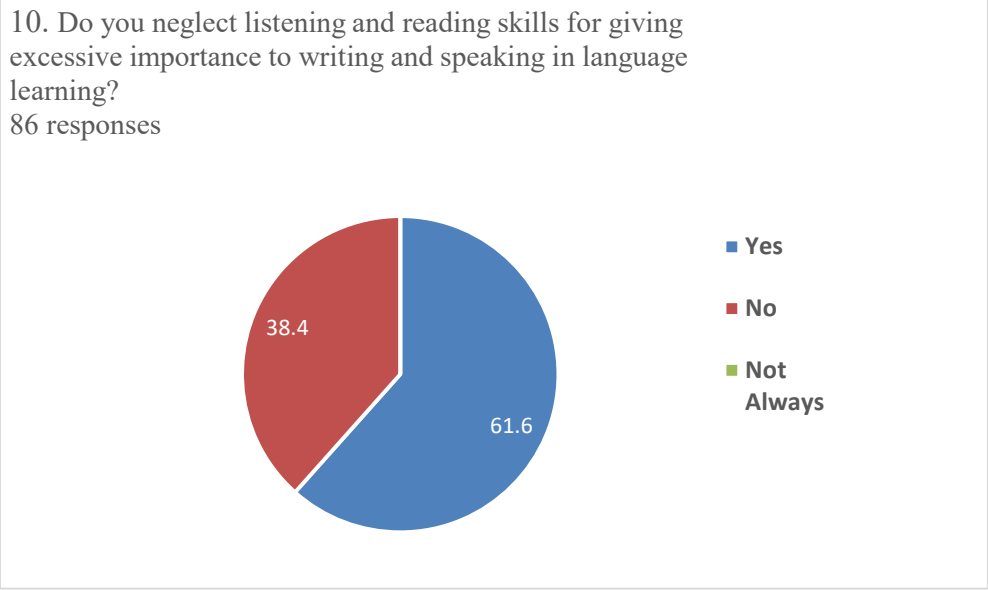


Figure 4.1.12

Spoken English vs Written Formal English

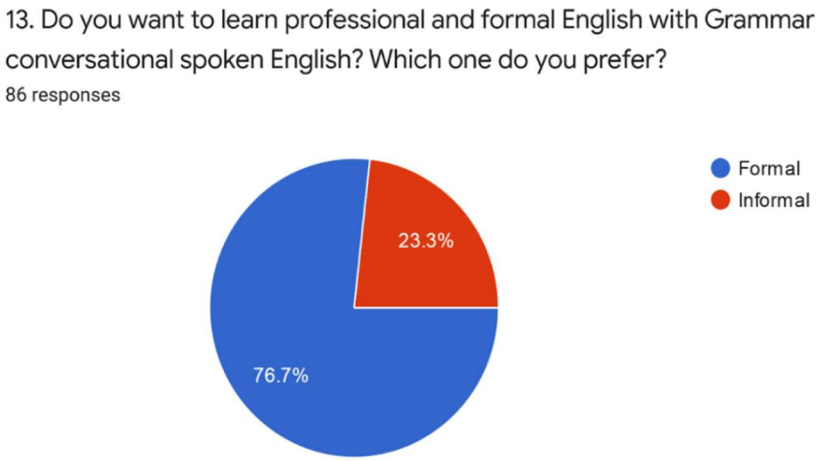
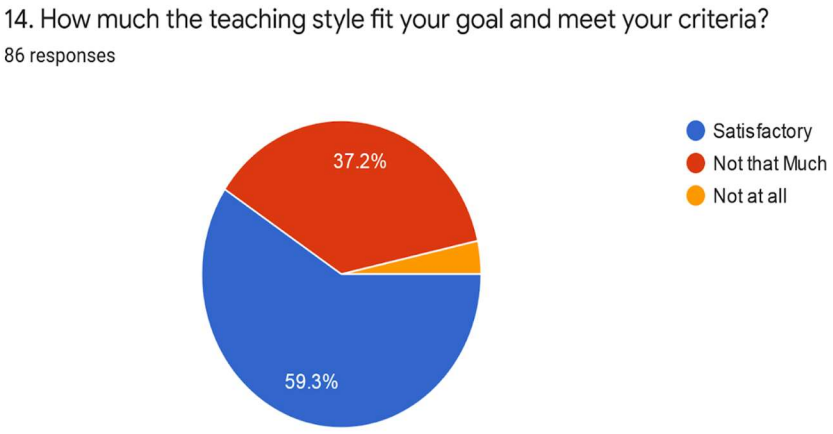


Figure 4.1.13

Satisfaction level of Tertiary level learners in terms of teaching style



4.2 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 4.1.1, 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.

Textbook materials: The Figure 4.1.2 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 4.1.2, 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.

Students' Proficiency level: Figure 4.1.3 (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.

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 4.1.10). 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. (see Figure 4.1.4)

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 Figure 4.1.12 that 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% (see Figure 4.1.13) gave their feedback of dissatisfaction as it does not meet their criteria and goal of learning.

From the above comparative analysis, 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.

4.3 Findings of the Teachers' questionnaire:

Some Private University English Teachers are asked questions from different private universities situated in Bangladesh. 34 teachers are asked questions through online Google form and their answers were organized in a table as shown in table 4.3.1.

Table 4.3.1

Findings from the Teachers' Questionnaire

No.	Question	Sometimes / Not Always (%)	Yes (%)	No (%)
1	Do you follow appropriate teaching techniques in English Language Teaching?	32.4	67.6	—
3	Do all the students qualify enough to study at the tertiary level?	41.2	55.9	—
5	Do you follow innovative and unique texts (music videos, audio clips, or other realia) to make students learn English?	29.4	67.6	2.9
6	Do you prepare class objectives and follow them rigidly?	20.6	67.6	11.8
7	Do you make students practice all four skills in a single class?	41.2	20.6	38.2
8	Do you have any training regarding teaching English from any institution?	—	52.9	47.1
9	Are you interested enough to follow an innovative learning style?	5.9	94.1	—
12	Are the needs of students given importance in designing syllabus and materials?	32.4	61.8	5.9
13	Are you independent and motivated enough to choose an appropriate method?	8.8	88.2	—
14	Do you work as a facilitator and guide to the students?	8.8	91.2	—

Note. (n = 34) Data were collected from 34 English teachers from private universities in Bangladesh through an online questionnaire. Percentages represent participants' responses to each item.

4.3.1 Teachers' Responses to the Open Question no-15

15. Are grammar rules taught with importance in your English class? If yes, by which method it is taught? 34 authentic responses (exactly as it is) are given below.
"No
Feedback
Yes, grammar rules are taught deductively. GT Method is mostly used for grammar teaching and sometimes it is combined with CLT.
Yes. Right form of verbs and Tenses
Yes, I follow TBLT.
Grammar -Translation method
No, grammar rules are not taught
Yes, and it is done using the inductive method.
Grammar rules are not taught in my literature class but tried to be maintained.
simple n easy method
Mostly. It depends on class size. For large classes GTM is used but in small classes I prefer using discovery learning where the students find the rules themselves.
Yes, Deductive application
Discussion and practice method
Grammar rules are taught through the Grammar-Translation Method and CLT approach.
Yes, Grammar Translation Method
In tertiary level, teaching grammar rules is not common as the syllabus and course objectives do not allow the time.
Not always. But sometimes the grammar rules are taught inductively.
Yes. We follow direct method
Inductive approach
Not always. If a situation arises, grammar teaching was done as part of primary skill development.
Yes, Audio-visual method.
Eclectic approach
Not always
Deductive, CLT
Inductive method
Mistakes are pointed out and clarified with reference to grammatical rules.
Grammar Translation Method; Inductive Method
Not always
Yes, both deductive and inductive method
Yes, GTM."

Question number 15 and answers (given above) of it is a very crucial part of my thesis because it was asked to all of the participant teachers whether grammar rules are taught with enough importance in English class and in which way. If they teach, which method do they follow? All of them have given elaborate and written answers to this question. The above-mentioned list of answers is giving a glimpse of their comments. One of them, Participant 4, Lecturer at University 'R' of Bangladesh gave a

productive answer- “Mostly. It depends on class size. For large classes GTM is used but in small classes I prefer using discovery learning where the students find the rules themselves” (P.4, Personal Communication, December 22, 2020). Some of them prefer the inductive method, some others vote for both the inductive and deductive method of grammar learning. Some mentioned TBLT, some said CLT, GTM.

