

English Language Pedagogical Approaches and Students' Perceptions of their Reading, Writing, and Speaking Skills

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Abstract

This study examined the relationship between English language pedagogical approaches and college students' perceptions of their reading, writing, and speaking skills. Anchored on Paul Nation's Four Strands Framework, Explicit Instruction Theory, and Blended Learning Theory, the study focused on Communicative Language Teaching, Task-Based Language Teaching, and the Grammar-Translation Method as instructional approaches in English language education. A quantitative descriptive-correlational research design was used, involving 172 college students from selected private higher education institutions in Davao City who were enrolled in general English courses during academic years 2025 and 2026. Data were gathered using a two-section survey questionnaire adapted from established language pedagogy and proficiency scales, with acceptable reliability. Mean, standard deviation, Pearson correlation, and multiple linear regression were used for data analysis. Findings showed that Communicative Language Teaching, Task-Based Language Teaching, and the Grammar-Translation Method were implemented extensively. Students also reported extensive perceived proficiency in speaking, reading, and writing. A significant positive relationship was found between English language pedagogical approaches and students' perceptions of their language skills. Regression results further showed that the combined pedagogical approaches significantly predicted students' perceptions, with Task-Based Language Teaching emerging as the only significant predictor. The study concluded that task-oriented, collaborative, and meaningful language activities play an important role in enhancing students' perceived English proficiency. It recommended the continued integration of communicative, task-based, and grammar-focused instruction, supported by teacher training, curriculum enhancement, instructional resources, and student practice. The study aligns mainly with SDG 4, Quality Education, and secondarily with SDG 8, Decent Work and Economic Growth, by supporting language competence, academic success, and professional readiness. Its sustainability impact lies in strengthening educational, institutional, socio-economic, cultural, and technological sustainability through improved English language instruction.

Keywords: Communicative Language Teaching, English Language Pedagogical Approaches, Grammar-Translation Method, Reading Skills, Speaking Skills, Students' Perceptions, Task-Based Language Teaching, Writing Skills

1. Introduction

This study examined the relationship between English language pedagogical approaches and college students' perceptions of their reading, writing, and speaking skills. It focused on Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), and the Grammar-Translation Method (GTM) as instructional approaches used in English language education. Anchored on the need to promote effective, learner-centered, and context-responsive instruction, the study addressed how these pedagogical approaches may influence students' confidence, competence, and self-assessment in English language learning. It also situated the inquiry within global, national, and local challenges affecting English instruction, including language anxiety, multilingual learning contexts, digital access, instructional gaps, and limited opportunities for authentic English use.

English proficiency remains important in higher education and professional contexts because students are expected to communicate effectively through reading, writing, and speaking. In this study, English language pedagogical approaches refer to the teaching methods, strategies, and techniques used to facilitate English language learning, specifically through CLT, TBLT, and GTM. Students' perceptions refer to their beliefs, attitudes, opinions, and self-assessments regarding their own English reading, writing, and speaking abilities. The study recognized that students' perceived language competence is shaped not only by individual ability but also by the quality of instruction, classroom engagement, and opportunities for meaningful language use. Effective teaching methods may help students strengthen communication skills, improve academic performance, and develop greater confidence in using English. Therefore, understanding which pedagogical approaches relate to students' perceptions of their language skills is essential in designing instruction that is responsive to diverse learning styles, levels of engagement, and linguistic needs.

