

## **Students and Teachers Attitude towards Communicative Language Teaching at Tertiary Level in Pakistan**

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**Abstract:** *The Communicative Language Teaching (CLT) is the widely used teaching method in the area of teaching language in the developed countries. Pakistan has two different learning systems: English intermediate and Urdu intermediate. The main purpose of this study was to assess the attitudes of students and teachers for teaching and learning the Communicative Language Teaching (CLT) approach at the tertiary level in Pakistan. This study has applied the literature and situational analysis (Qualitative research method). The Pakistani educators should consider social and other relevant aspects and adjust the CLT as necessary. Since there is a model for teaching English by using traditional teaching strategies, the language teachers at the colleges in Pakistan are invited to study their circumstances and conditions and adjust CLT methods. This approach of teachers can improve the current situation of teaching English in colleges, and can help students to participate in educational procedures and be responsible for their studies.*

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Date of Submission: 02-12-2019

Date of acceptance: 18-12-2019

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### **I. Introduction**

“Communicative Language Teaching (CLT)” is the widely used teaching method in the area of teaching language in the developed countries. On the other hand, Abdullah, (2018) argues that the application of CLT is very rare in the developing countries. In addition to this, the western principles and values are represented in by the CLT; thus, this usually conflicts with the immediate condition of learning how to build a nation. In addition, CLT is an area that needs experimental research and is heavily dependent on the ideas and exercises referenced by the founders and researchers of CLT. In this regard, the conducted researches on CLT have represented the perceptions and opinions of the teachers and students and their observations (Abrar et al., 2018). However, there are very low number of studies that have focused on the perceptions and opinions of the students and teachers at the tertiary level (Aftab, Qureshi, & William, 2014). On the other hands, there are some studies (Akcan, 2016) that have focused on CLT in Pakistan but they had focused on university level students. Although these studies ensure that teamwork has improved academic correspondence and language learning, these studies have encountered some problems of management. This study is an attempt to find out if socially adaptable CLT systems, such as acceptable learning, can improve communication learning ability and help teachers with the problems of managing the classes with large number of students.

### **1. Problem Statement**

According to Albahri, Yang, and Moustakim, (2018) Pakistan has two different learning systems: English intermediate and Urdu intermediate. Learning-based schools are schools with English medium as the language of instruction, and state-funded schools are schools with Urdu medium of instructions. According to Bland, (2015, P. 23) public and learning-based institutions are “are distinguishable by their quality of standards and learner achievement, particularly in terms of their ability to use English for oral and written communication”. Training institutions are schools with English-language instruction that take into account the high level of society and several segments of the working class. It is interesting to note that state-funded schools are mainly secondary schools in Urdu that provide free tuition for students in low-wage families. The private schools have well- equipped classrooms and this is the reason they deliver the quality education to the learners. In addition, children with first-class knowledge additionally learn English at home; thus, they have a higher level of proficiency in English than children attending public schools do. In public schools, school resources are limited or very poor, and children have little knowledge of English outside schools (Fenton-Smith, Humphreys & Walkinshaw, 2017).

### **2. Research Objectives**

After going through vast literature, the main purpose, aim and objective of this study is “to assess the attitudes of

students and teachers for teaching and learning the “Communicative Language Teaching (CLT)” at the tertiary level in Pakistan”.

### **3. Research Questions**

In order to meet the objective of the study, this paper intends to answer this research question “What are the attitudes of students and teachers for the teaching and learning the “Communicative Language Teaching (CLT)” at tertiary level in Pakistan?”

### **4. Significance of the Study**

In Pakistan, most students attend state support schools, however, as far as the researcher knows, no separate study on the teaching English from the previously mentioned school conditions has been conducted. This study is conducted at tertiary level, which plays more important role for the development of learning skills among the students and enable them to efficiently learn at the university level. In addition to this, English is the official language of Pakistan, but it is not taught effectively at the government schools. On the other hand, students enrolled in world-class schools in English are taught all existing ways of teaching the language. This means that it includes rich people, because they have easy access to senior positions, which to a limited extent is explained by their abilities in the English language. This study argues that all walks of life should use the best teaching and learning methods. This investigation is based on this rule.

## **II. Literature Review**

### **2.1 Importance of CLT**

CLT motivates students to develop language skills. A communicative ability or ability includes an ability by which a student can use all four abilities, for example, reading, and writing, listening and speaking. Subsequently, Bhatti and Memon, (2016) argues that communication skills are “the overall underlying knowledge and ability for language which the speaker-listener possesses”. In addition to this, the communicative skills require students to understand the language of the subject and tend to use this vision logically. To help this statement, Chen and Kraklow, (2015, P. 34) discusses, “the CLT pays systematic attention to functional as well as structural aspects of language, combining these into more fully communicative view”. The activities of communication help students to become more skilful in the communication and interaction with others using any foreign dialect. On the other hand, the conventional activities empower the teachers for teaching, however, the activities of communication places the students as a main player and the teacher’s role is marginalised (Doman, & Webb, 2017).