Another striking answer from P1, Assistant Professor in University ‘A’ is – “In tertiary level, teaching grammar rules is not common as the syllabus and course objectives do not allow the time.” (P.1, Personal Communication, December 29, 2020). One more answer is relevant to my study and topic, “Yes, grammar rules are taught deductively. GT method is mostly used for grammar teaching and sometimes it is combined with CLT.” Some like audio-visual and some like eclectic methods.

Another influential participant, Assistant Professor, doing her PhD in Australia, answered to this question- “Not always. If a situation arises, grammar teaching is done as part of primary skill development.” (P.5, Personal Communication, April 6, 2022). Thus, many of the answers are suggesting that we should follow mixed methods and we are following it knowingly or unknowingly.

Figure and pie chart showing the percentages of teachers’ Response to the questionnaire:

Figure 4.3.2

Following Appropriate Language Teaching Techniques

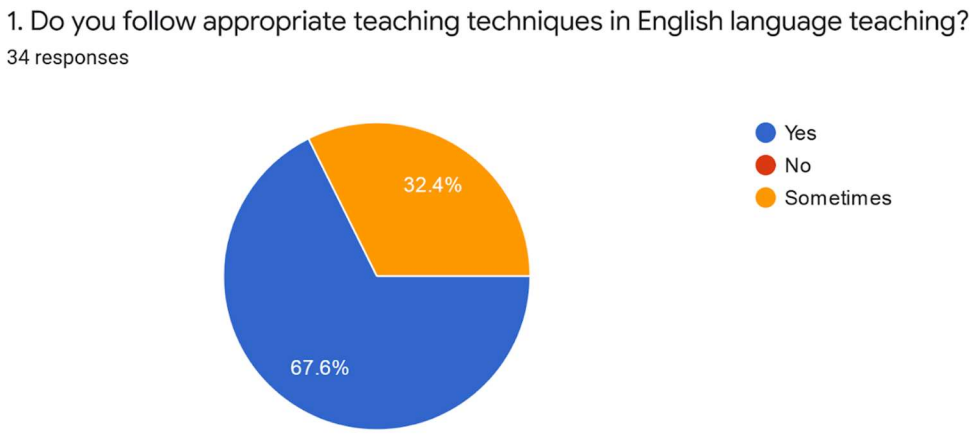
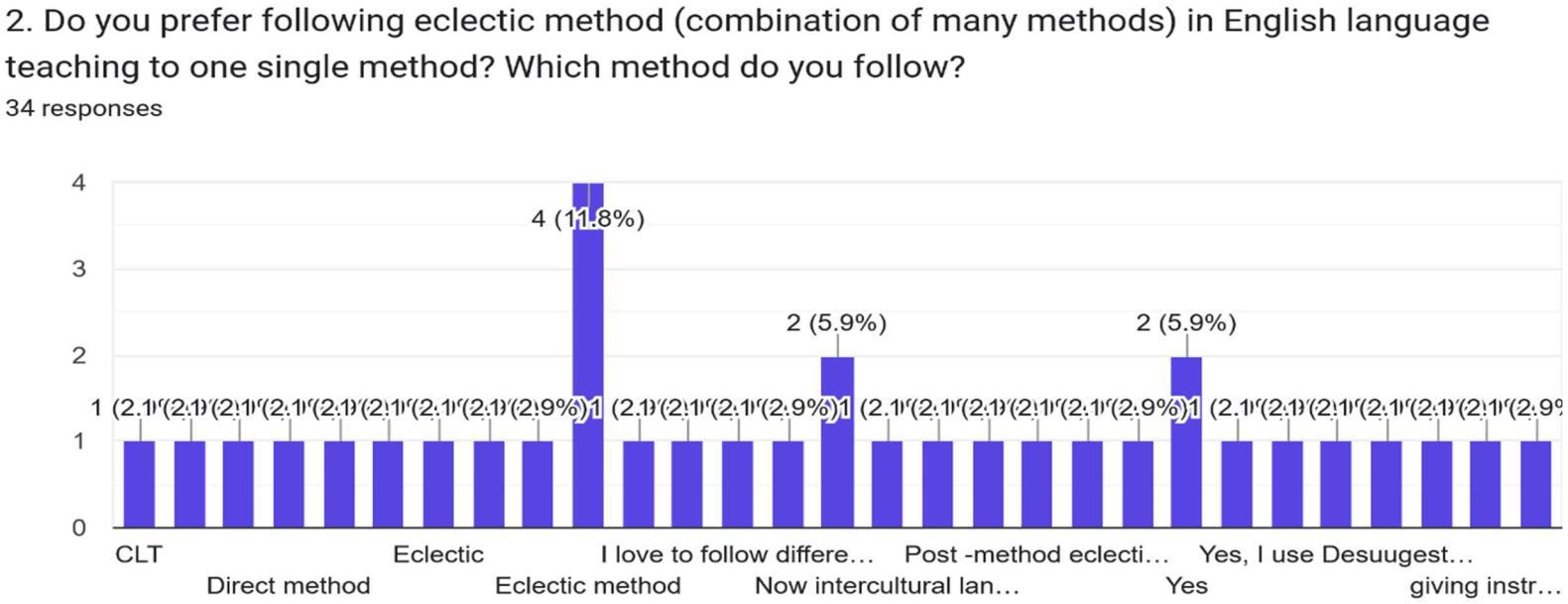


Figure 4.3.3

Responses from Participants (Teachers) about Their Preferences of Eclectic Method



Note. (n=34) The Progress Bar chart is taken from the Google form which was auto-formatted by the google form data collected from teachers' responses. The overwhelming majority of the bars have a height of 1 (2.9%). This tells us that 2.9% represents a single individual's response (34/1). (11.8%) is found as the highest peak, where four respondents who named a single specific methodology instead of eclecticism (e.g., "CLT", "Direct method"). To sum up, count 4 and count 2 (5.9% each case) have been shown. So, 29+3+2=34 individual responses are shown here. But overall, the preference of eclectic method is radically increasing.