The literature emphasizes that English language pedagogy must respond to learner diversity, multilingual realities, instructional support, and teacher autonomy. Amanda Slaysman noted that teachers face challenges in implementing required English Language Arts approaches when learners' needs vary and guidance is limited. Olds et al. (2021) similarly stressed the importance of building learners' confidence and connecting instruction to students' primary languages, while Wawire and Barnes-Story (2023) highlighted translanguaging as a strategy that supports biliteracy, inclusivity, and learner identity. Communicative Language Teaching is widely viewed as a learner-centered approach that promotes authentic communication, participation, confidence, and cultural responsiveness. Ria Angelo explained that stronger forms of CLT encourage flexible and authentic communication, while weaker forms may reinforce rigid language structures. Chaiyasat and Intakaew (2023), Nggawu and Thao, Bui and Huong (2023), Rezalou and Yağiz, and Han (2022) showed that CLT can improve classroom participation, speaking skills, communicative competence, and learner autonomy, although Adem and Berkessa noted that its implementation may be limited by learner, teacher, curricular, and environmental factors. Task-Based Language Teaching also strengthens English learning by using meaningful tasks, collaboration, contextual flexibility, and active learner engagement. Becerra-Posada and Arroyo, Liu and Ren (2024), Ha, Pham, and Tran (2023), Alexandra Lopez Vera, Laxman Prasad Bhandari, Jabri and Fadhlou (2023), Bryfonski (2024), Dalpanagioti, and Bryan Smith and Marta González-Lloret (2021) emphasized that TBLT can improve grammar, motivation, communication skills, and technology-supported language learning, although teachers may require training, flexibility, and institutional support for effective implementation. The Grammar-Translation Method remains useful in contexts where grammar, vocabulary, translation, and accuracy are emphasized. Pornwiriyaakit and Dandee, Akramy, Habibzada, and Hashemi (2022), Kojin, Behera et al. (2024), and Harun Çiftci and Mehmet Özcan found that GTM supports grammar instruction, translation accuracy, vocabulary development, and foundational language learning, especially when aligned with learners' proficiency levels and classroom needs. Students' perceptions of English language skills are shaped by instructional quality, digital readiness, professional language demands, technology integration, and classroom experiences. Yastibas et al. (2023), Padermprach and Yaemtui (2023), Lydia S. Bawa, and Asratie et al. (2022) showed that effective language programs, online readiness, workplace communication needs, and mobile-assisted learning influence students' confidence and self-assessment of their English skills. Studies on speaking, reading, and writing further show that language development is supported by collaborative, interactive, technology-enhanced, and strategy-based instruction. Alzubi, Nazim, and Ahmad (2025), Alruwili and Elsayy (2024), Dennis (2024), Zou et al. (2023), Li (2024), Hocaoğlu and Ocak (2024), and Seitenova et al. (2024) emphasized the value of collaboration, storytelling, AI tools, mobile learning, listening strategies, and STEM-related activities in improving speaking skills. For reading, Kucherenko et al. (2024), Kandemir and Bay (2024), Alghamdi and Rahman (2023), and Ayşe Derya Isik highlighted the importance of explicit instruction, digital storytelling, reading environments, and learner-centered strategies. For writing, Zhang, Zhang, Bingham, and Zhang, Jones-Mensah and Hilton (2024), Lai (2024), Zahran (2024), Hasbullah, Wahidah, and Nanning, Vettori, et al. (2025), and Nasim, Mohamed, Mujeeba, and Shaaban emphasized the role of classroom writing instruction, vocabulary, blended learning, metacognitive awareness, and cognitive-lexical development in improving writing proficiency.

In the global context, English language education continues to face challenges related to assessment, communication barriers, learner confidence, technology use, and cultural-linguistic differences. The absence of standardized proficiency assessments may contribute to language anxiety, low confidence, and difficulty in academic writing and oral communication because students may struggle to evaluate their abilities and identify areas for improvement (Bailey & Wolf, 2012). English learners also experience difficulty with subject-specific vocabulary, idiomatic expressions, and culturally nuanced communication, which may affect academic and social integration (Jing et al., 2020). At the same time, technology-based education offers opportunities for language learning but may also reduce participation when students lack access, digital skills, and personal interaction (Kormos & Csizér, 2022). In the Philippine context, English language instruction is affected by the gap between policy and classroom practice. This disconnect may create uneven learning experiences and influence students' perceptions of their language proficiency (Bautista & Gatcho, 2022). The transition from mother-tongue-based education to English instruction may also affect comprehension, participation, and confidence, especially when instructional materials in regional languages are limited (Saro et al., 2024). The digital divide remains another challenge because limited access to gadgets, stable internet, and digital learning resources can restrict participation and affect students' perceptions of English language development (Eslit et al., 2024). In Davao City, college students may experience hesitation in oral discussions, reporting, and other communicative tasks because of fear of grammatical and pronunciation errors. Limited exposure to English-speaking environments may also restrict fluency, comprehension, and vocabulary development, especially when classroom learning is not fully connected to real language use (Caloc & Baradillo, 2023). Code-switching between English, Filipino, and local languages may support communication and comprehension, but excessive reliance on it may reduce exposure to English and hinder reading, writing, and speaking development (Santos, 2023). These conditions make it important to examine how CLT, TBLT, and GTM relate to students' perceptions of their English language abilities in a multilingual Philippine higher education setting.

