The Effectiveness of Using Communicative Language Teaching in ESL Classroom by EFL Teachers; An Exploratory Study

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ARTICLE DETAILS

ABSTRACT

Success of any innovation in the field of education directly associated with learners’ perceptions about that. Communicative Language Teaching is an innovation and this article attempts to discover learners’ attitude and perceptions regarding this. This study will be very useful in Pakistan where implementation of CLT is in hot discussion and mostly researchers worked on the perceptions and attitude of teachers. This study is quantitative in nature. Data was collected from students through questionnaire that was adapted from the study of Sandra J.Savignon and Chaochang Wang (2003). The goal of the study is to explore: what reputation Grammar Translation Method and Communicative Language Teaching are enjoying, what new is introduced to fit CLT in Pakistani educational system, whether learners have positive attitude towards communication based activities or not, what are the problems that challenge the implementation of CLT in classrooms, what perceptions do students have towards communication based activities, which classroom activities are serious threat in meeting the goal of communicative ability. Findings show that teachers are aware about the importance of CLT and learners have positive attitude and perception towards communication based activities. Functional English and English Comprehension is taught that resulted learners can understand classic literature and English movies as well. There is a fair possibility of adopting CLT but their prolonged attachment with Grammar Translation Method, examination system, emphasis on accuracy, preference of mother tongue are the hindrances that blur the concept of implementation of CLT in Pakistan’ classrooms.

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1. Introduction

“If all the variables in second language acquisition could be identified and the many intricate patterns of interaction between learner and learning context described, ultimate success in learning to use a second learning most likely would be seen to depend on the attitude of the learner “ Savignon (1997). And to get the desired results in the field of education the methodology has a vital role to play specially in the context of teaching language and learning. Pakistan is a developed country where people belong to divergent social classes and are varied linguistically. But slowly and gradually, they have come on the track and developed a thought to get rid of all that is less beneficial as Grammar Translation Method but it seems GTM genetically transmitted, however their perception and attitude is positive towards Communicative Language Teaching.

To inculcate language skills multiple methods are used. Few acclaimed traditional methods: memory based, structure oriented, deductive, content and teacher centered e.g. Grammar Translation Method, Situational Language Teaching and audio lingual teaching method. Whereas, other viewed modern teaching methods: skill imparter, teacher centered, mind stirring, communicative and activity based. Abdul Hafeez (2004) mentions that education ministries prompting goals of education: communicative capabilities and quality conversational competency, since that time it tried to bring communicative approach in fashion though some misconceptions it carries as meaning focusing, fluency provoker, mere language using formula and unsuit for each culture (WU,2008; Muhammad, U.Farooq,2015; Gurmani, Latiff, Shahid, Abbasi, & Bhutto, 2022; Gurmani, Salmani, Shahid, Abbasi, & Ali, 2022).

English enjoys the consensus of international language and language of science and technology. It is linked with the prospect of future prosperity of individuals and country. It’s adopted as official language (along with Urdu) and medium of instruction in Pakistan. People are multilingual and used to learn non maternal and alien language through some specific rules, but this method seems outdated as only improving accuracy and correctness when fluency is required to compete with linguistic challenges at glob. Back to five decades, communicative language teaching emerged on the map and skilled those less devotee learners who never ready to dedicate much time to language learning. This is also the solid reason behind people having positive outlook towards shift from GTM to CLT.

At present both methods are used for language teaching and Bandura (1986) and Muhammad Zeeshan (2016) suggested for adaptation or adaptation of both as a mixture in future life in Pakistan. As we have a startup, the courses that are taught include: English Grammar, English Comprehension, Functional English and Business Communication. Students do the tasks like Urdu English translation, creative writing, and spoken English. Oversees Pakistani can also contact. The students will be given male or female tutors depending on their preferences but it fluctuate that some schools surely have an appreciative communicative language set up but at the same time it is zero in some other institutions. If we compromise only on rules not on communication it will be like an effort fruitless and if we go with only communication in Pakistan it will again fruitless. For a complete package we also need Grammar Translation Method with communicative approach as life needs water and food both (Shahid, Abbasi, & Bhutto 2022); Shahid, Muhammed, Abbasi, Gurmani, & Rahman, 2022).
2. Literature Review