Figure 4.3.4

Qualification of Students in Tertiary Level

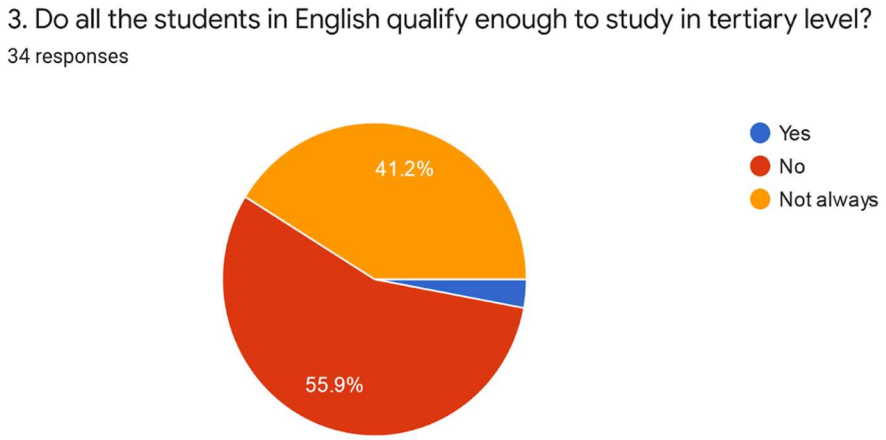


Figure 4.3.5

Proficiency Level of Students

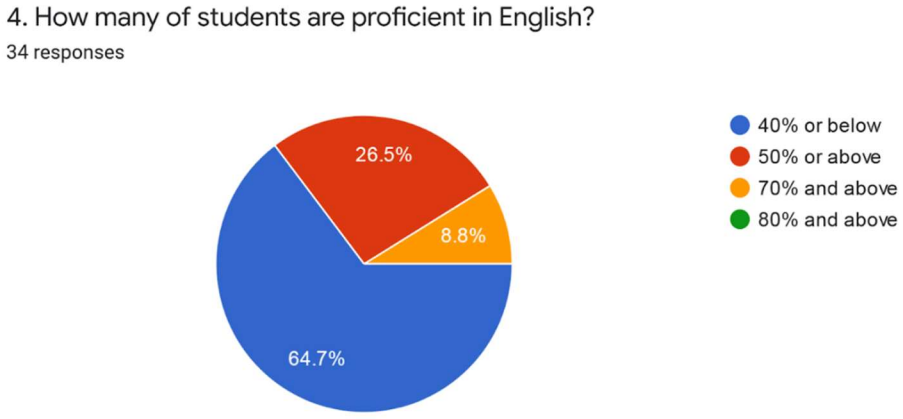


Figure 4.3.6

Text Type Used by Teachers in Tertiary Level

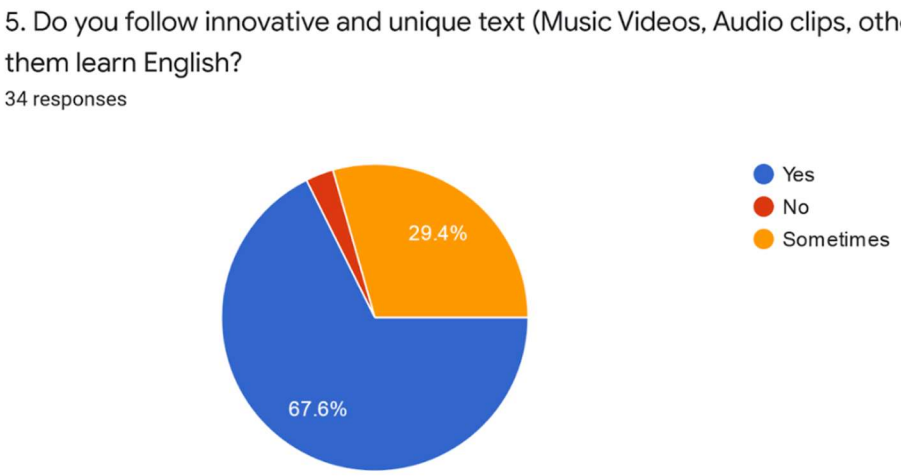


Figure 4.3.7

Preparation of Class Objectives to Follow

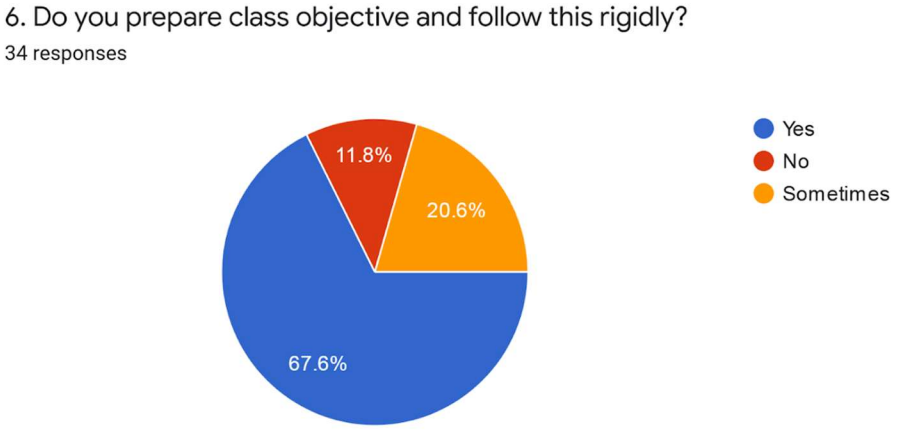


Figure 4.3.8

Practicing Integration of All Skills in a Class

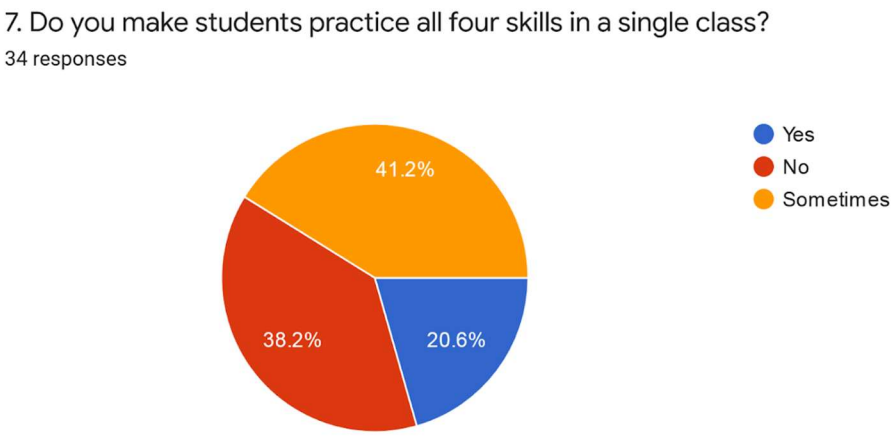


Figure 4.3.9

Teachers' Training of Teaching English Language

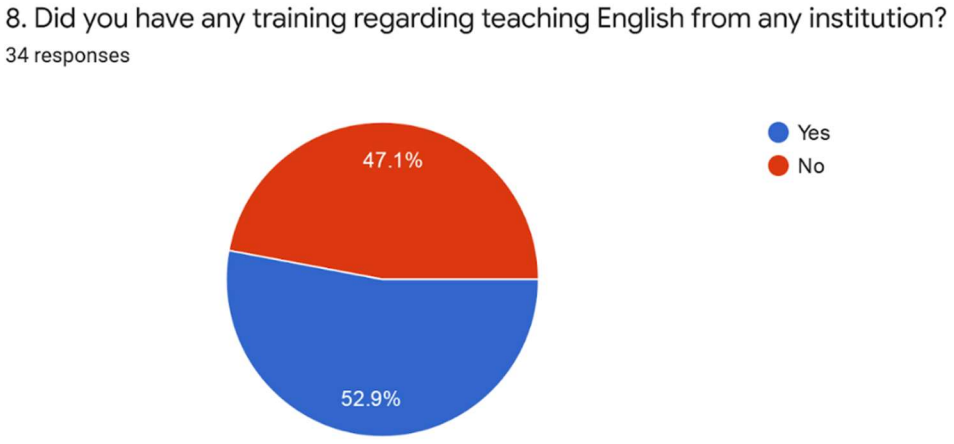


Figure 4.3.10

Interest of Following Innovative Learning Style

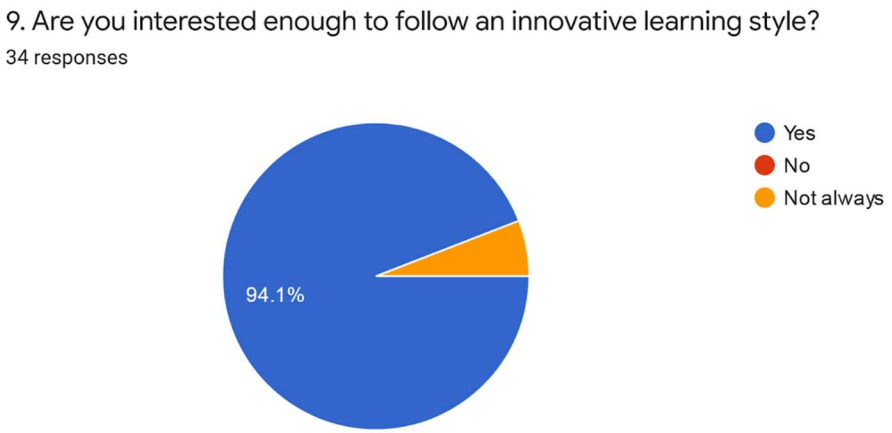


Figure 4.3.11

Type of Text to Improve Listening and Speaking Skills

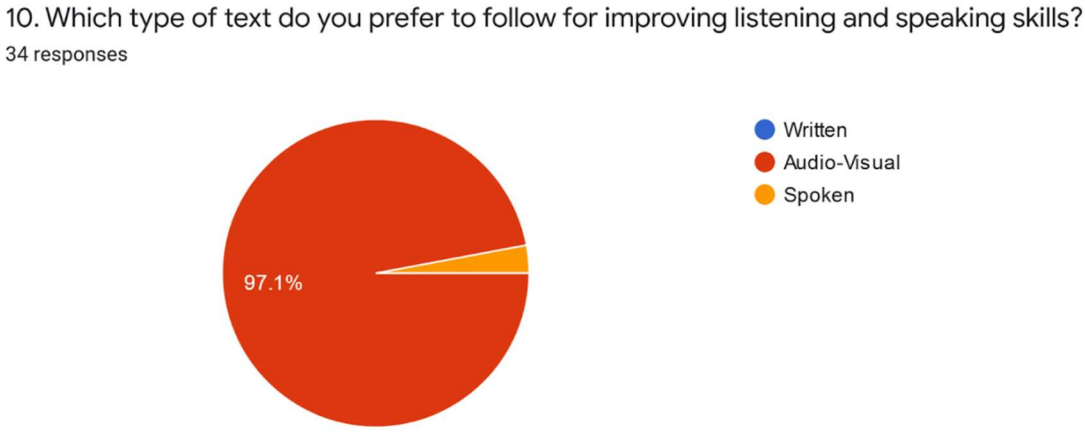
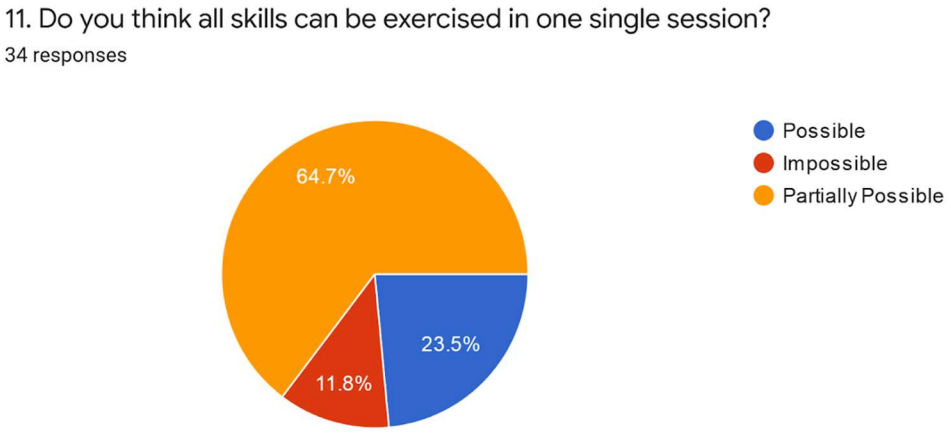


Figure 4.3.12

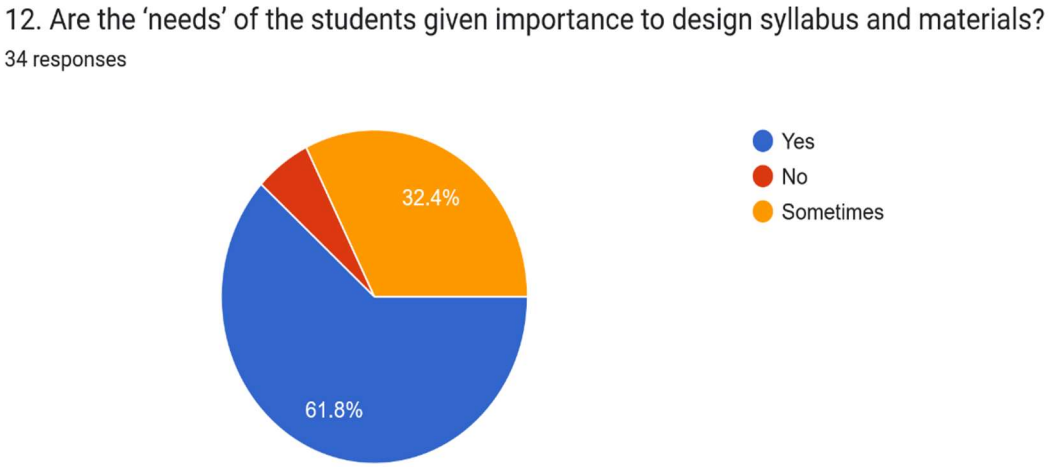
Possibility of Practicing all Four Skills by the Learners



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Figure 4.3.13

Importance of Needs Analysis for Syllabus Design and Materials



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Figure 4.3.14

Independency and Motivation for Choosing Appropriate Method

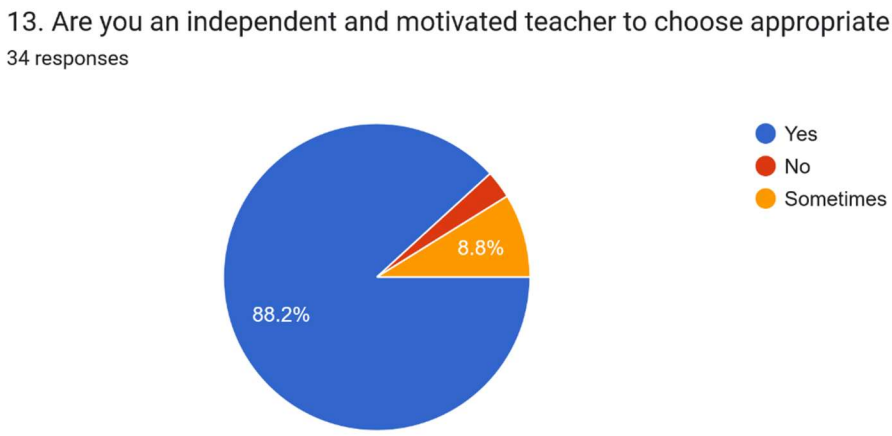
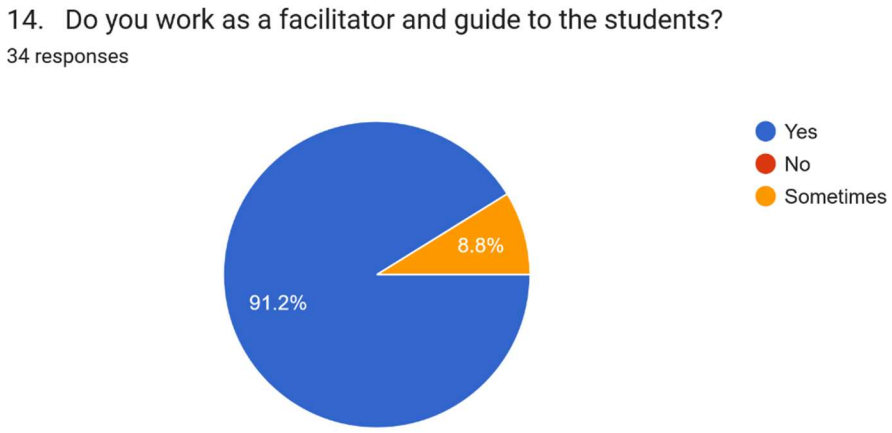


Figure 4.3.15

Being Facilitator and Guide to the Students



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4.4 Discussion of Teachers' feedback/responses to the questionnaire:

The findings from the teachers' questionnaire provide meaningful insights into the current perspectives of teaching practices, teachers' beliefs, and challenges faced by English teachers working in some prominent private universities in Bangladesh. As a whole, the results indicate that the majority of teachers hold positive attitudes toward innovative teaching practices, learner-centered approaches, and continuous professional growth. However, several areas of concern remain, particularly regarding the integration of all language skills and access to formal training programs and their satisfaction and motivation level.

Teaching Techniques and Pedagogical Aspects:

From the questionnaire for teachers, the very first question was about the appropriate teaching techniques in English Language Teaching (ELT). Most of the participants of the full sample (67.6%) reported that they follow 'appropriate' technique. (see Figure 4.3.2). This suggests that teachers are generally aware of effective pedagogical strategies that facilitate communicative competence and student engagement. However, nearly one-third of participants indicated that they sometimes use proper techniques, implying inconsistency in classroom application. But if it is critically scrutinized, what is the meaning of 'appropriate'? Is it the practice of CLT or combination of different methods? Do they like CLT or eclectic methods? This variation of feedback may be the result of institutional constraints, lack of training, or differing interpretations of what constitutes "appropriate" ELT methodology.