The study was anchored on pedagogical and linguistic frameworks that explain how English language pedagogical approaches may influence students' perceptions of their reading, writing, and speaking skills. The independent variable, English Language Pedagogical Approaches, was primarily grounded in Paul Nation's Four Strands Framework (2020),

which emphasizes a balanced language curriculum through meaning-focused input, meaning-focused output, language-focused learning, and fluency development. This framework supports the view that effective English instruction must provide students with balanced opportunities to receive input, produce language, study language forms, and develop fluency. The study was also supported by Explicit Instruction Theory by Anita Archer and Charles Hughes (2011), which emphasizes direct, systematic, and structured teaching of language rules and skills. This theory explains the value of clear instruction in strengthening students' reading, writing, and speaking competencies, especially in grammar-focused and accuracy-based learning. In addition, Blended Learning Theory by Charles Graham (2006) supports flexible and technology-assisted learning environments that promote active, self-paced, and sustained engagement. Together, these theories explain how CLT, TBLT, and GTM may influence students' perceptions of their English language competencies. Conceptually, the study treated English Language Pedagogical Approaches as the independent variable, measured through Communicative Language Teaching, Task-Based Language Teaching, and Grammar-Translation Method. Students' Perceptions served as the dependent variable, measured through speaking, reading, and writing skills. The conceptual relationship suggests that the extent of implementation of these pedagogical approaches may be associated with how students evaluate their own English language proficiency.

Although existing literature shows that CLT, TBLT, and GTM can support English language learning, several gaps remain. First, studies show that pedagogical approaches may be implemented inconsistently because of teacher readiness, learner-related challenges, curricular restrictions, cultural contexts, digital access, and classroom environments. Second, much of the literature focuses on specific skills, such as speaking, reading, or writing, while fewer studies examine these skills together through students' perceptions. Third, local evidence remains necessary because multilingual contexts such as the Philippines involve mother-tongue transition, code-switching, limited English exposure, and digital divide concerns. This study was therefore conducted to determine the relationship between English language pedagogical approaches and students' perceptions of their reading, writing, and speaking skills. Specifically, it sought to determine the level of implementation of CLT, TBLT, and GTM; determine students' perceived level of reading, writing, and speaking skills; examine whether a significant relationship exists between pedagogical approaches and students' perceptions; and identify which pedagogical approach best predicts students' perceptions of their language skills. The study focused on selected college students enrolled in general English courses and used a descriptive-correlational design to generate empirical insights that may guide English language teaching in higher education.

The study is directly aligned with SDG 4 – Quality Education because it focuses on improving English language instruction and students' perceptions of their reading, writing, and speaking skills. By examining CLT, TBLT, and GTM, the study supports the development of inclusive, equitable, and learner-centered instruction that can strengthen communication competence, academic confidence, and lifelong learning. Its emphasis on effective pedagogy, student participation, and language development reflects the goal of improving quality education and learning outcomes. The study also supports SDG 8 – Decent Work and Economic Growth in a secondary manner because English proficiency is connected to students' preparation for professional communication and participation in the modern global labor market. The literature noted the role of English in occupational and workplace communication, including English for Occupational Purposes and professional language demands. Strengthening students' reading, writing, and speaking skills may therefore contribute to their future employability and socio-economic participation. The study has an indirect connection to SDG 9 – Industry, Innovation and Infrastructure insofar as the related literature discusses technology-supported language learning, online learning readiness, mobile-assisted language learning, AI-based speech tools, and blended learning. However, this SDG is not the central focus of the study because the main variables are CLT, TBLT, GTM, and students' perceptions of language skills.

The study contributes to educational sustainability by providing evidence that may help educators improve English language instruction through learner-centered, task-based, communicative, and grammar-focused approaches. By identifying which approaches relate to students' perceived reading, writing, and speaking skills, the study may support more responsive curriculum planning, instructional improvement, and student-centered classroom practices. The study also contributes to socio-economic sustainability because English language competence is connected to academic success, professional readiness, and communication in global and workplace contexts. Improved reading, writing, and speaking skills may help students participate more confidently in higher education, employment, and professional communication. In terms of technological sustainability, the study recognizes that digital tools, blended learning, mobile-assisted learning, and AI-supported language instruction are increasingly relevant to English language learning. Although technology is not the central variable of the study, the literature shows that sustainable language education must consider access, digital readiness, and effective integration of technology in instruction. The study further contributes to cultural and institutional sustainability by recognizing multilingual realities, code-switching, translanguaging, and local classroom contexts. It supports teaching approaches that value students' linguistic diversity while also strengthening their English language competence. For institutions, the findings may help administrators and curriculum designers evaluate English language programs, align instruction with quality education goals, and improve learning support systems in higher education.