Much literature is confined to the teachers’ perceptions and attitudes towards a revolutionary approach, Communicative Language Teaching. Researchers have tried to know the learners’ perceptions and attitudes at university level and higher secondary level as (Saeed Ahmed et al, 2013; R Jahanzaib et al, 2017; Ahmed, Shahid, Ali, Akmal, & Arif, 2022; Gurmani, Latiff, Abbasi, Jatoi & Shahid, 2023). It is obvious, a few researches conducted on learners at secondary level or school level. Zeeshan, Muhammad (2016) worked on the perceptions of learners at school level. Perceptions and mind set about anything directly effect on the quality of outcomes so to judge the progress of any language teaching approach means to get knowledge what kind of perceptions learners have about (Bandura, A.1986), and these attitudes and perceptions give a help to the teachers to mold their teaching strategies accordingly that learners want (Bandura, A.1986). Perception is the best mean to check perfectly what Piagdet called “readiness” (W.N.Freeman and Company, 2001).

Communicative Language Teaching is the sum up of all teaching methods. Holliday, A. (1994) gave the distinction between” strong version” and “weak version”: in Asian countries week version is in practice to learn foreign language and “strong version” in which language is learnt through communication. Long &Porter favored learners work in the form of group that socialize them. Ellis (1996) calls communicative competence a shared preference or demand, therefore learners perceptions about communicative language teaching that sets goal to achieve communicative competence are almost positive (Abbasi, Shahid, & Shah, 2022; Shahid, Abbasi, & Asif, 2022).

ESL or EFL is centripetal, that it smoothies the way to communicate in society and that’s why it’s the integral part of curricula Ellis .G.( 1996). Richards, Rodgers (2001) and Larsen_ Freeman (2011) advocate CLT for its effectiveness as compared to traditional teaching method. D.de Saint Leger et al (2009) supported the point that over years learners have become more confident and enthusiastic to learn second language in classrooms and it has boosted their willingness. And this willingness estimated through perceptions and attitudes of the learners (Akmal, Shahid, & Ahmed 2022; Shahid, Asif, Muhammad.2022).

Weinert, F.E et al (1987) and Cotterall, S. (1995) through their researches about perceptions of the learners came to the point that new strategies always adopted on the positive perceived behavior and attitude of the learners and Austey, M.(1988) those strategies that based on learners’ beliefs always bore the fruit of success. Because almost all problems in non-maternal language classrooms center around classroom activities and system of education. HMA Yaqoob, Mumtaz Ahmed et al, ( 2015 ) conducted qualitative and quantitative research on teachers and tried to explore the main constraints that were almost same as this research found, conducted on learners; maternal language’s effects on the learners, students less motivated for second language learning and family background that doesn’t help them to acquire the required results. Marilyn Lewis, Flona McCook (2002) explored the main agents who can make successful CLT are the teachers.

Grammar is the language’s anatomy or rules and GTM uses these rules to explain the basic structure so learners may grab the skill to use these in their writings and conversation, on the other hand communicative approach advocates communication and communicative language teaching encourages target language’s use in conversation. Grammar Translation Method rooted back to ancient classical languages: Latin and Greek where proficiency in written and reading was the focus of language teaching. And in Grammar Translation Method a cohesive whole of a language is taught through a method of translation from one language to another (Abdul Bari Khan et al, 2016). GTM
has its specific priorities that sometime counted in its merits and demerits too. It prefers form, teacher’s supreme authority over learners, deductive way of teaching grammar, teaching of language skeleton and accuracy to usage of words in routine, learners’ supremacy, inductiveness, language usage in routine and fluency (Hussein M.Assalahi, 2013). Still today it is widely known and widely used language teaching method.