Teacher Preferences for Eclectic vs. Single Teaching Methods:

From an open-ended question as given in Figure 4.3.3, nearly every teacher wrote a highly customized, unique sentence describing their approach (e.g., "I love to follow different methods..." or "giving instruction, task-based activities, giving feedback", "now intercultural language teaching. But I used eclectic while I was in BD..."). Their comments can be categorized into broader perspective. A lot of preferences are found from their replies but most of them agreed that a single method is not appropriate for EFL and ESL teachers. The tallest bar (11.8%) peak shows 4 respondents who explicitly typed "eclectic method". The X-axis reveals that the vast majority of respondents are naming the 'Eclectic method', 'post-method eclecticism', or combinations of individual methods (like 'CLT and Direct method'). The rest of the statements indicates the custom/ mixed description of preferring mixing approaches. Only a minor percentage which shows two distinct clusters of 2 responses (5.9% each)

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where a couple of teachers shared an exact sentiment, such as a variation around "Yes, I use Desuggestopedia...". mentioned single method like ‘CLT’, ‘Direct Method’, ‘Desuggestopedia’. From the Figure, analytically, out of 34 teachers, 18 prefers eclectic method which is more than average (53%).

Use of Innovative Materials and Technology:

Later, data (response of question no. 5) shows that the majority of the participants (67.6%) follow innovative and unique text meaning audio-visual realistic materials more often in their class. That means they are extremely interested in utilizing innovative resources to enhance student learning. This answer and percentage completely go with the previous first question feedback and the striking matter is – both percentages are exactly similar. The fact is that it aligns with global trends in communicative and task-based language teaching, which emphasize teaching in real-world context and engagement. Teachers’ enthusiasm for adopting new learning styles (94.1%, see Figure 4.3.10) further demonstrates their willingness to innovate and openness to adaptability towards progressive pedagogical demands. But they need support from authority and institution for actualization.

On the contrary, in some other cases, although the creative material use is high, the other answers might be contradictory. Twenty-nine and four percent wrote ‘Sometimes’ (see Figure 4.3.6) which means teachers are not following innovative texts in every class. They are using unique texts occasionally, not always. It can be the case of some universities if the size of the class, technological support and institutional facilities are different from one institute to another. So, the consistency might vary.

Most of the teachers, around all of the participants (97.1%) answered that they follow audio-visual texts to improve listening and speaking skills. (see Figure 4.3.11). Again, ninety-four percent said that they are interested in following an innovative learning style or mixed style to teach English. (see Figure 4.3.10). It indicates they may be following CLT or previous style at this moment and want to follow a new one. Twenty-nine percent said that they are not following innovative texts in every class. So, they are not following innovative texts although they have interest. Probably, they have pre-designed materials prescribed previously in their syllabus.

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Professional Development and Training:

It is revealed from the response that more than half of the teachers (52.9%) have received professional formal training in English language teaching (ELT). So, for achieving quality ELT outcomes, more training programs, accessible professional development programs are essential. But the finding also shows, it is a great concern for the tertiary level learners and education system that teachers are not trained well as 47.1% (according to chart information, see Figure 4.3.9) have no training regarding teaching English. This is one of the limitations of applying eclectic methods in the classroom.

Class objectives and practicing four skills:

Following class objectives rigidly is on the one hand good practice of language practitioners but on the other hand a rigid and stagnant type of attitude towards completion of objectives. Figure 4.3.7 shows that 67.6% prepare and follow class objectives.

Practicing all four skills in a single class is another issue which is connected to the integration of all skills. If it is preferably practiced by the teachers is a relevant question asked. Nearly the average number of the teachers (42.2%) answered that they try to follow it "sometimes". But responding 'No' (38.2%) is a prominent portion as it indicates the disinterest of teachers about practicing all four skills together in one class. (see Figure 4.3.8)

There might be a lot of constraints not to follow this practice. Because of large class size, lack of authentic audio-visual materials, lack of internet connection and other hindrance might be possible reasons for not synchronizing all four skills.

Teacher Motivation and Independency:

The last question regarding CLT was that -how many teachers are working as guides and facilitators to the tertiary level language learners? A prominent percentage of the teachers (91.2%) responded that they are facilitators to the students. (see Figure 4.3.15). Most of the teachers identified themselves as supportive mentors rather than authoritative figures.

Instructional Design according to learners' needs:

Moreover, over 60% of the respondents indicated that student needs are considered in syllabus and material design. (see Figure 4.3.13). Although this suggests a movement toward needs-based instruction,

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the remaining percentage who selected “sometimes” or “no” indicates that student voices are not always fully represented in curricular planning. Majority of the whole think that greater collaboration between teachers and curriculum developers could strengthen the link between instructional design and actual learner needs.

Critical Overview of Findings from Teachers’ Questionnaire:

The majority of the teachers (94.1%) show interest in following an innovative learning style which can be related to eclecticism and of course CLT. Here, the needs of students should be given importance to design syllabus and materials. Because the proficiency, age, background, experience, learning skill, style of learners’ autonomy are not the same in every class. This particular key issue was raised and analyzed previously in the section “Need Analysis and eclecticism” (see chapter 2.4.1).

Classrooms with enough infrastructural facilities like smart room decoration, internet connection and other technologically advanced environments make teachers enthusiastic to use them properly. The effective use can be restricted by less technological support of an institution.

Teachers who lack training may be incapable of introducing new models of lesson plans. They rely more often on traditional or grammar-based approaches, which could limit students’ communicative proficiency. Conversely, those with formal training are more likely to implement interactive, learner-centered strategies that work to lessen their affective factors and promote language fluency and confidence. In a similar way, if regular participation in workshops, seminars, and certification courses is encouraged, it could help teachers decide and manage the class in a positive way.

Challenges and Implications:

In spite of overall positivity, there are several barriers and limitations that ESL teachers face in integrating all four language skills—listening, speaking, reading, and writing—within a single class session. These challenges teachers face might be due to class duration, large number of students, class size, or syllabus design that prioritizes certain skills over others. Institutions could consider revising curriculum frameworks to provide teachers with greater flexibility and support for holistic skill integration. Furthermore, the limited proportion of teachers with formal ELT training is seen as one of the shortcomings of private institutions that impedes the systematic professional development initiatives. Such programs should not only focus on language pedagogy but also address technology integration,

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learner motivation strategies, and assessment implementation. Students are not qualified enough to study English at the Tertiary level. The largest portion of the data (41.2%) replied "not always" (see Figure 4.3.4) that indicates the poor background and poor skills of the students in the classroom. The above pie-chart (Figure 4.3.5) of my study shows that only 40% or below out of all students are proficient in English as per teachers' opinion and ideas about their quality which is an alarming condition to create a barrier to effective learning atmosphere.

In summary, the discussion reveals that both English teachers and students in most of the private universities in Bangladesh demonstrate commendable enthusiasm, motivation, and adaptability in their teaching and learning 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.

Table 4.5

List of Teachers' Responses to the Open Questions in Zoom Meeting

Number	Name of the participant and University (Pseudonym)	Number of Participants/
1.	Participant 1 (P1), Assistant Professor, University "A" on Study Leave in Newfoundland, Canada	1
2.	Participant 2 (P2), Assistant Professor, University "B'', Dhaka	1
3.	Participant 3 (P3), Lecturer, University "T'', Barisal	1
4.	Participant 4 (P4), Lecturer, University "R'', Dhaka	1
5.	Participant 5 (P5), Associate Professor, University "U" doing PhD in Australia	1

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4.5.1 Teachers' Response in online Zoom interview: Five selected teachers were asked questions through online zoom meetings and their answers were recorded.

The very first question was- 'What do you understand by eclectic method?' To answer this, one-third of them start with a dictionary definition of 'eclectic' method. Later, they define it as a combination of many methods. To answer another question- 'Is CLT a blended approach like an eclectic approach?' One of them answered, 'not at all', although principles of CLT are modernized, multi-functional in nature, eclecticism is completely a distinct type. 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, during 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 in eclectic methods is that teachers can use and choose a lot of techniques in a single classroom to make the learners understand clearly…". (P.3, Personal Communication, April 16, 2022).

Answering the question if he has faced any challenge so far teaching 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, 15, 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

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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 15, 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 16, 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 30, 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.

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 given syllabus and classroom practices.

It is clearly seen that teachers' choices are now changing and they are not restricted to any single method. 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 if needed must be a compulsory phenomenon.

4.5.2 Discussion on findings from teachers' conversations online:

To answer this question about appropriate teaching and following appropriate methods, more than 60% teachers said that they follow appropriate techniques without hesitation. But when some of them are asked face to face, some of them comment on the idea of "appropriate" technique. Actually, in a real sense, there is no fixed proper technique that can be followed. This may vary according to the needs of the students. So sometimes it can be suitable and applicable, some other times, it may not work for a group of students in a different context. So 'sometimes' is a valid option to choose in our Bangladeshi private university context.

