

An Investigation about the Perceptions of Students and Teachers towards the Use of Communicative Language Teaching

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Abstract

The present research study aims at investigating the perceptions of students and teachers towards the use of communicative language teaching at the secondary level in Nawabshah. Communicative language teaching, also known as CLT has been in existence as a teaching methodology since the 1970s. This study used a mixed-methods approach. The population is a model school in Nawabshah, where 40 students were selected for quantitative data collection, and a questionnaire was used as the instrument. Quantitative data was analyzed using SPSS (V.21), and qualitative data was analyzed using thematic analysis. The findings of this study revealed the positive attitude of participants towards the use of communicative language teaching. The responses of students showed that they have experienced the limited use of communicative language teaching. The semi-structured interview findings revealed that although the teachers are positive about modern teaching methods and strategies to teach English, some factors, like a multilingual classroom and an unfacilitated, outdated environment, still remain barriers to the proper implementation of this method. On the basis of the findings, the researcher suggested some recommendations, such as the awareness and arrangement of teacher training programs regarding modern teaching methods and strategies and the government providing with required facilities to enrich the learning process.

Keywords: *Communicative language teaching, Mixed-methods approach, Teaching methods, Multilingualism.*

INTRODUCTION

Individuals communicate their thoughts, emotions, sentiments, ideas, and expressions through

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the use of language. In other words, language serves multiple purposes, including but not limited to knowledge, politics, cultural transmission, and socialization. In light of the proliferating levels of interconnectivity and globalization, it is indisputable that English has become the predominant language used by individuals from other regions to communicate. This is due to the interconnectedness and information technology advancements that have occurred simultaneously. An agent and a multinational corporation employ English as the customary language for communication. English holds the distinction of being the first language spoken on a global scale, making it the first lingua franca. English, which establishes a connection between the North and the South and links the East and West, has emerged as the language experiencing the most rapid expansion in the modern era. English is the most widely utilized language across all sectors, encompassing commerce and trade, technology, research, education, tourism, the internet, media, and entertainment.

Numerous researchers have coined a term to denote the desirable operation of the English language, given its significant function. McArthur (1987) refers to it as "World Standard (spoken) English," whereas Brutt-Griffler (2002) coined the term "World English" and David Crystal (1997) introduced the phrase "English as a global language." Due to the historical endeavors of the British Empire, English has evolved from being the official language of the British to being recognized as a second language in numerous former British colonies. English serves as both the official language and the medium of higher education instruction in fifty-four countries. Recent statistics indicate that English is recognized as the official language of twenty-seven non-sovereign entities and fifty-five sovereign states. A considerable number of country subdivisions have also designated English as their regional or local official language. Consequently, English has attained the status of a global language in order to accommodate the needs and desires of individuals across the globe.

The English language is comparable to the lifeblood that courses through the capillaries of every nation. Present-day individuals are insatiably eager to enhance their English communication abilities. A substantial global demand has emerged for English education due to the escalating need for proficient English communication abilities. Now, millions of individuals are motivated to improve their own English proficiency or ensure that their offspring do the same.

Pakistan is a multilingual nation where nearly seventy surviving languages are spoken. English is recognized and utilized as a secondary official language in Pakistan. The language has evolved to encompass academic domains, mass media, newspapers, research, international commerce, and academic aspects. Over the past decade, English language instruction and learning have become increasingly significant in Pakistan due to the expansion of the country's higher education sector. In Pakistan, English is now an obligatory subject at all levels of higher education, including primary institutions and universities. As of 2009, the English medium of instruction is mandatory in all public middle schools, as mandated by the Government of Pakistan (GoP). Despite the fact that English has been utilized as a lingua franca in Pakistan since its independence, teaching and studying the English language in Pakistan is not facilitated by favorable conditions.

The Grammar translation method, according to Memushaj and Sogutlu (2019), expands the vocabulary of pupils without enhancing their speaking proficiency. Certain instructors may opt for the direct method, which omits the use of translation and instead employs gestures and English words to demonstrate everything. Students' communication skills are enhanced by this method; however, it generates ambiguity because not everything can be translated. One potential solution to this dilemma is to evaluate and implement only those pedagogical methods that yield superior outcomes for students and instructors. Maintaining connections with the outside world via social

media and other platforms has become an essential necessity due to technological advancements and online teaching platforms; this provides instructors and students with access to supplementary learning materials. Unavailability of fundamental infrastructure such as electricity and the internet slows down the rate of learning. Numerous regions in Pakistan suffer from the absence of electricity and the internet, forcing educators to rely on manual labour. This system fosters conformity and stifles innovation.

