Exploring the Perceptions of Students towards Grammar Translation Method and Communicative Language Teaching; A case study at institute of English language and literature

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Abstract:
This study is conducted to explore the perceptions of students towards two contrastive methods of English Language teaching, first is grammar translation method and second is communicative language Teaching. This is a qualitative exploratory case study. Which is conducted at institute of English Language and literature, from university of Sindh Jamshoro. There are two tools of research are Used for data collection; interview protocol and observation sheet. There are five students are interviewed from the second-year English language teaching and for triangular data they are observed in three classes that means one hundred twenty hours. The results of the study shows that students have different perspectives about both methods some students have positive Attitudes towards CLT and GTM, however some students have negative attitudes towards CLT and GTM. The preferences of the majority of students are CLT specifically strong version of CL.
Key words: English Language Teaching, Communicative Language Teaching, Grammar Translation Method.

1. Introduction:

This research studies the perceptions of students towards English language teaching methods In Pakistani context, where English is used as a second language. Several methods are used to teach English, but this research will focus on two of the most frequent methods. First, traditional or Classical method. Grammar translation method (GTM) is a conventional method of teaching English **(Roma, 2021)**. Students translate sentences from their home tongue to the target language. With this Approach, students concentrate on mastering the foreign language's grammar principles, and apply them to translate phrases from their home language to the target language and vice Versa. Then communicative Language Teaching (CLT). It is a modern method which focuses on communication as (Saleh, Boyd, 2023) mentioned that Communicative language teaching is also known as communicative approach. Which helps to teach English with the help of communication and communicative activities. This approach of teaching considered communication as both method as well as goal.

This study is conducted at institute of English language and literature, university of Sindh Jamshoro. This is a qualitative, exploratory case study which will be explored the perceptions of Learners towards GTM and CLT. Students are from second year English language teaching. The purpose of study is to choose an appropriate method for teaching English language as a Compulsory subject.

2. Literature review:

Nowadays English language teaching methods are much popular topics in the field of research. Which method is good and how to teach English language effectively, because methods impact on learning of students, therefore it should be aligned with the interest of learners. Therefore, this

study entertains two methods of English language teaching, first is the traditional or classical method that is grammar translation method. It allows the involvement of native language in the language learning process. It is a deductive approach to language teaching (Richards and Rodgers, 2014). Accuracy is emphasized. Students are expected to meet high translation standards due to the importance of accuracy and its moral worth. (Richards & Rodgers, 2001), is described as a teacher-centered method in which the teacher plays an important role in teaching grammatical rules, translating sentences, and providing vocabulary. Similarly, Howatt (1984) states that in this method, the teacher has an authoritative and directive role. Second method is communicative language teaching that is a modern method for language teaching. It came with the revolution in language teaching methods, because earlier methods were based on either rote memorization or habit formation through drills and repetition. Some of those focused on written communication as GTM, and a few of those were based on oral communication as Audiolingualism and the direct method, but CLT focuses on meaningful interaction and on four skills of language. It contains some principles and goals of language teaching (Richards, 2006). The focus of language learning is real-life communication, allowing learners to make mistakes to improve their communication skills, allowing learners to develop fluency and accuracy, linking different skills of language together as they occur in the real world, and allowing learners to learn or discover grammar rules. (Galloway, 1993). CLT uses real-life situations that facilitate communication. Teachers create situations that students face in their real lives. The outcome of class depends on the response of students. All students learn in collaboration through group work, role plays, and discussion (SANAKO, 2024) CLT focuses on interaction and real-life communication, and the goal of CLT is to develop communicative competence. There are two versions of CLT; the first is a weak version that has been used earlier, and the second is a strong version that is used contemporaneously. (Aicart, 2015) Howatt distinguishes between a strong and a weak version of CLT in 1984. (Howatt, as cited in Aicart, 2015) Strong version concerns with language learning can be done by communication, but the weak version believes that language learning can be done by learning rules and practicing them for communication. In other words, the strong version emphasizes using the language to learn, although the weak version is about learning to use a language.