In Grammar Translation Method syllabus consists of text books and material related to target language. nonverbal or written practice; rules are taught to learn uses of language and communicative practices enjoy the least importance (Yanhua Xia, 2014). As it is well known man thinks old is gold and likes to stick with traditional way of working where he finds ease but today’s novelties urging him to accept the reality, and the reality is the importance of English and communication in English (Svetlana G et al, 2005). GTM titles the teacher a knowledge bearer and only authority in classroom, that’s why learners don’t get the opportunity for nourishment of communicative skills. In spite of having lack of oral or spoken practices GTM is still existing in classrooms. With the concept of globalization a frequent change could be seen in every field including teaching and it revolutionized people’s way of thinking (David Block, 2004). Language teaching through classical language teaching methods was not producing required results and this discontentedness led the linguists and educators towards CLT (Galloway, Ann, 1993). Communicative Language Teaching is no more a novel approach. It is half century old, born by westerns but came in other countries before four decades (M.U.Farooq, 2015). CLT is the provoker of language use in social settings. William Littlewood (2006) defines CLT “a set of principals about the goal of language teaching” or “teaching speaking”. To move with the pace of advanced world, many Pakistani researchers (R Jahanzaib, M Zeeshan 2017, F Abbas, S Aslam, R Yasmeen, 2011, Tariq Mehmood et al, 2011, Hina Durrani, 2016) also have worked that people are more inclined to be communicatively competent.

The main goal or pivot of Communicative Language Teaching is Communicative Competence that is distinct ability of language use. Atsuko Ohno (2006) described Chomsky’s view about Communicative competence “the shared knowledge of the ideal speaker-listener set in a completely homogenous speech community”. Hamid Ali Khan defines communicative competence “knowledge and ability of the interlocutors related to the strategic use of language in communicative situations”. People’s misconception that communicative competence is just fluency is no more. M U. Farooq (2015) represents Savignon’s “inverted pyramid” which elaborates communicative competence: expertise in rules, structure and principals of language use as well as capability to use language in their day to day life, M, U. Farooq (2015) also describes ten principles of CLT that ultimately show the basic thought or purpose of adopting CLT. Dia Ming (2011)”the ultimate purpose of language teaching lies in communication. Therefore language teachers are required to apply CLT in the traditional grammar class as an effort to get a satisfactory effect of teaching (Shahid, Abbasi, & Gurmani 2022; Gurmani, Latiff, Abbasi, Jatoi & Shahid 2023; Shahid, Ong, Teck, & Perveen, 2019).

To gain communicative competence a shift related to learners is the need of this time’ (IF Chang, YC Huang, 2009). With the arrival of the concept of global village a need of paradigm shift was felt. Paradigm shift is a matter of radical change in ideas or conceptions. Jacob, G.M. and Farrell (2003) associate this paradigm shift with change in thought about education and also explain that a paradigm shift occurs when existing paradigm doesn’t meet the new demands, and it challenges traditional or outdated norms. Dia Ming (2011) supported this that with the advent of CLT world of education saw a shift in the role of learners and teachers. English is used at international level for
contacting culturally diverse countries’ representatives and common people and most countries of Asia attract number of tourists every year that drag the attention of Asian educators and policymakers to swallow each productive and constructive practice in teaching English in classrooms (WANG Haixiao, HILL Clifford, 2011). This shift puts a learner in the zone of responsibilities as well as importance and teacher a facilitator.

Shift from GTM to CLT also changed the classroom’s activities: from practice of rules and cramming of dialogues to communicative activities or use of language inside and outside of classroom (Fahmeeda Gulnaz, Aamal Mohammad Alfaqih et al, 2015). In Pakistan multiple languages are being used that are the identity of its residents and to learn English as a second or foreign language GTM is the most popular language teaching method, in such conditions communicative activities are mixed with grammar oriented practices (Sandra Fotos 1998). Focus of shift in teaching methodology and language teaching approaches is learner who comes to school not only getting rules for correct language use but also ability to use these rules to convey his/her feelings and emotions to others in the best possible way (Gurmani, Latiff, Shahid, Abbasi, & Bhutto, 2022; Gurmani, Salmani, Shahid, Abbasi, & Ali, 2022; Shahid, C., Abbasi, & Bhutto 2022); Shahid, Muhammed, Abbasi, Gurmani, & Rahman 2022; Ahmed, Shahid, Ali, Akmal, & Arif, 2022;; Gurmani, Latiff, Abbasi, Jatoi & Shahid 2023).