It was asked whether they prefer following eclectic methods or any particular single method. Some of the answers were significant to analyze. Many of them prefer eclectic methods. One of the participants who is an Assistant Professor from University "A", said, "I basically prefer Task-based Language Teaching (TBLT), but I use some techniques from other methods as well. Like: Audi-Lingual Method or Grammar-Translation method." (P.10, PC, December 18, 2020). This is an example of how teachers are very much fond of mixed methods or eclectic methods which they do not follow cautiously but subconsciously in language teaching. Another Lecturer from University "C'' talked about "Discussion, gossiping, showing audio-visual clips, lecture, and asking short questions within lectures" (P. 8, December 19, 2020) which he follows as his procedure of teaching. He always tried to give students 'feedback' for grammar correction in grammar lessons which is very important. This is another key factor of eclecticism. As a language practitioner, Participant 1 opined about the future implication of teaching technique that we have technical support and enough modern facilities now so a change is required to make teaching better and different approaches can be followed in our classroom environment. (P.1, Personal Communication, May 15, 2022)

4.6 Discussion of Students' Classroom Exercises and Assignments from Language Lab Class:

In the lab classrooms stated above, all skills are practiced. After listening to songs, some of the lyrics can be practiced further. For example, from a song, "why can't we be like that?"; "Does it feel the same?"; "I wish we could be like that" these three lyrics give us three forms, WH question format or open question format, closed question format and an Optative sentence structure. We can practice and ask students to write format like- in open question, the format is - 'Wh+ auxiliary+ subject+ main verb+ object/adverb' and in optative complex sentence, the structure is- 'Subject+ Wish+ Subject+ Verb (past

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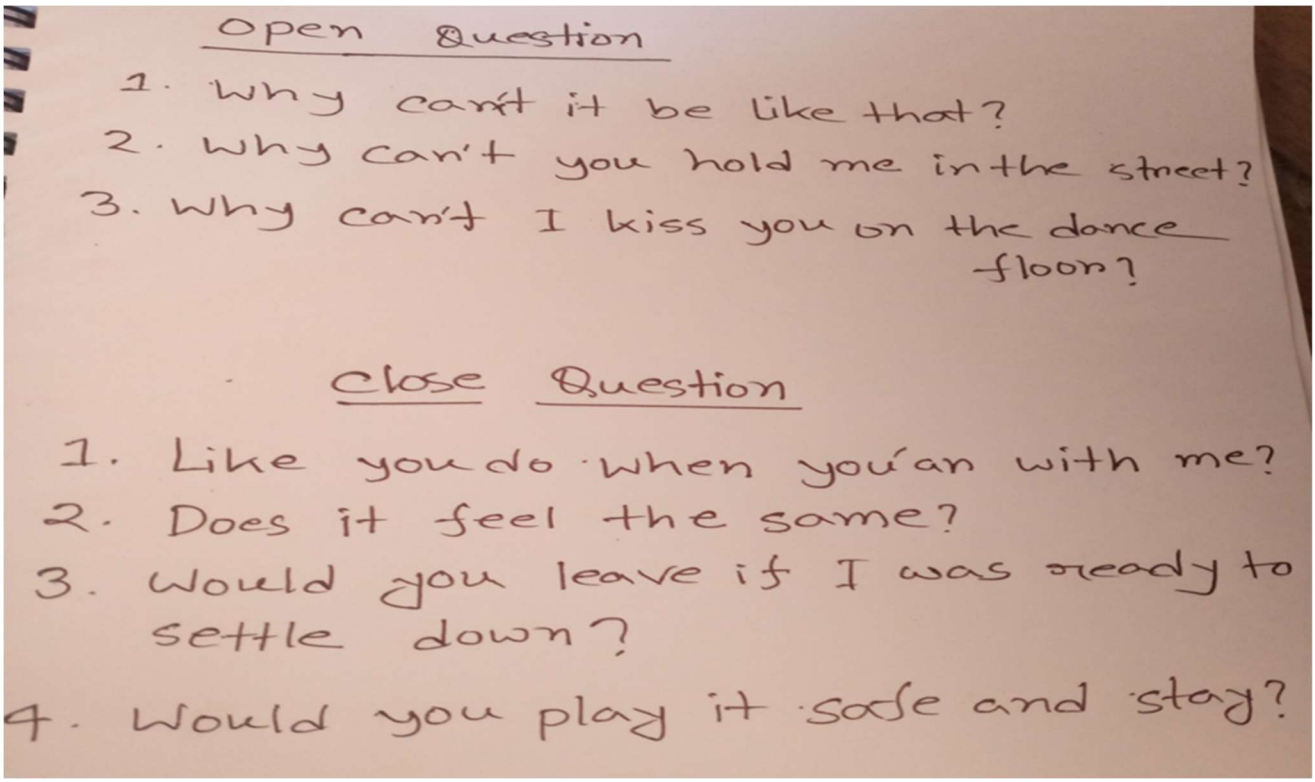
form)'. These are found from the lyrics of the played song so that students can get them connected and make them interested. Students can find out several other short forms or verb contractions, formal-informal words, vocabularies, pronunciation, on the basis of comparison between two cultural contexts. More than 80% of the total students could answer all the questions of the exercise sheet and 20% still had some major and silly mistakes regarding grammar structures. It shows, the incorporation of music videos for an active collaborative, reflective eclectic and CLT classroom works nicely for their task accomplishment.

Here in this discussion, analyzing the real-life exercise sheet and task of a student helps my analysis and makes it clear to readers. From the objectives shared above, the students listen to songs, read lyrics to understand and follow pronunciations, speak/discuss them, write about forms, characters, plot, ending, and give more examples. But choosing materials relevant to the course content and course objective as well as appropriate in education setting is a tough job for a language teacher. To ensure full class active engagement with individual and group performance, careful selection, preparation, contextualization, guided observation, and follow-up activities are some key techniques and steps that an eclectic teacher can follow to boost the enthusiastic interaction among learners. Communicative Competency of leaners depends on flexibility and freedom of language practitioners. CLT approach is one of the prominent features of eclectic method without which a teacher cannot fulfill his expected objectives of lesson plan. Being "the most influential language teaching method" (Canale & Swain, 1980), one cannot ignore its successful application. Students get a positive impact on their accomplishment of task-based and content -based learning.

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Figure 4.6.1

Example (Image) of Student's Class Task Collected from Listening Lab Class



From the real-life example, it is very clear that we, language teachers, can apply and create different unique models of activities to ensure an approach to learn vocabulary, grammar, pronunciation, and spoken English. Students can get a chance of doing peer work/group work, learn language as a whole, learn in a very different and unique way, and maintain a procedure which may seem as a combination of many techniques. As music is a part of culture and context, more or less everybody loves to listen to music. If students are involved in group activities, they can communicate and do tasks effortlessly. Once they understand the underlying Grammar forms, they will never feel pressurized by drills, translation rather by audio-visual effect, they can be benefitted and relaxed. In both universities, I get positive responses and it works best for all of the students. For learners, the above exercises are quite simple and suitable to understand underlying grammar rules and practice them smoothly. They are assigned to do it in groups which may help them promote adult learning, encourage learners to solve problems, connect, prioritize, and incorporate conceptual knowledge. It affects the development of attitudes and values of social and intellectual experience. At last, it develops oral presentation skills while they will be asked to

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talk about story ending, characters, plot etc. along with pronunciation. Instead of mimicry of ALM, students are asked to listen carefully how words are supposed to be pronounced. An exercise sheet is shared here to show how an individual student finds examples of the same question structure and can write down properly.