Students have differences in terms of priorities of methods like few prefer CLT and others prefer GTM. (Jahanzaib & Zeeshan, 2017) students have positive attitudes towards CLT as compare to GTM. It suggests that adopting CLT in English classroom improves learners 'communicative skills. Furthermore, the goal of English language teacher should be communication. (Zeeshan, 2013) students believed that achieving fluency in English language should be the priority of a good English language learner whereas accuracy can be gained with the passage of time. As (Khan, Malik, Shahid, & Mukhtar, 2022) students agreed that communication based teaching guarantees long term learning, and help to boost up students 'confidence to communicate English language. However (durrani, 2016) research is not quite similar to above researches and the Overall, results of this study showed the students had positive attitudes towards both GTM and CLT, but the majority of students had positive attitudes towards GTM; for example, students believed that the grammar plays an important role in the study of English language and teachers' explanation is useful for the study of grammar. This study showed student's response towards GTM was positive and was less favorable towards CLT. (Shafi, 2016)Most of the students show their interest and

preferences to get learning from Grammar Translation Method. Students are much interested to take lessons in Urdu language instead of English.

3. Research Gap:

Much research has been done on the perceptions of learners towards grammar translation method (GTM) and communicative language teaching (CLT) in Pakistani context. The research has conducted at school and university levels in other provinces of Pakistan, but a very few research has done in Sindh, so this research will much more explore the perceptions of the students of Sindh province specifically students of the university of Sindh jamshoro.

4. Research Objectives:

1 To explore the perceptions of students towards grammar translation method and communicative language teaching.

2 To investigate the preferences of students between Grammar Translation Method and Communicative Language Teaching.

5. Research Questions:

Q.1 what are the perceptions of students towards Grammar Translation Method and Communicative Language Teaching?

Q.2 which method do students prefer between the Grammar Translation Method and Communicative Language Teaching?

6. Significance of Study:

The study would draw an attention of the authorities of University about the perceptions of their students towards Grammar Translation Method (GTM) and Communicative Language Teaching (CLT). That will also help teachers to choose a method which is preferred by learners. Finding of this study would be a contribution to existing literature on CLT and GTM. Finally the current study will be helpful for the researchers of Pakistan who are already working on GTM and CLT.

7. Methodology:

Firstly, the paradigm of study is constructivism, as it focuses on constructing meaning from participants' perceptions. The research is exploratory in nature, because it aims to explore the perceptions of students towards GTM and CLT. Therefore it follows a qualitative approach. Since the study were conducted in a specific context, thus it is an exploratory case study and the case is second-year English language teaching.

Data were collected through two tools: a semi-structured interview protocol, and an observation sheet. Five participants were chosen through purposive sampling, as they had prior experience of learning English through CLT and GTM. This experience enabled them to discuss their perceptions more comprehensively. Participants were the students of second-year English language teaching; three girls and two boys.

8. Data Analysis:

Firstly, Data were transcribed and translated from Sindhi and Urdu languages to English language manually. AI software ChatGPT and QuillBot were used for the correction of grammatical errors. Interviews were read for multiple times. After familiarization with data, initial codes were generated manually. Themes had been created inductively from the data without linking them with any theory (Maguire, Delahunt, 2017). Bottom-up, or inductive, is more driven by the data itself. Codes were categorized under relevant theme. After that themes were reviewed, whether codes are aligned or not. All similar themes were merged into a broader theme, and unnecessary themes were

discarded. For instance, the importance of speaking, the importance of listening, the importance of collaboration skills, and traditional skills were merged into one broad theme named Perceptions about English Language Skills. Remaining themes were also merged, edited, and removed in the same manner. After defining themes, these were systematically presented in the section of finding. Each theme was illustrated with quotes from the interviews of participants. Then themes were discussed and analyzed critically in the light of previous research.

9. Findings:

9.1. Perceptions about English Language Skills:

Learners prefer different skills of the English language according to their needs and interest.

Farah "at university, as a language learner, we must focus on speaking skill, because reading and writing are basic skills of language that we learn in our school. I think after getting admission to the university as a language learner, we must focus on speaking skills"

Zoha "The most important skill is listening to learn the English language because when we listen to something carefully, we can produce or write accurately without making mistakes. Furthermore, when we listen to an actual pronunciation of words, we can pronounce them appropriately"

Suresh "all skills are important, but I prefer speaking amongst them because speaking is the most important skill"

Sadia "Listening is an important skill among all skills of language. Through it, we can improve our writing and speak as well. I want to work on all my skills, but specifically, I want to improve my speaking and writing skills."