3. Research Objective and Question
This article attempted to discover the attitude and behavior of the learners of Sialkot towards CLT approach in the contexts of English foreign language or English Second language, Punjab.

Q 1. What are the attitudes of learners towards CLT approach in the context of English as a foreign language in the district of Sialkot?

4. Methodology
   Questionnaire was adapted from the study of Sandra J. Savignon and Chaochang Wang (2003). It consisted on twenty one items that inquired their perceptions and attitudes about Communicative Language Teaching in English Foreign Language classrooms, frequently used teaching method in classroom Questionnaire was sent to them on their Whatsapp group and all the questions explained to them when they were taking online classes on zoom. Fifty four participants were the students of ninth and tenth class from two private schools of Sialkot. They all had age ranged from fourteen to eighteen. Now results can also be compared of private school students and government school students. It can also be judged what changes or innovations have been introduced over time. Questionnaire used to ask which kind of activities are being used in classroom, which teaching method is used and what attitude learners have about Communicative Language Teaching.

5. Discussion and Results
This article attempted to discover the attitude and behavior of the learners of Sialkot in the contexts of English foreign language or English Second language, Punjab. The results of the survey are given below.
<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I get chance to interact with my classmates and teachers in English</td>
<td>35.2%</td>
<td>40.7%</td>
<td>14.8%</td>
<td>9.3%</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>We read Functional English or English Comprehension with English Grammar</td>
<td>33.3%</td>
<td>55.6%</td>
<td>5.5%</td>
<td>5.6%</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>Grammar portion occupies most of my English paper</td>
<td>27.8%</td>
<td>51.9%</td>
<td>13%</td>
<td>7.3%</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>I seldom need to open my mouth in classroom</td>
<td>13%</td>
<td>35.2%</td>
<td>31.5%</td>
<td>18.5%</td>
<td>1.8%</td>
</tr>
<tr>
<td>5</td>
<td>My English teachers allow us trial and error attempts to communicate in English</td>
<td>27.8%</td>
<td>44.4%</td>
<td>22.2%</td>
<td>5.6%</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>My English teacher often ask us to sentence drilling and repeat sentences after them</td>
<td>27.8%</td>
<td>48.1%</td>
<td>18.5%</td>
<td>5.6%</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>I can't understand classic literature, movies with English subtitles and books because I am not enough good in English</td>
<td>5.6%</td>
<td>16.7%</td>
<td>31.5%</td>
<td>35.2%</td>
<td>11%</td>
</tr>
<tr>
<td>8</td>
<td>Communication based teaching guarantees long term learning</td>
<td>35.2%</td>
<td>48.1%</td>
<td>14.8%</td>
<td>1.9%</td>
<td>0</td>
</tr>
<tr>
<td>9</td>
<td>Communication based teaching is good for future job and career opportunities</td>
<td>50%</td>
<td>37%</td>
<td>13%</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10</td>
<td>My previous knowledge of tenses helps me to understand what teacher is saying</td>
<td>66.7%</td>
<td>25.9%</td>
<td>7.4%</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Statement</td>
<td>37%</td>
<td>46.3%</td>
<td>16.7%</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>---</td>
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<td>-------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>11</td>
<td>Communication based language teaching in my classroom encourages me</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>I prefer to be taught in Urdu not in English</td>
<td>13.5%</td>
<td>13.5%</td>
<td>36.5%</td>
<td>25%</td>
<td>11.5%</td>
</tr>
<tr>
<td>13</td>
<td>My teacher's lecture in English doesn't help me to learn English language</td>
<td>5.8%</td>
<td>5.8%</td>
<td>19.2%</td>
<td>40.4%</td>
<td>28.8%</td>
</tr>
<tr>
<td>14</td>
<td>My English teacher is very good in English</td>
<td>73%</td>
<td>19.3%</td>
<td>7.7%</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>15</td>
<td>Communication based English language teaching boosts up my confidence level</td>
<td>38.5%</td>
<td>42.3%</td>
<td>16.1%</td>
<td>3.1%</td>
<td>0</td>
</tr>
<tr>
<td>16</td>
<td>I don't like my errors be corrected by my teachers</td>
<td>28.9%</td>
<td>36.5%</td>
<td>17.3%</td>
<td>7.7%</td>
<td>9.6%</td>
</tr>
<tr>
<td>17</td>
<td>I can't understand my teacher's lecture in English because I don't have much vocabulary</td>
<td>4.5%</td>
<td>5%</td>
<td>21.2%</td>
<td>46.2%</td>
<td>23.1%</td>
</tr>
<tr>
<td>18</td>
<td>I want to learn English through grammar because I am habitual of it</td>
<td>7.7%</td>
<td>51.9%</td>
<td>32.7%</td>
<td>5.8%</td>
<td>1.9%</td>
</tr>
<tr>
<td>19</td>
<td>I usually forget new English words because outside of classroom I Use other languages</td>
<td>11.5%</td>
<td>42.3%</td>
<td>21.2%</td>
<td>19.2%</td>
<td>5.8%</td>
</tr>
<tr>
<td>20</td>
<td>I don't feel shy to use English though it is not my mother tongue</td>
<td>17.5%</td>
<td>38.5%</td>
<td>30.8%</td>
<td>7.7%</td>
<td>5.8%</td>
</tr>
<tr>
<td>21</td>
<td>Due to short English language period time I can’t grab what teacher says</td>
<td>1.9%</td>
<td>25%</td>
<td>21.2%</td>
<td>36.5%</td>
<td>15.4%</td>
</tr>
</tbody>
</table>