The focus of this study pertains to instructional approaches that significantly impact the process of learning. While there are several approaches to instructing English as a second or foreign language, the effectiveness of each method is contingent upon the specific characteristics of the learning environment and the resources at the disposal of both the instructor and the learners.

The increasing prevalence of the English language in all spheres of life and the globalization of the world necessitate that the next generation acquire proficiency not only in written but also in spoken English. In this context, CLT is regarded as the preeminent method of language instruction. It is widely accepted that proficient communication is a critical component of mastering the target language. Numerous scholars and professionals regard it as an exemplary methodology (Berns, 1990; Widdowson, 1978). Researchers have noted that English language instruction in Pakistani classrooms, particularly in the study area of Nawabshah, Sindh, still predominantly relies on antiquated traditional methods and a limited communicative language teaching approach. Although the students may demonstrate proficiency in reading, grammar, and vocabulary comprehension, they encounter difficulties when it comes to demonstrating their speaking abilities. For this reason, the purpose of this study is to examine students' perceptions of the language teaching methods and practices utilized in their education; doing so would aid in determining when the communicative language teaching method is most effectively implemented. Three research questions guided this study:

- What are the perceptions of students about the Communicative language teaching method used in secondary level classroom in Nawabshah, Sindh?
- What are the perceptions of students about the impact of communicative language teaching/learning in Nawabshah, Sindh?
- What kinds of strategies are being used by English teachers to teach English language in Secondary level classroom at schools in Nawabshah, Sindh?

LITERATURE REVIEW

English has long been regarded as a crucial instrument for advancing one's career. English, by virtue of being a globally written and spoken language, is without a doubt a vibrant language. At this time, it appears that English has become synonymous with globalization (Graddol, 1997). Jordan (1997) asserts that the global demand for and significance of English language acquisition for academic purposes are on the rise. A significant global demand has emerged for English language instruction due to its expanding applicability across diverse domains including business, technology, education, economics, politics, entertainment, and technology (Pandey & Pandey, 2014). At the outset, English language classrooms were characterised by a teacher-centered approach, wherein instructors imparted knowledge while students assumed a passive receiving role (Boumova, 2008). This outdated method has become so prevalent that it is still observed in numerous contemporary courses. In addition, Boumova argues that the conventional method emphasizes memorization and

suggests that language acquisition requires the accumulation of a wide range of grammatical rules and vocabulary, which should be taught in appropriate contexts.

Edward Anthony (1963) provided a definition of technique that has withstood the test of time admirably for the past four decades. Method is defined as an overarching strategy for the methodical presentation of language based on a chosen approach; in addition, certain classroom-implemented techniques and activities are consistent with the methods. Methods typically center on the duties and behaviors of both teachers and students. They are nearly universally regarded as having extensive applicability across diverse audiences and contexts. Instructors are the primary arbiters in determining which techniques are appropriate for particular situations. Educators are the primary stakeholders who employ various approaches in various contexts and determine which approach is most suitable for a given situation.

Contemporary English language schools emphasize contextual instruction rather than isolated instruction of structural aspects of the English language, including lexicon and grammar (Boumova, 2008). Boumova emphasizes that the most notable distinction between modern and ancient practices is the extraordinary emphasis placed on fundamental language skills (listening, writing, speaking, and listening). An assortment of instructional approaches exists for imparting English as a second or foreign language. Although there have been advantages and disadvantages to these approaches, ultimately everything depends on the environment and resources at the disposal of the instructor and learners. Malik (2005) enumerated twelve approaches to English language instruction.

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|----------------------------------|--|
| a) The Direct Method | h) Communicative Language Teaching (CLT) |
| b) Grammar-translation Method | i) Community Language learning |
| c) Audio-lingual Method | j) Task-based language learning |
| d) Structural approach | k) The Natural Approach |
| e) Desuggestopedia | l) Lexical Syllabus |
| f) Total Physical Response (TPR) | |
| g) The Silent Way | |

Importance of CLT

The field of second language education has witnessed the emergence of various methods and methodologies, such as communicative language teaching (CLT), audio-lingual method (ALM), humanistic approach, and grammar and translation method (GTM). These approaches have gained recognition and are widely acknowledged within the field. The tactics and techniques discussed in this context have been formulated based on certain assumptions regarding the effective implementation of second or foreign language teaching and learning in order to facilitate the acquisition of the target language.