2. Material and methods

2.1 Research Design

The study employed a descriptive–correlational research design as a quantitative approach to describe existing conditions and determine the degree of relationship between variables without manipulation. According to Creswell (2020), descriptive research provided a comprehensive portrayal of phenomena as they occurred naturally, while correlational research focused on identifying associations among variables. This design enabled the researcher to describe the characteristics of the population and measure the extent of interrelationship between English Language Pedagogical Approaches and Students' Perceptions of their Reading, Writing, and Speaking Skills. As Creswell (2020) suggested, surveys, performance tests, and classroom observations were used to collect data and document both teaching practices and students' language outcomes. The design did not seek to establish cause-and-effect relationships but to determine the extent and direction of association between the independent and dependent variables.

2.2 Locale of the Study

The study was conducted in selected private higher education institutions in Davao City. The locale was appropriate because the study focused on college students enrolled in general English courses and examined their exposure to English Language Pedagogical Approaches, particularly Communicative Language Teaching, Task-Based Language Teaching, and the Grammar-Translation Method.

2.3 Respondents of the Study

The respondents were college students from selected private higher education institutions in Davao City who were enrolled in general English courses during the academic years 2025 and 2026. They were selected because they had formal exposure to English instruction and were considered capable of evaluating the English Language Pedagogical Approaches used in their classes as well as their own reading, writing, and speaking skills.

2.4 Sample and Sampling Procedure

The sample size was determined using Slovin's formula. From a total population of 300 students and a 5% margin of error, the computed sample size was 172 respondents. The respondents were required to be enrolled in general English courses during the 2025 and 2026 academic years, willing to participate voluntarily, and without prior advanced or specialized language training outside general English subjects. These criteria ensured that the participants represented the typical experiences of students in regular college-level English courses. For reliability testing, respondents were randomly selected from the same population but were excluded from the final sample to avoid data overlap and preserve the validity of the main study.

2.5 Research Instrument

The study used a two-section survey questionnaire to gather data on the independent and dependent variables. The instrument was adapted and modified from existing scales in Applied Linguistics and Educational Psychology Davies and Elder (2004) to improve its validity and suitability for private higher education institutions in Davao City. The section on English Language Pedagogical Approaches, covering Communicative Language Teaching, Task-Based Language Teaching, and the Grammar-Translation Method, was based largely on Richards and Rodgers (2014) and Savignon (2018). The proficiency scales for speaking, reading, and writing skills were modified with reference to the Common European Framework of Reference for Languages self-assessment grids and the Foreign Language Self-Efficacy Scale developed by Cheng (2022). Before the actual data collection, the questionnaire was tested for reliability among respondents who were not included in the final sample. Cronbach's Alpha was used to determine internal consistency, and the result yielded a coefficient of 0.707, which, according to Hair, Black, Babin, and Anderson (2019), indicates an acceptable level of internal consistency for social science research. Responses to English Language Pedagogical Approaches were interpreted using a five-point scale: 4.20–5.00 as Very Extensive, 3.40–4.19 as Extensive, 2.60–3.39 as Moderately Extensive, 1.80–2.59 as Less Extensive, and 1.00–1.79 as Not Extensive. The same response framework was also used for Students' Perceptions.

2.6 Data Gathering Procedure

Before data collection, the researcher secured the necessary permissions from institutional authorities, including the Dean of the Graduate School and the Vice President for Academic Affairs of The Rizal Memorial Colleges, Inc., through formal channels. The researcher prepared a comprehensive research proposal that described the study design, procedures, risks, and benefits. Ethics clearance was obtained from the institution's Research Ethics Committee before the study began. The required documents, including the research proposal, survey questionnaire, and related materials, were submitted for ethical review and approval. At the start of January 2026, the researcher completed the required permits, and during the third week of January 2026, after the colloquium, the researcher ensured that participants understood the purpose of the study, their rights, and the nature of their participation. Informed consent was obtained before participation. Questionnaires were then distributed and retrieved using a standardized and systematic procedure to ensure data accuracy, completeness, reliability, and integrity.