The percentage of the learners ‘perceptions and attitudes about Communicative Language Teaching are positive and they are highly enthusiastic to welcome this approach. This is visible in the findings that are given below. Findings are discussed with the sequence that’s in the table no.1.
40.7% participants has shown their consensus on option agree, while 35.2% were strongly agreed that they get chance to interact with their classmates and teachers in English. 9.3% were not agree that they get chance to do discourse in English. 14.8% preferred to be silent. This result shows that learners have freedom to use English and a fair environment is provided to them to develop their communicative abilities. Theories of Vygotsky and Piaget emphasized on the interaction with community for better results in learning process (E Bodrova, DJ Leong, 1996).

Pakistan is a developing country where new changes with every new day are being introduced. Functional English and English Comprehension included in English syllabus to enhance learners' comprehension in foreign language. 55.6% learners agree on the use of Functional English and use of English Comprehension with English Grammar. 33.3% strongly agreed. Only 5.6% disagreed and 5.5% remained silent. English is taught for specific purposes and to get this purpose Functional English is introduced so English language teaching may become skill oriented therefore no one strongly disagree to this statement. 51.9% learners in table 1 accept that their English paper's most of part is grammar based. 27.8% learners strongly agreed. 13% gave no response either agree, strongly agree, disagree or strongly disagree. Only 7.3% disagreed. This problem is shared by all eastern countries that learn English as a foreign language. Even before 1947(before partition) grammar was the main focus and still this problem is existing. As a solution grammar should be taught inductively and focusing on meaning and function.

Learners' responses show that they don't much get engaged in communicative activities and pass most of their time listening to their teachers. 35.2% learners agree that they don't need to open their mouth in class. 13% strongly agreed, 31.5% remained neutral, 18.5% disagreed and only 1.8% strongly disagreed. The reason of this is lecture method where students are considered passive listener and teacher a knowledge giver. Classroom discussion, group activities and other games are not given much importance.

44.4% learners in table agreed that their teachers allow them trial and error attempts in classroom discourse, 27.8% strongly agreed, 22.2% remained silent, 5.6% disagreed. It is a positive point in the part of teachers and welcoming step towards the progress in language teaching.

Memorization is an important feature of traditional teaching method that's confidentially practiced and this is evident from responses. 48.1% learners agreed that their English teachers ask them to do drilling. 27.8% strongly agreed, 18.5% remained silent and only 5.6% disagreed.

Though the importance of English can’t be denied but learners in Sialkot think their grammatical competence with communicative competence is enough to understand the classic literature and movies with English subtitles. Only 5.6% strongly agreed and 16.7% agreed, 35.2% disagreed, 11% strongly disagreed to this statement. 31.5% remained silent.