4.6.2 Probable Problems and Solution:

In both settings, teachers may face difficulties accomplishing activities. I have applied the same eclectic method in both cases. Students in some private universities do not ask for interpretation in Bangla (first language) but most of the students (almost 60%) of other private universities ask for clarification in their first language or Bangla. Some university students have poor listening skill. The responses from them are assumed to be negative because it is found that students even don't know the meaning of easy vocabularies. They cannot find out difference between "its" and "it's"; they do not know question format; many of them start writing using small letters; they do not have knowledge about formal academic writings; their reading skill is not satisfactory; they do not understand enriched or technical words. The problems of some low ranked and less qualified university students are: they are fluent without enough grammatical knowledge; they use lots of fragments subconsciously both in writing and speaking. These are the problems related to students' proficiency. There are many more problems that a teacher may face: a teacher needs to deal with huge number of students in one classroom, so feedback of their tasks and assignments cannot be given within given time. Most of the rooms do not have projector and sound system; most of them are not well-equipped. Language labs are not furnished well to conduct a music class because of the shortage of instrument. As their listening skill is poor, a teacher may get into trouble to make all understand the lecture and they fail to discover objective of their learning. While to manage everything, a private university teacher does not have to worry because the students are very less in number in comparison with public university classroom. So, ultimately the needs assessment of each perspective is different. A teacher needs to conduct a class in such a way that all of them get support and care which becomes very tiresome for teacher. The same class objective, teaching style, technique may not work for these two institutions although they are all tertiary level learners. Students may get exposed to several other problems.

The only solution of this problem is to initiate a new innovative idea to explore. In this respect, a single method cannot give you a reliable solution. For example, GTM does not give any focus on speaking; there is always absence of modern communicative English which is needed to be used for various

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situations. In eclecticism, the teaching of English involves students in many situations. By creating situations, the target language can be made more comprehensible. This method provides a convenient space for role-play, game and real-life task-based actions. It facilitates the achievement of objectives. It ensures constant reflection, feedback and judgment of teacher. Eclectic approach can be regarded as a combination of Direct, Situational and Communicative Approach. Weidman (2001, p. 2), explained, "The Eclectic Approach has been widely accepted in English classrooms" that many efficient teachers today felt honored to use it boldly as a badge for describing their teaching procedures. They proudly wear this label as if they were carrying an emblem of respect. Overall, eclecticism is one of the best successful approaches.

4.7 Critical Discussion & Analysis of the whole study:

The objectives of my study were to endeavor to portray the real scenario of English language teaching in tertiary level education setting in Bangladesh; to discuss the impacts of CLT and eclectic methods; to look into some impediments responsible for learning and teaching failure; to diagnose some possible problematic reasons of barriers of learning, to find out the proficiency and motivational quality of teachers and learners; to investigate the parameter of both teachers' and learners' autonomy in syllabus and material design, especially in class lesson plan. In addition, do they have enough knowledge about what they are applying? are they cautious about learners' requirements? Are they following appropriate teaching approach to language pedagogy? Do they have professional training on this? -are some research questions which will be resolved in this section.

The application of CLT and eclectic method on students learning and teachers' teaching:

This analysis is based on congruity between Research objectives, Research Questions (RQ) and Responses found from both Teachers and Students. From students' questionnaires and feedback, Q-3, 7, 8, 9, 12, 15 are linked with RQ-1. What are the effects of applying eclectic methods and CLT on tertiary level students' learning English as Second Language (ESL)? Which type of method, textbook they follow mostly? A dogmatic traditional method, or a flexible, comprehensible and complementary holistic method? Are the teachers and students motivated and autonomous in language pedagogy? For example, the 'themes' can be coded from several answers about the importance of Communicative English, teachers' following preferable method, what is the "best/appropriate method" according to

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stakeholders' opinions. Several similar types of thematic questions are also asked to some selected teachers in the interview session. From teachers' responses, it is investigated that teachers are interested to use a comprehensible holistic approach. Similarly, Figure 4.1.4 shows that a significant portion (72.1%) of the participants favored 'eclectic method' and 22.1% liked CLT. A very few participants (5.6%) voted for ALM and Direct method. The results of these questions- indicate that the majority of teachers hold positive attitudes toward innovative teaching practices, learner-centered approaches, and continuous professional growth.

Constraints that both Teachers and students face in Modern Language Pedagogy:

Questions number 6, 13, 16 from students and question-8 from teachers' table and the responses found are relevant to broad Research Question (RQ- 2 & 2a) and can be categorized under the theme "constraints" that language practitioners face in applying modern methods.

However, when asked about challenges, more than average (53.5%) of the students admitted finding it problematic to communicate in English with teachers or classmates, while nearly average (46.5%) did not face such issues. This finding indicates that despite students' awareness and motivation, many still experience language-related anxiety or confidence barriers in classroom communication. Interview question no- 6 & 7 were about the constraints, difficulties and limitations that a teacher generally faces in the classroom while applying a new cultural-contextual element. All of them have answered that they were concerned about student's numbers, proficiency level, technological support and other diverse perspectives.

Implementation and effective integration of all four skills by a professional, trained faculty: RQ-2b was about the training and proficiency level of teachers as well as the integration of four skills. Majority of the teachers (64.7%) commented that it is "partially possible" to mix all four skills and 11.8 % said that it is "not possible" to integrate all four skills. Students also showed mixed responses regarding the integration of four basic language skills in a single class, with many implying that skill-based instruction varies depending on the teacher. Nevertheless, 57% confirmed that teachers are qualified and competent enough to teach at the tertiary level. A considerable proportion of the respondents (46.3%) rated the teaching method as semi-international, indicating that there is still room for improvement to meet global ELT standards fully. However, several areas of concern remain, particularly regarding the integration of all language skills and access to formal training programs.

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Response of Question no-8 from teachers' findings shows that a very significant number of teachers (47.1%) have "no" training regarding teaching English. One of the participants said that in their institution, they do not have any professional training yet. They are given syllabus but "no training for material and content development" (P3, Personal Communication, April 16, 2022).

Motivation and autonomy for material design:

Both intrinsic and extrinsic motivation are needed to pursue the internal satisfaction and personal enjoyment along with external praise, expecting good grades, money etc. In a setting of education, learning a language should be derived by intrinsic motivation for the student's deep engagement and creativity. RQ-3b is relevant to this particular factors. In my study, I wanted to show the motivational quality of both teachers and learners. From the data, pie chart 4.3.15 shows a tiny fraction but significant number of the teachers (8.8%) who are not motivated always. Students' engagement is increased when they have freedom to choose the techniques. Teaching quality, class structure, learning environment, peer- works, self-confidence, interest motivation and carrier goals are some external and personal cognitive factors. But answer of question no-12 from teachers close-ended questionnaire indicates an alternative view that contradicts their motivation and autonomy because a significant number of them (32.4%) said that they are "not always" giving importance on needs/ demands of the students in designing syllabus and materials. Again, from students' responses, 39.5% of the students regards themselves as "not always" motivated learners. One of my interviewed teachers commented that "we generally get motivated when we get reward or financial benefit, but we should be motivated both intrinsically and extrinsically" to teach in a beneficial way (P4, Personal Communication, May 22, 2022).

Some initiatives that should be taken to improve learning environment:

One of the research questions (RQ-3a & 3b) was about measures and objectives was to find out some possible suggestive solutions. Some measures should be taken to implement new methods, techniques and style of teaching at tertiary level. Some of the results reveal that only slightly more than half of the respondents have received formal training in English language teaching. This finding highlights a significant professional development gap among university teachers in Bangladesh. Given the centrality of teacher competence in achieving quality ELT outcomes, more structured and accessible professional

development programs and training are necessary. Application of CLT and eclectic methods can help students in many ways-use of authentic materials, group and pair work, autonomous learning, creation of notional-functional syllabus, discovery activity and task-based exercises, training, appropriate techniques can be some ways to enhance student's language skills which is relevant to RQ-3a.

Moreover, over 60% of the respondents indicated that student needs are considered in syllabus and material design. Although this suggests a movement toward needs-based instruction, the remaining percentage who selected "sometimes" or "no" indicates that student voices are not always fully represented in curricular planning. Greater collaboration between teachers and curriculum developers could strengthen the link between instructional design and actual learner needs.

The depiction of real scenario in ESL classroom:

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.

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CHAPTER-V

5.0 Conclusion:

From the core analysis of disadvantages and shortcomings of a particular method, as this research has explored the experience and views of key stakeholders- teachers and students at tertiary level, it is evident that the eclectic approach is mostly favored and appreciated as it serves the purpose of learning and enables them to learn spontaneously. Teachers need to keep in mind that one single method is rigid and monotonous. The suggested practical lesson plan gives us a clear instruction of how a teacher integrates all resources and activities. The variety of oral and written exercises helps students improve their communicative abilities with fluency and accuracy. In spite of having problems, every learner finds it easy to learn in a novel, innovative and interesting environment created by a teacher. Communicative Language Teaching along with the properties of other methods (for example, "eclecticism") is undoubtedly an excellent instrument for increasing effective teaching practices in tertiary level. By reducing its limitations and applying techniques congruent with different methods, a teacher can become more creative, autonomous and expert and learners can become more competent in their practical lives.