2.7 Data Analysis Techniques

The collected data were analyzed using appropriate statistical tools based on the research questions. Mean scores and standard deviation were used to determine the levels of English Language Pedagogical Approaches in terms of Communicative Language Teaching, Task-Based Language Teaching, and Grammar-Translation Method, as well as the respondents' perceived proficiency in speaking, reading, and writing. Pearson Product-Moment Correlation Coefficient was used to determine the strength and direction of the relationship between English Language Pedagogical Approaches and Students' Perceptions of their Reading, Writing, and Speaking Skills. Multiple Linear Regression was used to determine how Communicative Language Teaching, Task-Based Language Teaching, and the Grammar-Translation Method were related to the overall level of Students' Perceptions of their Reading, Writing, and Speaking Skills and to identify which pedagogical approach significantly influenced students' perceived language competencies. Data processing and analysis were performed using Jeffrey's Amazing Statistics Program (JASP) version 0.12.20.

2.8 Ethical Considerations

The study strictly followed ethical standards to protect the dignity, rights, welfare, privacy, and confidentiality of the respondents. Participation was voluntary, and respondents were informed about the study's purpose, procedures, risks, benefits, and their right to withdraw at any time without academic or personal consequences. For participants who were minors, parental or guardian consent and student assent were obtained using age-appropriate explanations. The study also ensured that respondents were not subjected to coercion or undue influence, especially because of the possible power imbalance between students and academic personnel. Privacy and confidentiality were protected by removing identifiers from the data, securely storing research records, limiting access to the researcher, and presenting results only in aggregate form. The study posed minimal risk because it mainly involved surveys about English language teaching methods and students' reflections on their reading, writing, and speaking skills. The principles of justice, beneficence, respect for persons, transparency, academic integrity, and community involvement were observed throughout the research process. All collected data were used solely for academic and research purposes.

3. Results and Discussion

3.1 English Language Pedagogical Approaches

Recent studies emphasize the important role of English Language Pedagogical Approaches in developing English language learning across educational contexts. Slaysman (2023) highlighted the need for instructional flexibility, sustained professional support, and teacher autonomy in implementing English language strategies. Alhassan and Osei (2022) emphasized creative, inclusive, and student-centered approaches, while Guerrero-Rodriguez (2022) advocated critical and anti-discriminatory language instruction. Feng (2025) showed that AI-assisted language-learning strategies help regulate cognitive load and improve outcomes. Olds et al. (2021) highlighted culturally responsive teaching for English language learners, while Wawire and Barnes-Story (2023) emphasized translanguaging as a support for biliteracy, inclusivity, and learner identity.

3.1.1 Communicative Language Teaching

The findings showed that Communicative Language Teaching was implemented at an extensive level, with a grand mean of 3.82 and a standard deviation of 0.286. The highest-rated indicator was students' participation in English discussions or debates to improve communication skills, with a mean of 4.29 and a standard deviation of 0.455, interpreted as Very Extensive. This was followed by the instructor's encouragement to use English for communication regardless of proficiency level, with a mean of 4.16 and a standard deviation of 0.788, interpreted as Extensive. The lowest-rated indicator was the use of interactive activities such as pair work and role plays, with a mean of 3.30 and a standard deviation of 0.623, interpreted as Moderately Extensive. These findings indicate that communication-based activities were substantially used, although structured peer-to-peer simulations were less frequent than discussions and instructor-led communicative prompts. These findings support the value of Communicative Language Teaching in improving participation, confidence, and communicative competence. Chaiyasat and Intakaew (2023) found that CLT significantly enhanced classroom participation and reduced learner reticence among university students. Similarly, Nggawu and Thao (2023) reported improvements in students' speaking abilities through CLT, regardless of personality type. Rezalou and Yağiz (2021) also observed increased participation and speaking confidence through communicative activities. Merueña (2023) emphasized that authentic communication and collaborative learning foster meaningful language acquisition, while Bui and Huong (2023) highlighted strong student and teacher support for CLT strategies in higher education contexts.