Zoha and Sadia believe that listening is an essential skill in the English language. They want to improve it. They think that, after listening to the actual pronunciation and way of speaking, students can learn the English language effectively. On the other hand, Suresh and Farah want to improve speaking skills as university students. However, Farah thinks writing and reading are foundational skills because these can be learned at the school level, so at the university level, the priority of teachers should be speaking skills. Additionally, Sadia wants to improve productive skills in the English language, including speaking and writing.

9.2. Role of Grammar in English Language Learning:

Students have different perspectives about the role of grammar in learning English language.

Farah "It is essential but basic and teaches at the school level. After the beginning level, that means at the university level you should not need to learn grammar because you should learn how to speak English." And "this is a good way to teach grammar through the explanation of the rules of grammar in Urdu or the native language"

Zoha "grammar is important to learning a language because it enhances effective communication and boosts our writing skills as well" and "learn grammar through communicative activities because this way is very much engaging. It helps us to learn effectively"

Zain "I don't think so grammar is important for learning the English language. We can learn it through communication in the culture" and "learn grammar practically because practical learning is more important than learning the definitions in a theoretical way"

Suresh "as far as I think grammar is not necessarily to learn a language because we can also learn a language through interaction with people. We just need to engage with the English language and practice it, so we can learn it effectively" and "we must explain the rules of that. We need to give some kinds of exercises related to the topic"

Sadia "Language and grammar are both interconnected because they enhance grammatical knowledge and guide us on which tense, word, and form of the verb should be used. It also enables us skill that how to use them accurately" and "grammar is very lengthier and complex. It is because of some teachers who do not explain the rules of grammar properly. So explanation is necessary for teaching grammar"

Three ideologies emerged from the data. First, Sadia believes that grammar and language are interconnected. Sadia, Suresh, and Farah think that they cannot learn the English language without learning grammar. Therefore, they want to learn it with the proper explanations of the rules of grammar with the translation of sentences. Zoha said that grammar develops writing skills; similarly, Sadia believes that monitor skills develop through learning the rules of grammar that help learners to use the English language accurately. Secondly, Sadia, Farah, and Zoha believe that grammar is important, but it should not be taught in the traditional way, like through GTM. It should be taught communicatively by engaging learners with communicative activities because it facilitates effective and meaningful learning. Lastly, in Suresh and Zain's perspectives, grammar is not important, and it should not be taught either in a traditional way like GTM or in a communicative way. However, language can be acquired through the interaction of people. They described the importance of interaction in learning the English language. Zain has given the example of his mother tongue that he acquired without learning its grammatical rules. Learning the English language through interaction enhances communication skills.

9.3. Role of Group Learning in English language learning:

Two arguments are emerged from the responses of students first is group learning is important, and second is, individual learning play a vital role in learning.

Farah "Due to independency in learning make students self-confident, even though we can improve our communication skill as well individually with the help of IT international technology. Now a days we can use AI we have feature to send our voices"

Zoha "specifically, when it comes to communication skills, we cannot develop our communication skill individually, because we have interacted with others in group or pair. However, for personal growth, individual learning is more important"

Zain "I don't prefer learning individually but rather learning English through collaboration. There are many advantages to learning in a group" and "when I learn in a group, my friends, group members, and peers can help and guide me to understand things that I might not be able to learn on my own"

Suresh "To learn a language, we need to interact with people because practicing individually is not as effective. Pair work, on the other hand, is much more useful. However, interacting in groups can be time-consuming and requires a group leader for proper management"

Sadia" I like to learn individually because, look in a group sometimes we cannot express our self and we depend on others members, however individually everyone is responsible for their own learning. Listen music, audio clips and English movies"