48.1% learners agreed in table 1 that communication based teaching guarantees long term learning, 32.2% strongly agreed, 14.8% didn't response either in category of agree or disagree. Only 1.9 disagreed. Only those participants responded positive who are aware about the importance of communicative ability and Communication Language Teaching.

9. 50% learners strongly agreed that communication based teaching is good for their future,
37% agreed but no one was disagree or strongly disagree. 13% remained didn’t like to show their agreement on agree or disagree category, they shown themselves neutral. English is widely admired at international level for discourse that’s why results of this questions are not different from other researches.

Participants with 66.7% strongly agreed show that Grammar Translation Method can’t be said failure in Pakistan’s classrooms. It is the most favorite and traditional way of language teaching. And it is very helpful in understanding foreign or second language. 25.9% agreed 16.1% remained neutral 7.4% were disagree but no one disagreed and strongly disagreed.

37% strongly agreed that communication based teaching in their classrooms encourage them. 46.3% agreed and 16.7% remained neutral while nobody responded disagree or strongly disagree. Findings show that learners have positive outlook about communicative language teaching and communication based teaching works as a motivation.

25% participant disagreed that they want to be learnt in Urdu not in English, 11.5% strongly disagreed, while 36.5% remained neutral that can be categorized to be or not to be. 13.5% were agree and at the same time 13.5% were strongly agree. This change in a country like Pakistan is obvious because people use Urdu or Punjabi and indigenous languages as their mother tongue while English as an official language and mode of instruction (also Urdu). This situation create confusion and this confusion is clear in their responses but BA. Mcmillen et al (2001) advocate use of first language for better learning of second language.

40.4% learners disagree that their teacher’s English lecture doesn’t help them to learn English language, they are aware that teachers ‘use of target language will improve their English. 28.8% strongly disagree to this, 19.2%. Only 5.8% strongly agree to this and 5.8% agreed to this. 40.4% consensus shows meaning with form both are focused that helps the learners in understanding English lecture.

Possibility of working of Communicative Language Teaching much dependent on the competence of the teachers. 73% strongly agree that their teacher is good in target knowledge, 19.3% agree to this and only 7.7% remained kept silent. And in disagree or strongly disagree nobody showed any interest.

38.5% participants were strongly agree, 42.3 agreed that CLT is helpful in boosting up confidence level. 16.1% were neutral and 3.1% disagree. Zero response on strongly disagree is the evidence that learners are well aware about the utility of Communication Language Teaching.

28.9% learners strongly agreed that they don’t want their mistakes be corrected by their teachers or by anyone else, 36.5% agree to it, 17.3% showed their responses neutral. 7.7% agreed and 9.6% strongly disagreed. This result shows learners want to be active in communication but feel fear of making mistakes and don’t want others point out their mistakes.

23.1% strongly agreed that they can’t understand their teacher’s lecture in English because they don’t have much vocabulary, 46.2% disagreed, 21.2% chose the option of neutral, 5% were agreed and 4.5% strongly agreed. Findings here are same and surprising like findings of question seven and twenty.
Grammar is the part and parcel of English language class. Teachers and learners both are habitual of their traditional method; Grammar Translation Method. 51.9% agreed that they want to learn English through grammar because they are habitual of it, 1,5.8% disagreed to it, 32.7% remained neutral. Only 1.9% strongly disagreed and 7.7 strongly agreed.

Bilingual or multilingual states where multiple languages are used it is very hard to find much time for foreign language therefore to save foreign language words in memory is a difficult thing. 42.3% agreed that use of multiple language has ill effect on the learning of English words, 11.5 strongly agreed, 21.2% remained neutral, Only 5.8% strongly disagree and 19.2% disagreed.

17.5% strongly agree in the table 1 that they don’t feel shy in speaking English though it is not their mother tongue. 38.5 agree, 30, 8 remained neutral, 7.7 disagreed and 5.8% strongly disagreed. It is a surprising result otherwise anxiety problem in speaking foreign language is a common problem to non-native of English language. Like the findings of question seven and seventeen's results of this finding are also surprising and this is the thing that Guangwe, HU (2009) called ‘cultural revolution’. 1.9% participants strongly agree that short English period time is a hindrance in properly garbing English lecture, 25% agree, 30.8% responses are neutral, 36.5% disagree and 15.4% are strongly disagree.