3.1.2 Task-Based Language Teaching

The findings showed that Task-Based Language Teaching was implemented at an extensive level, with a grand mean of 3.64 and a standard deviation of 0.297. The highest-rated indicator was the instructor's provision of tasks requiring collaboration and communication with peers in English, with a mean of 4.16 and a standard deviation of 0.788, interpreted as Extensive. This was followed by hands-on activities such as simulations and role-playing, with a mean of 3.97 and a

standard deviation of 0.704, also interpreted as Extensive. The lowest-rated indicator was the use of English in realistic and practical situations, such as making presentations or planning events, with a mean of 3.30, interpreted as Moderately Extensive. These results indicate that task-oriented instruction was frequently used, particularly in collaborative and practical classroom activities, although real-life application tasks were less frequent. These findings are consistent with studies showing that Task-Based Language Teaching strengthens learner engagement, motivation, grammar development, and communicative competence. Ha, Pham, and Tran (2023) found that TBLT significantly improved learners' grammar proficiency and motivation. Jabri and Fadhlouli (2023) reported improvements in linguistic and communicative competence through TBLT. Liu and Ren (2024) observed that instructors adopted task-supported approaches emphasizing collaboration and student-centered learning. Lopez Vera (2022) and Smith and González-Lloret (2021) further emphasized that technology-mediated TBLT engages students in meaningful tasks and supports improved learning outcomes.

3.1.3 Grammar-Translation Method

The findings showed that the Grammar-Translation Method was implemented at an extensive level, with a grand mean of 3.80 and a standard deviation of 0.277. The highest-rated indicator was the use of formal translation tasks to practice vocabulary and sentence structures, with a mean of 4.16 and a standard deviation of 0.788, interpreted as Extensive. This was followed by written exercises focused on grammar accuracy, with a mean of 3.97 and a standard deviation of 0.704, also interpreted as Extensive. These results indicate that rule-based, translation-oriented, and form-focused instruction remained prominent in the participating institutions, especially in supporting grammatical competence, vocabulary development, and written accuracy. These results are supported by studies affirming the instructional value of the Grammar-Translation Method in developing grammatical competence and translation accuracy. Pornwiriyaakit and Dandee (2022) found that GTM significantly reduced grammatical and lexical errors among learners. Akramy, Habibzada, and Hashemi (2022) reported strong teacher support for GTM, particularly in grammar instruction and comprehension through first-language mediation. Kojin (2022) further confirmed the sustained effectiveness of GTM in bilingual instructional contexts, especially for foundational language learning. Harun Çiftci and Özcan (2021) also found that students taught with GTM demonstrated higher grammatical accuracy and vocabulary production than those taught with purely communicative approaches.

3.2 Students' Perceptions of Their English Language Skills

Recent studies show that students' perceptions of reading, writing, and speaking skills are influenced by digital readiness, professional language demands, institutional support, and teacher capacity. Yastibas, Karadeniz Kayali, and Altuntas (2023) found that Turkish EFL students' readiness for online learning was moderately and positively correlated with their perceptions of improvement in reading, writing, listening, and speaking. Padermprach and Yaemtui (2023) emphasized the functional need for English proficiency among Thai international relations officers, particularly in listening, reading, speaking, and writing. Bawa (2020) found that a properly implemented Job Enabling English Proficiency program improved students' language skills in the Philippines. Asratie, Aylet, and Alebachew (2022) reported that teachers viewed mobile-assisted learning positively, although limited implementation revealed infrastructural and training constraints.

3.2.1 Speaking Skills

The findings showed that students' perceptions of their speaking skills were extensive, with a mean of 3.80 and a standard deviation of 0.201. The highest-rated indicator was students' comfort in participating in English conversations with peers and instructors, with a mean of 4.51 and a standard deviation of 0.597, interpreted as Very Extensive. This was followed by students' perceived ability to pronounce English words correctly during class, with a mean of 4.27 and a standard deviation of 0.613, also interpreted as Very Extensive. The lowest-rated indicator was students' ability to express their thoughts clearly and fluently in English, with a mean of 3.32 and a standard deviation of 0.468, interpreted as Moderately Extensive. These findings suggest that students were confident in conversational participation and pronunciation but still encountered difficulty in spontaneous fluency and clarity. These findings are supported by studies emphasizing the role of collaborative, interactive, and technology-enhanced strategies in developing speaking skills. Alzubi, Nazim, and Ahmad (2025) reported that collaborative learning environments significantly enhanced students' speaking abilities through active engagement and supportive interaction. Alruwili and Elsayy (2024) found that story-based and interactive tasks improved pronunciation, vocabulary, grammar, and fluency. Dennis (2024) and Zou et al. (2023) also found that AI-supported speech tools improved pronunciation and speaking skills. Li (2024) further showed that mobile-assisted language learning is effective in developing speaking skills.