5.1 Implications:

It is important to keep in mind that when proponents of CLT talk about four skills, most of them forget about the ways to improve writing ability. We need to understand that writing skills means to be able to write academically and grammatically correct sentences. Writing includes- writing formal essays, job and business application, paragraphs, minutes, thesis papers, articles, etc. which are to be very formal and accurate in their formal expression and manner. In contrast, speaking skill does not need that much formal correction while interacting with fellow mates. So, eclectic methods can be recommended for language classroom for practicing all skills with equal importance. Besides, encouraging students to use seminar library, inspiring eligible candidates for participating in workshop, seminar, symposium, study tour and industrial visit, internship, making them eloquent for interview, viva voce, systematic management of practical class, close monitoring of other performances, giving assignment on current affairs, ensuring class participation are academic responsibilities of a language teacher. Listening to class lectures, doing group and individual tasks, taking preparation for the mid-term and final exams, being competent in computer and internet use, submitting assignments on time, membership in debating association, sports and extra-curricular activities, etc. are the core responsibilities of students. These are crucial factors for further development in higher education. The suggested new lesson plan and

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objectives can be followed in many private universities by the teachers to investigate whether the innovative tasks are worthy of real-life application. New applicable grading system and new material and syllabus design can be future probable solution to the problems which are not discussed explicitly in this research. The modern alternative grading and examination system can be a great topic of further investigation that a researcher can explore in future. A large-scale study with more diverse population can be done to identify new theoretical and methodological implementation in Bangladeshi public and private educational institutions.

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Appendices

A. Some of the Open and Closed questions asked in Zoom interview are-

1. What do you understand about the Eclectic method?
2. What is the difference between CLT and the Eclectic method?
3. Which method is more applicable and flexible for a language classroom? Why?
4. Do you use all the features of CLT in teaching?
5. What are the benefits of eclectic methods?
6. What are the possible constraints of using CLT and eclectic methods?
7. What are the difficulties you generally face in using 'realia' or audio-visual text in the classroom?
8. What are the future implications/possibilities of using combined methods?

B. List of Participants in interview:

Number	Name of the participant and University (Pseudonym)	Schedule of Teacher's meeting
1.	Participant 1 (P1), Assistant Professor, University "A" on Study Leave in Newfoundland, Canada	May 15,2022
2.	Participant 2 (P2), Assistant Professor, University "B'', Dhaka	May 19, 2022
3.	Participant 3 (P3), Lecturer, University "T'', Barisal	April 16, 2022
4.	Participant 4 (P4), Lecturer, University "R'', Dhaka	May 22, 2022
5.	Participant 5 (P5), Associate Professor, University "U" doing PhD in Australia	May 30, 2022

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C. Open and close-ended questions asked in online questionnaire:

Closed questions for students:

1. Do you follow all four basic skills of the English language in a single class?

2. Are you a motivated learner?

3. Are teachers qualified and competent enough to teach English to the students of Tertiary level?

4. Do you know the importance of Communicative English?

5. Is the teaching method standard up to the international level?

6. Do you neglect listening and reading skills for giving excessive importance to writing and speaking?

7. Do you like to study in a different and unique way?

8. Do you like to exercise something new that makes you interested in learning English?

9. Do you want to learn professional/formal English with grammar or conversational spoken English?

10. Do you think Communicative Language Teaching (CLT) is the best method of learning English?

11. Do you find it problematic to communicate in English with your teacher and classmates?

Open questions for students:

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

2. How much are the learners proficient in English Language in your classroom?

3. Which method do the teachers follow while teaching English?

4. What kind of teaching techniques and strategies teachers should follow in the class?

5. Which type of English do you prefer? Professional and formal or spoken and communicative?

6. How much the teaching style fit your goal and meet your criteria?

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Closed Questions for Teachers:

1. Do you prefer eclectic approach to CLT?
2. Do you follow appropriate teaching techniques in English language teaching?
3. Do you prefer following eclectic method (combination of many methods) in English Language teaching to one single method?
4. Do all the students qualify enough to study in tertiary level?
5. Do you follow innovative and unique texts (Music Videos, Audio clips, other 'realia' etc.) to make them learn English?
6. Do you prepare class objective and follow them rigidly?
7. Do you make students practice all four skills in a single class?
8. Did you have any training regarding teaching English from any institution?
9. Are you interested enough to follow an innovative learning style?
10. Do you think all skills can be exercised in one single session?
11. Are the "needs" of the students given importance to design syllabus and materials?
12. Are you an independent and motivated teacher to choose appropriate method?
13. Do you work as a facilitator and guide to the students?
14. Are Grammar rules taught with importance in your English class?

Open Questions for Teachers:

1. How many students are proficient in English?
2. Which type of text do you prefer do you prefer to follow for improving listening and speaking skills?
3. Do you think all skills can be exercised in a single class session?
4. By which method grammar rules are taught?

D. Class Lesson Plan and questions for students' assignments:

Instead of using written texts of the target language, we can use different contextual and cultural varieties. Here, I propose a very unique example of activity to ensure better learning. As texts can be of different kinds, a music video, a song, a lecture, a dialogue, a written document-these are all different types of texts.

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Lesson Plan for a single class

For an English Language Class of Tertiary Learners

Objective: To develop learners' critical thinking ability through listening and speaking mostly and to practice reading and forms of writing.

Learners' Profile:

Number of students:	40-60
Age:	21-23
Proficiency level:	Tertiary
Learners Backgrounds:	Bangla & English medium schools and colleges
Sex:	Mixed

Text Type: Songs

Logistic Support: White board, Marker, Duster,

Projector, Sound box, Computer

Class Duration: 75 minutes

Warm- up Session: Students are asked some questions like—

1. What type of music do you listen to more often and like most?
2. What are the common themes of a song? —Love, Friendship, Relationship, Separation
3. Do these types of love songs reflect reality or do you think they are too unrealistic?
4. What are the qualities that make a love song more appealing and life-like?
5. What kind of character-traits makes a character more interesting and memorable?

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Listening Session: Students are divided into 8 groups and asked to listen and take notes to get the main ideas of the three songs. First song- "Don't Cry Joni", Second song- "Secret Love Song", Third Song- "Broken Angel"

(9 minutes)

For example—you will have to think about what's happening, for example you need to find out the story, characterization, ending of the songs. After that you will have to do some activities.

Group Work:

Activities	**Examples**	**Time**
Writing down some adjectives to describe the character of main female and male protagonist of both the stories of the songs –first and third	1. Jimmy 2. John 3. Joni 4. The two lovers 5. Husbands	10 Minutes

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Speaking on- (Critical judgment on given characters)	1. What do you think about their relationships? 2. What character do you like most? Why? What are the qualities of an ideal beloved? 3. Which male character do you think can be a perfect husband in real life? Why?	2 minutes for each group Total: 16 minutes
Role –play from third song	1. Husband –wife 2. Husband –best friend 3. Wife and her ex-lover	2 minutes for each group Total: 8 minutes

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Critical Thinking on-	1. Ending of the stories 2. Future possibilities a. Whether they like the given ending or not b. How else might it be? c. What might happen in the future?	2 minutes for each group Total: 16 minutes

Assignment: Students are asked to form groups and find a Bangla song to compare and contrast the stories, characters, their relationships with those of English songs for the next class. From the second song, they are asked to do some tasks and complete the exercise given at the end of lyrics.

Some questions to exercise in the class were given as assignment:

Question-1: What is the basic grammar difference between "it's" and "its". Explain your answer with an example.

Question-2: What are some examples of short forms (like it's, can't) used in this song as lyrics? Write at least 5 meaningful sentences on your own using 5 examples.

Question-3: Write some informal words used in all the songs. Make them formal.

Question-4: Write three Open questions and three closed questions on the basis of the lyrics.

Some pronunciation practice: dance /dɑːns/, meant/ment/, can't /kant/, that /ðat/,