Table 2: learners’ preferences in English language learning

<table>
<thead>
<tr>
<th>#</th>
<th>The Learners preferences for English Language learning</th>
<th>Communicative competence</th>
<th>Good Grades in examination</th>
<th>Grammar competence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yearning for ESL</td>
<td>46.30</td>
<td>35.20%</td>
<td>18.50%</td>
</tr>
</tbody>
</table>

Table 2 explores why in Pakistan Communicative Language Teaching's weak version is usually suggested but also learners’ perception what they want from foreign language. 46.3% wanted to get communicative ability that shows their positive inclination toward English Language learning. 35.2% are just learning English to get good marks. This is the dark side of the picture that hinders in the progress of CLT in Pakistan. 18.5% agreed on Grammatical Competence that is also a pathetic condition. English is taught for specific purposes in non-native languages. Jean D'souza (1988) asserts grammar taught with communication based activities successfully will work but fluency and perfection like native speakers is still questionable.

Table 3 Activities in the classroom

<table>
<thead>
<tr>
<th>#</th>
<th>Current Teaching methods in the classroom</th>
<th>Grammar Content</th>
<th>Reading/dialogues</th>
<th>Group Discussion</th>
<th>Role Play</th>
<th>Any activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yearning for ESL</td>
<td>46440%</td>
<td>11.50%</td>
<td>29.60%</td>
<td>5.6%</td>
<td>9.3%</td>
</tr>
</tbody>
</table>

In third table 44.4% learners strongly agreed about grammar explanation, 11.1% shown their agreement on reading and reciting dialogue, 9.3% responded in any other method, 29.6% agreed upon group discussion and 5.6% participants told about role play and games which AA Desai (2015) said for Communicative teaching should be practiced.
6. Conclusion

To conclude, as the perceptions and attitudes of the teachers are very positive about Communicative Language Teaching and they hopefully inclined towards the use of communication based activities (Tim Guetterman, 2015) same like learners also perceive CLT an only way to get communicative ability. Findings prove that teachers can’t be blamed (Chang, 2011) if grammar is focused and form oriented practices are still ruling in the classrooms; examination system, government policies, cultural and political scenario are very responsible for semi _adoption of Communicative Language Teaching (IF Chung et al ,2009 ).Previous researches that highlighted the major misconceptions in the way of CLT that are not remain the same but the major issue related to fondness in culture and tradition that is GTM is still the same .Murcia and Hilles (1988), suggested its solution to teach grammar focusing on meaning, communicative competence and combination of meaning and form. This is a signal that dream of CLT existence in Pakistani classrooms can be come true (Gurmani, Latiff, Shahid, Abbasi, & Bhutto2022; Gurmani, Salmani, Shahid, Abbasi, & Ali 2022; Shahid, C., Abbasi, & Bhutto 2022; Shahid, Muhammed, Abbasi, Gurmani, & Rahman 2022; Ahmed, Shahid, Ali, Akmal, & Arif 2022; Gurmani, Latiff, Abbasi, Jatoi & Shahid 2023).

7. Implications

This research and previous researches prove that previous knowledge of rules also helps in communication and enhancing comprehension of learners (Craig Gamble et al, 2013) In Pakistan there are some schools that still are there if learners learn’ thirsty crow’ they are good in English and just fed to gain marks not quality education and language as well. But actually schools in Pakistan also have made a lot of positive change over years and changed fairly with the present time and that is what learning demands. There are also many schools that are doing their best to improve the learners’ language ‘They focus and make students to have thirst for it. In Pakistan Grammar Translation Method and Communicative Language Teaching approach are amalgamated ;targeting grammatical as well as discourse competence.Littlewood,W.(1981) asserts “one of the most characteristic feature of Communicative Language Teaching is that it pays systematic attention to functional as well as structural aspects of language ,combine these into a more fully communicative view.”

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