The teaching style known as Communicative Language Teaching (CLT) has been in use since the 1970s. The approach to teaching under consideration is founded on the perspective that language acquisition entails acquiring the ability to successfully communicate in real-world settings beyond the confines of the educational environment. Warschauer and Kern (2000) assert that Communicative Language Teaching (CLT) is a significant pedagogical strategy in language instruction, progressively supplanting conventional methodologies. The procedures and aims within the classroom encompass not just the objective of Communicative Language Teaching (CLT) to

facilitate learners' acquisition of the target language but also the methods through which learners acquire the language. The concept of "using language to learn language" is endorsed by the Communicative Language Teaching (CLT) approach. According to Savignon (1972), this approach posits that the primary objective of second and foreign language training should be the cultivation of students' communicative competence, encompassing the abilities of articulation, interpretation, and meaning negotiation. This demonstrates that the Communicative Language Teaching (CLT) approach is a versatile methodology that can offer valuable perspectives on the integration of many instructional approaches, as long as they prioritize the development of learners' communicative competence rather than adhering strictly to a single instructional approach. The primary objective of Communicative Language Teaching (CLT) is to enhance the communicative abilities of individuals who are acquiring a new language. Communicative competence encompasses the proficiency with which a learner is able to effectively utilize the four primary language abilities, namely speaking, writing, listening, and reading.

The communicative approach is a well-considered and essential approach to language instruction and acquisition, as it places primary emphasis on communication (Brown, 1994). Since its inception, Communicative Language Teaching (CLT) has been recognized as a highly sophisticated and extensively employed pedagogical approach that prioritizes the development of students' communicative abilities. This is achieved by creating opportunities for effective communication among students and between students and the teacher (Bhatti, Abbas, & Rana, 2020). In 2013, Fang An-Ju conducted a research study in China that involved a critical analysis of Communicative Language Teaching. The individual conducted an assessment wherein they determined that a comprehensive examination of historical context, theoretical underpinnings, and practical implementation serves as the foundation for this particular theory. Additionally, the author addressed certain challenges associated with this methodology, such as cultural clashes and the need for teacher training.

CLT in Pakistani Context

According to Richards (2006), the acquisition of language occurs when learners actively engage in meaningful interactions within the target language, as opposed to solely focusing on the instruction of grammar rules. According to Jilani (2004:08), in the specific context of English language instruction in Pakistan, it is recommended that English be taught with an emphasis on applied linguistic principles. A limited number of significant research studies have been undertaken on the implementation of the Communicative Language Teaching technique in Pakistan. In a study conducted by Muhammad (2016), the primary objective was to assess the attitudes of students towards Communicative Language Teaching (CLT) and Grammar Translation Method (GTM). The ideas utilized in the questionnaire for the survey were derived from the investigations conducted by Li (1998) and Karim (2004). The findings of the study indicated that students had favorable views towards Communicative Language Teaching (CLT). In contrast, students exhibited less positive or indifferent sentiments towards the grammar translation approach.

Ahmad and Rao (2013) conducted a study utilizing mixed-methods research methodology. The objective of their study was to examine the necessity of employing the Communicative Language Teaching (CLT) approach in the instruction of the English language within educational institutions in Pakistan. The findings of their research demonstrated that the Communicative Language Teaching (CLT) approach is more efficacious in comparison to the Grammar-Translation Method (GTM). In the subsequent phase of the research, a survey methodology was employed by the researchers to examine the perspectives of Pakistani educators on Communicative Language Teaching (CLT) and

the challenges encountered in implementing CLT at the higher secondary level. The issues that were brought to attention by educators were classified into four distinct groups. The topics encompassed within this domain encompass matters pertaining to instructors, issues concerning students, the educational system, and the theory and application of Communicative Language Teaching (CLT). According to Ahmed and Rao (2013), the research findings indicate that when students are exposed to favorable circumstances, such as an improved classroom setting equipped with audio or visual aids, along with the presence of a highly skilled and engaged instructor who possesses proficient English language skills and employs a communicative teaching approach, more favorable outcomes can be achieved compared to the utilization of conventional instructional methods.

Akram and Mehmood (2011, p. 175) conducted an experimental study to investigate the significance of including the communicative approach in English Language Teaching (ELT) inside teacher training programs in Pakistan. The use of Communicative Language Teaching (CLT) has been found to significantly bolster teachers' self-assurance and provide a gratifying experience for teachers. Futhermore, Noor, et al, (2021) also conducted a study which was focused on the use of a communicative method of teaching. This study emphasized a number of problems that impede the effectiveness of teaching using the communicative technique. Additionally, it was determined that this method may benefit the students and help them develop into fluent English speakers (Nazir, Abbas, & Naz, 2020). The questionnaires were completed by 100 students from a single private sector in Lahore, using a 5-point Likert scale. The findings eliminated the approach's advantages while also outlining the causes of its failure to generate skilled speakers and potential solutions.