### **2.2 Teaching English in Pakistan**

There is very important role of the English language as a universal language and official correspondence in Pakistan. English has proven its commitment and has consistently developed the need for the development of the socio-economic status (Muhammad, 2016). Subsequently, it was introduced as a necessary subject from elementary schools to advanced educational institutes such as schools and colleges in Pakistan. However, English has been used as the most widely used language since Pakistan's freedom. The conditions for teaching English in Pakistan are not very good. Iwashita, (2012) argues that although English is a compulsory subject from first grade, students, especially from distant regions of the country, cannot effectively speak English. They feel inadequate in each of the four language abilities. The main explanation for this regarding teaching and learning in Pakistan is that the procedures used to promote the English language are not communicatively sufficient. English is taught in Pakistan as a subsequent language or as a foreign dialect. Several people communicate in Urdu (national language) as their native language; For them, English becomes the second language, but people with different languages, for example, Sindhi, Pashto, Punjabi, etc. as the main languages, English becomes an foreign dialect for them, since Urdu is used as a second language for them (Orlova, 2018). Rahman and Pandian, (2018) states that regardless of whether a second language is guaranteed in Pakistan, the English language schedules in Pakistan do not meet the specific objectives of the curriculum. Teachers are not trained and are not equipped with modern teaching techniques. Most teachers use outdated learning strategies and logically redundant reading materials to show English as a foreign or second language. Grades for exploring the possibilities of learning English are inferior and exclude advanced assessment and evaluation methods (Savignon, 2018).

### **2.3 English in Higher Education**

“In all higher education institutes such as colleges and universities, medium of instruction is English for all subjects excluding subjects related to Languages” (Solak, & Bayar, 2015, P. 23). English is also taught as an important compulsory subject, such as literature and language, and as a compulsory subject in Pakistani colleges and universities. In any case, English teachers in these advanced educational institutions do not use the

CLT- based communication methods necessary for teaching, and do not move on to the usual teaching style of speaking through which they were taught (Zeeshan, 2013). Colleges in Pakistan are more successful in teaching English. Both private and state-funded colleges offer various English courses, for example, “functional English, TESOL (Teaching of English to the Speakers of other Language), TEFL (Teaching of English as a Foreign Language), ESP (English for Specific Purposes) and EAP (English for Academic purposes)”. At public colleges, ESL courses or functional English courses are designed to treat weak English for younger students in light of the fact that most students at public colleges are in high school or not. Thus, ESL / functional English courses are considered critical for empowering students to meet advanced education needs (Orlova, 2018).

### **III. Critical Review and Analysis**

#### **3.1 Student Engagement**

An essential component of CLT is the improvement of the interaction and communication between students in the classroom (Kavanoz, Yüksel, & Özcan, 2015). This condition for collaboration in the classroom offers an indispensable and original platform for moving classroom instruction to the outside world. Accordingly, students practice their studies both in the classroom and on the street. Accordingly, the activities of teaching communicative language the exercises must be planned in order to emphasize the communicative learning in the classroom and to recreate genuine correspondence problems. Classroom collaboration is not always an adequate CLT point. In general, teacher should figure out how to update correspondence beyond this existing reality (Orlova, 2018). Teachers should provide students with the same authentic circumstances and communication systems that help them use the language in certain circumstances where students can contextualize and consult, which means depending on the circumstances (Abdullah, 2018). Social cooperation between students through team / pair work makes the process of learning a language even easier by providing students with an open stage for language rehearsal through conversation and reflection (Abrar et al., 2018).

#### **3.2 Role of CLT in Pakistan and Developing Countries**

Surprisingly, the ESL classes with a huge number of students in the developing countries, just like Pakistan is the hindrance for the students to increase their skills in learning languages that are directly related with the association of the students (JEONG, 2018). Because of the greater number of the students in the classes and the teachers' constant usage of a generally accepted conversation strategy, students only occasionally get the opportunity to participate in intuitive exercises with each other (Kavanoz, Yüksel, & Özcan, 2015). Subsequently, students ignore the increase in attractiveness and valuable participation, so that they can not only study, coordinate and improve each other's information, but also further develop their communication language and social relations (Orlova, 2018).

#### **3.3 Student Autonomy**

A CLT strategy, for instance group / pair work, frees students from meaningless over- reliance on teachers (Aftab, Qureshi, & William, 2014). Thus, they become accountable for the learning process of their own. In this way, it enriches their motivational level. CLT offers students self-management in the learning process. A teacher can simply act as a facilitator, give advice and understand communication exercises. His job is to convince students not to control. “If we look at foreign language learning as it occurs in the natural environment, it also becomes clear that these processes can work without any teacher at all, so long as the environment provides the necessary stimuli and experience” (Akcan, 2016, P. 34). When the students are more motivated and avail the opportunities to show their individualism and relate themselves with other people in their surroundings they feel valued (Kavanoz, Yüksel, & Özcan, 2015). Therefore, it is the requirement of CLT that a student should be provided with an environment, where the student must have a value as an individual and a sense of security.