3.2.2 Reading Skills

The findings showed that students' perceptions of their reading skills were extensive, with a combined mean of 3.78 and a standard deviation of 0.249. The highest-rated indicator was students' ability to infer the meaning of unfamiliar words while reading, with a mean of 4.51 and a standard deviation of 0.597, interpreted as Very Extensive. This was followed by students' confidence in reading and analyzing complex English texts, with a mean of 4.27 and a standard deviation of 0.613, also interpreted as Very Extensive. The lowest-rated indicator was students' ability to read and understand academic or technical English texts, with a mean of 3.32 and a standard deviation of 0.468, interpreted as Moderately Extensive.

These findings indicate that students had strong contextual and analytical reading strategies but still experienced difficulty with technical and academic texts. These findings are supported by studies showing the importance of explicit reading strategies, digital integration, and tailored instruction. Alghamdi and Rahman (2023) demonstrated that explicit instruction in reading comprehension strategies significantly improved learners' reading abilities. Kandemir and Bay (2024) confirmed that digital storytelling enhanced reading fluency, while Isik (2023) reported that both digital and print reading environments supported fluent reading development. Kucherenko et al. (2024) also emphasized the importance of tailored instructional approaches in addressing diverse reading needs, particularly in inclusive settings.

3.2.3 Writing Skills

The findings showed that students' perceptions of their writing skills were extensive, with a mean of 3.83 and a standard deviation of 0.251. The highest-rated indicator was students' perceived ability to use appropriate grammar and vocabulary when writing in English, with a mean of 4.51 and a standard deviation of 0.597, interpreted as Very Extensive. This was followed by students' confidence in writing research papers or reports in English, with a mean of 4.27 and a standard deviation of 0.613, also interpreted as Very Extensive. The lowest-rated indicator was students' ability to organize ideas and arguments effectively in written English, with a mean of 3.32 and a standard deviation of 0.468, interpreted as Moderately Extensive. These results suggest that students were confident in grammar, vocabulary, and formal academic writing tasks but still needed improvement in logical organization and argumentative flow. These findings are supported by previous research emphasizing instructional environments, vocabulary knowledge, cognitive strategies, and blended learning in improving writing skills. Zhang et al. (2025) highlighted the positive influence of classroom writing instruction on students' composing and transcription skills. Jones-Mensah and Hilton (2024) argued that vocabulary is one of the most important factors contributing to academic writing proficiency. Zahran (2024) showed that blended learning and cognitive frameworks improved writing performance. Hasbullah, Wahidah, and Nanning (2023) also reported significant gains in writing proficiency through Multiple Intelligence Learning Approaches.

3.3 Relationship Between English Language Pedagogical Approaches and Students' Perceptions

The findings showed a significant positive relationship between English Language Pedagogical Approaches and Students' Perceptions of their Reading, Writing, and Speaking Skills, with an r -value of 0.348 and a p -value of less than .001. Since the relationship was significant, the null hypothesis was rejected. This means that better implementation of English Language Pedagogical Approaches was associated with more favorable student perceptions of their speaking, reading, and writing skills. However, the effect size was moderate, indicating that English language development was also influenced by other learner-related, contextual, and environmental factors. This relationship corresponds with the theoretical basis of the study. Communicative Language Teaching supports authentic exchanges and purposeful communication, which can strengthen fluency in speaking and writing. Paul Nation's Four Strands Framework also supports a balanced model of meaning-focused input, meaning-focused output, language-focused learning, and fluency development. Blended Learning Theory extends learning opportunities beyond the classroom and promotes autonomous practice, while Explicit Instruction Theory provides systematic guidance needed for grammatical accuracy and writing skills. Together, these perspectives support the finding that an integrated pedagogical environment can facilitate sustained language growth.

3.4 Pedagogical Approaches Influencing Students' Perceptions

The regression findings showed that the combined model of Communicative Language Teaching, Task-Based Language Teaching, and Grammar Translation Method significantly predicted Students' Perceptions. The model yielded a multiple correlation coefficient of $R = 0.373$, indicating a moderate positive relationship between the combined predictors and Students' Perceptions. The coefficient of determination was $R^2 = 0.139$, meaning that 13.9% of the variability in Students' Perceptions was explained by CLT, TBLT, and GTM. The adjusted R^2 was 0.124, showing that 12.4% of the variability could be reliably attributed to these pedagogical approaches. The model also improved predictive accuracy, as the RMSE decreased from 0.212 in the null model to 0.198 in the full model. The regression model was statistically significant, with $F = 9.056$ and $p < .001$, confirming that the combined effects of the three pedagogical approaches significantly predicted students' perceptions. The findings suggest that communicative, task-based, and grammar-focused teaching approaches collectively contribute to students' perceptions of their English language skills, although much of the variance remains explained by other possible factors such as learner motivation, English use outside the classroom, and teacher proficiency. The result supports the need for a holistic instructional approach that integrates pedagogical strategies with supportive learning conditions. It also indicates that language learning is shaped not only by teaching method but also by broader learner, classroom, and institutional factors.