Theoretical Framework

Every research consists a theoretical framework, and it provides important aspects to comprehend effective understanding of the different areas of the study. In the current study, the researcher has adopted the theoretical model developed by Canale and Swain (1983) about the communicative competence of language learners. The researcher has used this framework because it proved effective for the nature of this study.

RESEARCH METHODOLOGY

The present study employed a mixed-methods research design, which involves the integration of both quantitative and qualitative approaches for data collection and analysis (Creswell & Tashakkori, 2007). The objective of employing both methodologies is to acquire a more comprehensive comprehension of a social issue. The aforementioned comprehension is achieved by the integration of quantitative and qualitative research methodologies, serving the mixed methods objectives of triangulation, complementarity, development, initiation, or expansion.

The aforementioned approach was employed to enhance the comprehensibility of the quantitative data, followed by the utilization of qualitative data to offer a more comprehensive comprehension and elucidation of the research being examined. The sequential mixed methods design, also known as the two-phase model, seeks to offer pertinent information that is necessary for a more effective comprehension of the study subject. In this research design, the process of gathering and analyzing quantitative data is subsequently followed by the process of gathering and analyzing qualitative data. The sequential design is employed by the researcher in order to ascertain particular quantitative data that necessitates additional elucidation.

Population

The population chosen for this research study was a private model English medium school up to secondary level classes in Nawabshah city. Secondary-level students and English teachers were selected for the data collection and to investigate perceptions towards the use of communicative teaching methods in the classroom.

Sampling

The sample for data collection was chosen by using purposive sampling. This study was based on the secondary-level students, and which is why only 9th grade and matriculation students were selected for the data collection. Hence, this study relied on language teaching methods to teach English, so for that reason, English teachers were also sampled to conduct interviews for the qualitative part of the data collection.

The target sample size for quantitative data collection was about 40 students. The researcher divided it into selecting 20 students from 9th grade and 20 students from matriculation class combining girls and boys as participants.

For the qualitative data collection, the sample size consisted of 4 English teachers. The teachers were interviewed regarding their strategies for teaching English language.

Research Instruments

The present study employed a mixed-methods research design. Therefore, in order to obtain quantitative data, the researcher utilized a 12-item survey questionnaire as the study instrument. The questionnaire utilized in this study was modified from the one employed by Muhammad (2016) in his investigation on the views of secondary school pupils in government institutions in Quetta, Pakistan, towards Communicative Language Teaching (CLT) and Grammar Translation (GT). The questionnaire was constructed on a Likert scale consisting of five points, with 1 representing "strongly agree," 2 representing "agree," 3 representing "neutral," 4 representing "disagree," and 5 representing "strongly disagree." The questionnaire was structured into two distinct pieces. Section A focused on gathering background information from participants, including their gender, class, language, and school name. On the other hand, Section B comprised 12 research items aimed at exploring the students' perceptions.

In contrast, the researcher employed semi-structured interviews as the instrument for qualitative data collection. Interviews are frequently seen in various social contexts due to the existence of diverse interview formats, including but not limited to employment interviews, media interviews, social work interviews, and evaluation interviews. Various forms of interviews exhibit common qualities, including the interviewer's role in extracting information from the interviewee (Bryman & Bell, 2015). The prevalent types of interviews include unstructured or open-ended interviews and semi-structured interviews. According to Thomas (2011), semi-structured interviews are a qualitative research method employed as an exploratory instrument. The data collection strategy in question is predicated on the utilization of inquiries within a pre-established theme structure.

Data Collection Procedure

For data collection, 40 questionnaires were distributed among students based on the target

sample. The quantitative data was collected in one day. Similarly, the interviews were also conducted with teachers in one day, which completed the qualitative data collection process, and then the researcher stepped towards the data analysis to draw the results of the study.

The scale was chosen Nominal based on the demographic data of the participants. The researcher used IBM SPSS (V.21).

RESULTS AND DISCUSSION

Quantitative Data Analysis

The quantitative data for this study was collected using a 12 item survey questionnaire. The data from the questionnaire were analyzed using descriptive statistics through IBM SPSS(V.21). However, the questionnaire was divided into 2 sections, the first section was about the background information regarding the gender, language and class level of participants. The second section contained 12 items investigating the perception of students which are analyzed based on the frequency and percentage of the responses.