#### **3.4 Problems of Implementation in Other Contexts**

Despite the fact that the CLT is considered, as a basic methodology for forming the circumstances of everyday communicative skills and forming communicative abilities, the adoption of the CLT is not frequent in the developing countries. Albahri, Yang, and Moustakim, (2018) found that, in addition to political, linguistic strategy, infrastructure, and other monetary components, perhaps the most influential variable is its conflict with the nearby learning culture. Traditional teaching strategies, which suggest that students should be pleasant and alienated in the classroom, are the main social factor that negatively affects the use of CLT in state building. Bland, (2015) suggest that educational methodologies evolve from social and social systems. In the same vein, if any of these methodologies are used in an environment where it has not been configured, you might try another unexpected case.

### **3.5 Adaptation Background and Significance of the CLT**

CLT must not be reflected as an instant recommended set of training room strategies. Teachers in countries such as Pakistan “need to make further efforts to develop and generate, within the communicative approach, classroom techniques appropriate to their condition” (Fenton-Smith, Humphreys & Walkinshaw, 2017, P. 09). Bhatti and Memon, (2016) argue that the way to adopt the CLT in London is probably not possible in Hanoi. Chen and Kraklow, (2015) argues that to solve CLT problems in classrooms in different settings, more and more useful methods must be found that emphasis on group based work for the support and guidance of the independent communication, even without the direct engrossment of the teachers. “Techniques in cooperative learning (Orlova, 2018) are an avenue for exploration (Kavanoz, Yüksel, & Özcan, 2015) argues that top-down approaches, in which policy- makers and other “experts” legislate on how language is best taught, have lost their validity” (Humphries & Burns, 2015, P. 12). Each instructor is a specialist in his particular environment. Nevertheless, he / she can also extract understanding from other people (teachers, theorists and researchers) and analyse them in a unique circumstance. More or less, a test for viable teaching methodologies and standards is fundamental, which “theory, research and practice work together on a basis of equality” (Helm, 2015, P.11). Therefore, it is imperative that teachers at Pakistani colleges investigate relevant issues, adapt and adopt CLT strategies. Immediate use of CLT strategies without logical adjustment can cause problems in management and control.

## **IV. Situational Analysis**

CLT implementation cannot be cancelled in different countries (except that it has begun) because it is contrary to society (Kavanoz, Yüksel, & Özcan, 2015). The rejection of new and dynamic language teaching methods ignores progress in language teaching (Chen & Kraklow, 2015). A general statement around the CLT methodology underpins the situation of CLT as an extremely useful process for teaching and learning a language. Subsequently, it is argued that the implementation of the CLT should be expanded, not rejected. CLT, if it is not applied in a comparable mode, for instance the Western countries, maybe, as (Orlova, 2018) explains, with some adjustment and development, it can also have the expected impact in different societies and nations. Typically, the teacher can adapt the content to smaller communication segments and display them using various appropriately configured communication methods. The letter recommends investigating circumstances and adjusting CLT methods according to circumstances (Helm, 2015). A case study may offer knowledge of the differences between teachers who can help learn a language program and figure out how to satisfy their logical needs (Humphries & Burns, 2015). Thus, it can also encourage teachers and students to demand renewal and development. To distinguish between the discrepancy of practice and theory, it is necessary to study the perspectives of educators and students (JEONG, 2018). For the best use of CLT, the most significant factor is the change in teacher behaviour and experience with CLT (Hamid, Jahan, & Islam, 2013).

## **V. Conclusion**

This paper discusses the implications and values of CLT in language teaching methods at tertiary level in Pakistan. This is an attempt to uncover CLT in leading educational institutions in Pakistan. This study depicts and studies the current state of teaching English in Pakistan. This means exploring the reasons for the disappointment of CLT methodologies, for instance the group based work or other useful training in Pakistan, and establishing that CLT is not a methodology to be used in all countries of the world. Nevertheless, the CLT is seen as a methodology that requires adjustments to the CLT in accordance with the requirements of the settings in which it is performed. Pakistani educators should consider social and relevant aspects and adjust the CLT as necessary. Since there is a model for teaching English using traditional teaching strategies, for example, taking into account relevant requirements, for instance, lack of training, overcrowded classes and the language teachers at the colleges in Pakistan are invited to study their circumstances and conditions and adjust CLT methods as opposed to apply them right away. This approach of teachers can improve the current situation of teaching English in colleges, and can help students to participate in educational procedures and be responsible for their studies. Because college and university students are adult and mature students, they can easily prepare themselves to ultimately manage the application of various CLT strategies, such as supportive learning.

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Choudhry Shahid Mahmood "Students and Teachers Attitude towards Communicative Language Teaching at Tertiary Level in Pakistan" *IOSR Journal of Research & Method in Education (IOSR-JRME)* , vol. 9, no. 6, 2019, pp. 69-73.