3.4.1 Significant Predictor of Students' Perceptions

Among the three predictors, Task-Based Language Teaching was the only approach that significantly influenced Students' Perceptions, with $\beta = 0.256$ and $p = 0.004$. This indicates that students' involvement in task-oriented activities, such as collaborative problem-solving, real-world projects, and authentic language use, significantly enhanced their perceived speaking, reading, and writing skills. In contrast, Communicative Language Teaching, with $\beta = -0.049$ and $p = 0.603$, and Grammar Translation Method, with $\beta = 0.084$ and $p = 0.217$, were not statistically significant predictors in this sample.

Therefore, task-oriented instruction had a stronger influence on students' English proficiency perceptions than general communication-oriented or grammar-translation approaches. These findings are supported by Communicative Language Teaching theory and Paul Nation's Four Strands Framework. CLT emphasizes interactive language use and authentic communication, which support language development, particularly in speaking and writing (Richards & Rodgers, 2014). Nation's Four Strands Framework emphasizes meaning-focused input and output, language-focused learning, and fluency practice, which align strongly with the structure of TBLT (Nation, 2007). Since TBLT integrates realistic tasks, output-oriented practice, and active learner engagement, it provides students with more opportunities to apply English in practical contexts. These results underscore the importance of designing instruction that emphasizes task engagement and authentic practice, while recognizing that CLT and GTM may need to be integrated with TBLT to produce stronger gains in English language proficiency.

4. Conclusion & Recommendations

The study concluded that students were frequently exposed to Communicative Language Teaching, Task-Based Language Teaching, and Grammar-Translation Method, which promoted interactive, collaborative, and grammar-focused English learning. Students also demonstrated extensive perceived proficiency in speaking, reading, and writing, reflecting confidence, comprehension, and effective communication. The findings confirmed that English Language Pedagogical Approaches significantly shaped Students' Perceptions of Their Reading, Writing, and Speaking Skills, with Task-Based Language Teaching emerging as the most significant approach in enhancing students' English proficiency through practical, collaborative, and meaningful language use.

Students should consistently participate in communicative, task-based, and grammar-focused learning activities and regularly practice speaking, reading, and writing to strengthen fluency, accuracy, confidence, and real-life language use. Teachers should integrate diverse English language pedagogical approaches to improve engagement, address learner needs, and promote meaningful classroom interaction. Higher education institution leaders and the Dean of the College should support professional development, instructional resources, technological assistance, curriculum enhancement, teacher training, and evidence-based teaching practices to improve students' speaking, reading, and writing skills. Future researchers may conduct long-term or experimental studies on the combined effects of English language teaching methods across different educational contexts and learner levels, while parents and guardians are encouraged to provide a supportive home environment and regular exposure to English language practice.

The study was limited to selected college students and focused only on reading, writing, and speaking skills, excluding listening because it requires separate audio-based assessments and evaluation measures beyond the study's objectives. It also covered only three pedagogical approaches, namely Communicative Language Teaching, Task-Based Language Teaching, and Grammar-Translation Method, and did not include other instructional approaches that may influence English language learning. Since the study used self-reporting, the accuracy of the findings depended on the respondents' honesty and comprehension, and because the participants and context were limited, the results may not represent all college students or educational institutions.

Compliance with ethical standards

This study complied with institutional ethical standards. Participation was voluntary, and informed consent was obtained after explaining the study's purpose, procedures, risks, and right to withdraw; parental consent and student assent were secured for minor participants. Respondents' privacy and confidentiality were protected through anonymized data, secure storage, limited access, and aggregate reporting. Ethical approval was secured before data gathering, and the study observed fairness, respect, beneficence, transparency, and academic integrity. The author declares no conflict of interest, acknowledges all contributions and institutional support, and affirms that copyright and publication rights shall follow applicable institutional and journal policies.

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