Demographic background information of respondents (Gender)

Table 4.1: Gender of respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Boys	20	50.0	50.0	50.0
	Girls	20	50.0	50.0	100.0
	Total	40	100.0	100.0	

Table 4.2: Class of respondents (Class)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Ninth	20	50.0	50.0	50.0
	Matric	20	50.0	50.0	100.0
	Total	40	100.0	100.0	

Language which language do you speak?

Table 4.3: Language of respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Urdu	19	47.5	47.5	47.5
	Sindhi	20	50.0	50.0	97.5
	any other	1	2.5	2.5	100.0
	Total	40	100.0	100.0	

The above tables represent the background information of the participants. The total sample size was 40 participants and out of which 20 were boys and 20 were girls. There were 20 students from ninth class and 20 students from matric class. There were 19 Urdu language speakers, 20 Sindhi speakers and one respondent chose any other language.

Item wise Representation of Data

Item No.1: The teacher acts as a guider in teaching English language.

Table 4.4: *Teacher as a guider in teaching English language*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	9	22.5	22.5	22.5
	Agree	25	62.5	62.5	85.0
	Neutral	5	12.5	12.5	97.5
	Disagree	1	2.5	2.5	100.0
	Total	40	100.0	100.0	

Interpretation of Table 4.4: The survey results of this item shows that majority of students i.e. 62 % agree to the item that the teacher acts as a guide in teaching English language while 12% students responded neutrally and 22 % strongly agreed to this. Only 1 respondent disagreed to this which results in 2.5 % being disagreed.

Item No.2: Your teacher uses communicative language in class

Table 4.5 : *Use of Communicative language*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	9	22.5	22.5	22.5
	Agree	16	40.0	40.0	62.5
	Neutral	11	27.5	27.5	90.0
	Disagree	4	10.0	10.0	100.0
	Total	40	100.0	100.0	

Interpretation of Table 4.5: The survey results of this item have shown a positive response to this item. The responses show that 40% agreed that the teachers use communicative language while teaching English in class. 27% students have responded in neutral way where as only 4 students which makes it 10% have disagreed.

Item No.3: You think that communicative language is effective for learner to improve language.

Table 4.6: *Effectiveness of the communicative language*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	14	35.0	35.0	35.0
	Agree	23	57.5	57.5	92.5
	Neutral	2	5.0	5.0	97.5
	Disagree	1	2.5	2.5	100.0
	Total	40	100.0	100.0	

Interpretation of table 4.6: The survey results of this particular item show that 57% students agree that communicative language is effective for the learner to improve language as even 35% have responded in strongly agreed way. Only one student which makes it 2.5% disagreed.

Item No.4: Communicative language teaching improves learner's speaking skills

Table 4.7: *Improvement of learners' speaking skills*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	27	67.5	67.5	67.5
	Agree	9	22.5	22.5	90.0
	Neutral	4	10.0	10.0	100.0
	Total	40	100.0	100.0	

Interpretation of table 4.7: The 4th item says that communicative language teaching improves learners' speaking skills. The survey results show that 67% students strongly agreed to this statement. While 10% students chose neutral option but no response showed disagreement to it.

Item No.5: Your teacher uses communicative teaching method to improve your reading skills.

Table 4.8: *Use of CLT method to improve reading skills*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	20	50.0	50.0	50.0
	Agree	15	37.5	37.5	87.5
	Neutral	2	5.0	5.0	92.5
	Disagree	2	5.0	5.0	97.5
	Strongly Disagree	1	2.5	2.5	100.0
	Total	40	100.0	100.0	

Interpretation of table 4.8: According to the above survey, the responses have been in favor of this statement as 50% students have strongly agreed. This proves that the teacher uses communicative teaching method to improve their reading skills. Only 5% students disagreed to this. 15 students which represent 37% also agreed to this.

Item No.6: Your teacher uses group discussion to improve your communicative language.

Table 4.9: *Using group discussion to improve language*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	6	15.0	15.0	15.0
	Agree	22	55.0	55.0	70.0
	Neutral	7	17.5	17.5	87.5
	Disagree	3	7.5	7.5	95.0
	Strongly Disagree	2	5.0	5.0	100.0
	Total	40	100.0	100.0	

Interpretation of table 4.9: The survey results show that the teacher actually uses group discussion strategy because 55% students have agreed to this item and 15% strongly agreed. 17% students have kept it neutral while 3 students which represents 7.5% disagreed and only 5% students strongly disagreed.

Item No.7: Your teacher uses audio and video strategies to improve listening and speaking skills.

Table 4.10: Use of audio and video strategies to improve listening and speaking skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	4	10.0	10.0	10.0
	Agree	7	17.5	17.5	27.5
	Neutral	7	17.5	17.5	45.0
	Disagree	10	25.0	25.0	70.0
	Strongly Disagree	12	30.0	30.0	100.0
	Total	40	100.0	100.0	

Interpretation of table 4.10: The survey results of this item show no such kind of strategies are used by teachers as majority of students like 30% students have strongly disagreed and 25% have only disagreed. While 17% students have agreed and also 17% chose neutral.

Item No.8: Do you agree that your teacher use modern communicative language methods to improve your language?

Table 4.11: Use of modern communicative language methods to improve language.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	6	15.0	15.0	15.0
	Agree	21	52.5	52.5	67.5
	Neutral	3	7.5	7.5	75.0
	Disagree	2	5.0	5.0	80.0
	Strongly Disagree	8	20.0	20.0	100.0
	Total	40	100.0	100.0	

Interpretation of table 4.11: The survey results for this item show that 52% students agree that teacher uses modern methods to improve language. 15% students have also strongly agreed to this. While 7.5% students have kept it neutral and 20% students have strongly disagreed.

Item No.9: Communicative language teaching has positive impact on learning.

Table 4.12: Positive impact of communicative language teaching

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	21	52.5	52.5	52.5
	Agree	16	40.0	40.0	92.5
	Neutral	3	7.5	7.5	100.0
	Total	40	100.0	100.0	

Interpretation of table 4.12: The survey results of this item show that 52% students strongly agreed that communicative language teaching has positive impact on learning. 40% students also agreed to this while 7.5% students kept it neutral. No student disagreed to this.

Item No.10: Communicative language teaching has negative impact on learning.

Table 4.13: Negative impact of communicative language teaching

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	3	7.5	7.5	7.5
	Agree	8	20.0	20.0	27.5
	Neutral	5	12.5	12.5	40.0

	Disagree	9	22.5	22.5	62.5
	Strongly Disagree	15	37.5	37.5	100.0
	Total	40	100.0	100.0	

Interpretation of table 4.13: The survey results of this item show that 37% students strongly disagree that communicative language teaching has negative impact on learning and also 22% only disagreed. The results also show that 20% students agreed to this and 7.5% strongly agreed too while only 12 % chose neutral.

Item No.11: Communicative language teaching improves cognitive skills of learners

Table 4.14: Improvement of cognitive skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	11	27.5	27.5	27.5
	Agree	19	47.5	47.5	75.0
	Neutral	7	17.5	17.5	92.5
	Disagree	2	5.0	5.0	97.5
	Strongly Disagree	1	2.5	2.5	100.0
	Total	40	100.0	100.0	

Interpretation of table 4.14: The survey results of this item show that 47% students agree that communicative language teaching improves cognitive skills of learners including 27% students who strongly agreed. 17% students were neutral about this and only 5% students disagreed and 2.5% strongly disagreed.

Item No.12: Communicative language teaching improves only grammar skills of the learners.

Table 4.15: Improvement of grammar skills only

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	8	20.0	20.0	20.0
	Agree	13	32.5	32.5	52.5
	Neutral	10	25.0	25.0	77.5
	Disagree	7	17.5	17.5	95.0
	Strongly Disagree	2	5.0	5.0	100.0
	Total	40	100.0	100.0	

Interpretation of table 4.15: The survey results of this item show that 32% students think that communicative language teaching improves only grammar skills of the learners as they agreed to this. 20% students strongly agreed while 25% kept it neutral. Only 7 students which represents 17.5% of the population disagreed to this and 5% strongly disagreed.

4.2 Qualitative Data Analysis

The collection of qualitative data in this study involved the administration of semi-structured interviews to the participants. In the context of qualitative data analysis, the interview findings were subjected to coding and analysis in order to corroborate the findings derived from the questionnaire. The researcher utilized thematic analysis as a methodological approach to examine and interpret the data obtained from the interviews. Thematic analysis is a qualitative data analysis method that involves systematically examining a dataset to detect, analyze, and report recurring patterns

(Braun & Clarke, 2006). Thematic analysis is commonly employed in the examination of subjective data, such as individuals' experiences, perspectives, and opinions.

Question No.1: What are your views regarding various teaching methods of English?

S.No	Teachers	Thematic Analysis	Overall Thematic Analysis
1.	T 1	Conceptual & Picture vision	They have slightly better awareness about modern English teaching methods but somehow the main focus is class standard learning.
2.	T 2	Meaningful learning	
3.	T 3	Communicative and Comprehensible learning	
4.	T4	Awareness of method and main focus on class standard	

Discussion: According to the responses from teachers, it can be analyzed that they have unconscious awareness regarding modern English teaching methods but still based on the situation, class standard learning remains the main focus of teachers.

Question No.2: Are you aware about the communicative language teaching (CLT) method of English?

S.No.	Teachers	Thematic Analysis	Overall Thematic Analysis
1.	T1	Awareness is there but no usage	The overall views were positive about the awareness but still usage is limited.
2.	T2	Awareness is there and usage is implemented	
3.	T3	Little awareness	
4.	T4	Not much awareness due to lack of experience.	

Discussion: The responses showed that the teachers are unconsciously aware about the CLT method of English but when it comes to implement it in the classroom, the use is still limited.

Question No.3: How do you plan to teach English language?

S.No.	Teachers	Thematic Analysis	Overall Thematic Analysis
1.	T1	Usage of books as a guide and also internet usage is preferred	Mostly syllabus is used as a guide to plan for daily class learning
2.	T2	Daily leaning plan is used	
3.	T3	Syllabus used as a guide	
4.	T4	Plan to focus mainly on grammar	

Discussion: The responses of teachers to this question showed that still the traditional planning is done to teach English language. Syllabus is taken as a guide to plan for classroom activities while modern ways like internet usage for teaching and learning is somehow used.

Question No.4: What kind of strategies are you using in your classroom?

S.No.	Teachers	Thematic Analysis	Overall Thematic Analysis
1.	T1	Visual based strategies	There is mix up of traditional as well as modern strategies
2.	T2	Homework, Punishment and reward based activities	
3.	T3	Book reading activities	
4.	T4	Small talk, role play for language usage	

Discussion: Teachers were asked about the strategies that are being used in their classroom. The results show that 2 teachers (T1 & T4) talked about modern strategies like visual based learning and small talk/ role play in classroom which enhances the language use. On the other hand, the other 2 teachers' (T2, T3) responses were about regarding traditional method like homework and book

reading strategies so this provides a mix up of modern as well as traditional strategies usage.

Question No.5: Do you focus on developing all four language skills of students?

S.No.	Teachers	Thematic Analysis	Overall Thematic Analysis
1.	T1	Not proper focus on all four language skills	The overall view toward listening skill is poor because of unavailability of modern facilities
2.	T2	Focus is on developing all four language skills and correction is also done	
3.	T3	Listening skill remains weak due to unfacilitating environment	
4.	T4	Listening skill is not focused	

Discussion: The overall responses viewed about the little focus on the listening. Mostly, the writing, reading and speaking skills remain the main focus of teachers. The listening skill is also neglected sometimes because of the not enabled classroom environment.

Question No.6: Do you deliver your whole lecture in English language in English class?

S.No.	Teachers	Thematic Analysis	Overall Thematic Analysis
1.	T1	No because of multilingual society	The multilingual society remains as a barrier and content is preferred over language.
2.	T2	Sometimes as focus is there	
3.	T3	Not overall because of language barriers	
4.	T4	Sometimes but not regularly	

Discussion: The responses of teachers showed that the multilingual environment remains a hindrance in their teaching and delivering whole lecture in English language only. All responses showed that only sometimes it happens that teachers deliver their lecture in English but their main focus is on the all students’ understanding that is why content teaching is preferred over language use.

Triangulation of the Data

In the field of research, triangulation refers to the utilization of multiple methodologies, typically two or more, which are together known as mixed methods. According to Denzin (1978), the process of triangulation is referred to as a validation strategy. In the current study, the findings are mutually reinforcing as they demonstrate the utilization of Communicative Language Teaching (CLT) as a contemporary approach for English language instruction. When queried by students regarding the utilization of the communicative language teaching approach by their instructors, the results were evenly divided, with 50% expressing agreement and 50% expressing disagreement.

CONCLUSION

The objective of this study was to examine the perceptions of English language learners and teachers on the use of the communicative teaching technique in secondary level classrooms. The research design employed in this study was a mixed-methods approach. For this study, a private model school in Nawabshah city was chosen as the population. The target sample consisted of 40 students from secondary level classes, specifically 9th and matric. To collect quantitative data, 20 students were picked from the 9th class and another 20 students were selected from the matric class. Additionally, a total of four teachers were necessary to collect qualitative data.

The study employed a mixed methods approach, utilizing two research tools. The results of the questionnaire aligned with the researcher's predictions and demonstrated the study's dependability. This study focused on the utilization of contemporary English teaching methodologies for instructing the English language, as well as the instructional tactics employed by teachers within the classroom setting. The participants provided their responses in the most optimal manner.

The results indicate that students possess a certain level of comprehension regarding the communicative teaching approach, albeit not in a fully proficient manner. They have gained practical exposure to the application of contemporary methodologies and tactics for acquiring proficiency in the English language. The primary results indicated a generally favorable disposition among the students towards the subject topic of the investigation. The utilization of this research questionnaire may have additionally contributed to the participants' comprehension of the communicative approach in the English language. The results of the interviews indicate that the English language teachers exhibited a favorable disposition towards the subject matter of the interview inquiries. The researcher noted that the teachers exhibited receptiveness towards contemporary methodologies and tactics for instructing the English language. However, it was found that the teaching environment did not adequately facilitate the implementation of their instructional plans. The educators also addressed certain factors such as the presence of a multicultural society and a multilingual classroom, which pose challenges to the implementation of contemporary methodologies for teaching the English language to students. Consequently, the teachers face difficulties in fully utilizing the English language, as their students speak various languages. In order to enhance comprehension and effectively deliver the syllabus content, the teachers are compelled to employ additional languages. The results of the study indicate that a combination of conventional and modern teaching methodologies is still prevalent, with teachers primarily prioritizing the substance of the curriculum rather than the practical application of the English language. It was also noted that there exists a significant requirement for teacher training in relation to the utilization of contemporary methods, and the teaching environment must be appropriately equipped to enhance the efficacy of English language instruction.

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An Investigation: The Perceptions of Students and Teachers towards the use of Communicative Language Teaching at Secondary Level at Nawabshah

SURVEY QUESTIONNAIRE FOR STUDENTS

SECTION – A

(01) BACKGROUND INFORMATION

Note: Please, provide answer the following questions.

(1) *What is your gender?*

- (a) Boy (b) Girl**

(3) *What is your class?*

- (a) Eighth (b) Ninth (c) Matric**

(4) *Which language do you speak?*

- (a) Urdu (b) English (c) Sindhi (d) any other**

(5) *What is your School Name?*

SECTION – B

Instructions: Please read each statement carefully and circle or tick the number, which best represents your view.

Strongly Agree (SA); Agree (A); Neutral (N); Disagree (D); Strongly Disagree (SD)

S.No.	Questions	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
1.	The teacher acts as a guider in teaching English Language. استاد انگریزی زبان سکھانے میں ایک رہنما کی طور پر کام کرتا ہے۔					
2.	Your teacher uses communicative language in class. آپ کا استاد کلاس میں معلوماتی زبان استعمال کرتا ہے۔					
3.	You think that communicative language is effective for learner to improve language. آپکو لگتا ہے کہ بات چیت کی زبان سیکھنے والوں کی زبان کو بہتر کرنے کے لیے فائدے مند ہے۔					
4.	Communicative language teaching improves learners' speaking skills. بات چیت کی زبان کی تعلیم سیکھنے والوں کی بولنے کی مہارت کو بہتر بناتی ہے۔					

5.	Your teacher uses Communicative teaching method to improve your reading skills. آپ کا استاد آپ کی پڑھنے کی مہارت کو بہتر بنانے کے لیے بات چیت کا طریقہ استعمال کرتا ہے۔					
6.	Your teachers use group discussion to improve your communicative language. آپ کے اساتذہ آپ کی بات چیت کی زبان کو بہتر بنانے کے لیے گروپ ڈسکشن کا استعمال کرتے ہیں۔					
7.	Your teacher use audio and video strategies to improve listening and speaking skills. آپ کے استاد سننے اور بولنے کی مہارت کو بہتر بنانے کے لیے آڈیو اور ویڈیو کے طریقے کار کو استعمال کرتے ہیں۔					
8.	Do you agree that your teachers use modern communicative language methods to improve your language? کیا آپ اس بات سے اتفاق کرتے ہیں کہ آپ کے اساتذہ آپ کی زبان کو بہتر بنانے کے لیے جدید زبان کے طریقے استعمال کرتے ہیں؟					
9.	Communicative language teaching has positive impact learning. بات چیتی زبان کی تعلیم کا سیکھنے پر مثبت اثر پڑتا ہے۔					
10.	Communicative language teaching has negative impact on learning. چیتی زبان کی تعلیم کا سیکھنے پر منفی اثر پڑتا ہے۔					
11.	Communicative language teaching improves cognitive skill of learners. مواصلاتی زبان کی تعلیم سیکھنے والوں کی علمی مہارت کو بہتر بناتی ہے۔					

12.	Communicative language teaching improves only grammar skills of the learners. بات چیتی زبان کی تعلیم سیکھنے والوں کی صرف گرامر کی مہارت کو بہتر بناتی ہے۔					
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