Zoha and Zain prefer group learning because it is beneficial, especially in the context of English language learning and teaching. It helps to make class more interactive and engaging; as a result, learning becomes more effective. In group work, students collaborate with each other and practice English with their peers, groupmates, and friends because, by discussing each other's work, there will not be any misunderstanding or misinformation spread. There are many advantages to learning

a language in a group, because it does not only develop communication skills, but it also develops collaboration and confidence skills. Most of the students like to learn in collaboration with their friends. Collaboration is the most crucial skill for learning a language in a group. Collaboration helps to learn from each other's ideas and mistakes. However, Suresh believes that group work is time-consuming and creates complexities due to many people in one group. And it is challenging in the Pakistani context to form groups and then manage them because we have a large number of students in classes. Therefore, pair work is suitable. Farah and Sadia Prefer individual learning because they believe that individual learning plays a vital role in self-growth and individual work makes them responsible for their own learning and makes them autonomous learners. Although in the era of AI, they can improve their communication skills as well by sending voice notes to AI and receiving constructive feedback on it. On the other hand, Zoha and Suresh believe that individual learning is not effective in language Chapter four 30 learning and teaching contexts. Without interacting with people, learning oral communication is a bit difficult, and they don't have such a positive perspective about it.

9.4. Importance of Fluency and Accuracy in English Language Learning:

Fluency refers to the degree of smoothness in speaking without any hesitation and obstruction. Accuracy refers to the correctness of a language. Students have different perspectives about fluency and accuracy.

Farah" accuracy is more important than fluency because when we construct sentences accurately with the correct sequence and appropriate vocabulary, it also improves our fluency. Fluency can be developed after achieving accuracy"

Zoha" in oral communication, accuracy can negatively impact fluency, as thinking about how to construct the correct sentence can slow down our fluency. Despite this, I still prefer accuracy over fluency because when we read aloud, we can practice both accuracy and fluency"

Zain" if I can communicate fluently with people or give presentations fluently in class, it can be time-efficient, allowing me to share lengthy ideas in a short period of time. On the other hand, if I focus on accuracy, it may become an obstacle in conveying my ideas and thoughts to others effectively"

Suresh" we need to listen to fluent or native speakers of English and try to imitate the way they speak. Don't focus on mistakes while speaking; let them speak fluently. This means we should first focus on fluency and then work on accuracy"

Sadia" Fluency is important to me, and we need to be fluent in the English language On the other hand, speaking English with hesitation, such as "ahh" or "uhh," does not sound good to others"

Zain, Suresh and Sadia believe that fluency is more important than accuracy in English language. Because it has many advantages in spoken communication. In a short time, many more ideas can be conveyed. Most students want to be fluent in the English language because they want to communicate with people fluently without any restriction or obstruction. In contrast Farah and Zoha believe language should be used accurately, and focus should be on the correctness of language. They also believe that fluency can be built after accuracy. However, Zoha, Sadia and Zain have negative attitudes towards accuracy, because it negatively impacts oral communication; for instance, speaking English with hesitation, such as "ahh" or "uhh," does not sound good to others.

9.5. Role of Learners in English Language Learning:

There are two types of learners in the language learning process: first are those who are motivated, participate in every task, and love to learn with activities, tasks, and projects; they are active students and also share their knowledge. That means they do not passively gain knowledge in the class but actively produce knowledge as well. On the other hand, other types of learners are those who want to gain knowledge passively without any participation because they believe traditional classrooms, where the teacher is only a source of knowledge.

Farah" I don't like such kind of activities because I like to learn from a teacher, I want to gain knowledge from a teacher"

Zoha" I actively response in my classroom, if teachers ask questions I actively response him. When I get confusion, I ask questions from the teacher"

Zain" I am an active student in the class, mostly prefer presentations over written assignments because they are very important for developing confidence and overcoming the fear of public speaking"

Suresh" When a teacher brings activities into the classroom, they are obviously related to the topic and beneficial for students. Therefore, I prefer to participate in every activity in the classroom"

Sadia" I am an active student, and I participate in every activity that teachers assign us. Personally, I like group activities, presentations, and questioning"

Four students believe, that they are active learners and want to learn the English language with different interactive activities, tasks, and projects. However, Zoha is a passive learner and she likes to learn passively without responding; she participates when the teacher points out or forces her, but by her own interest, she does not like to participate in classroom activities. Even she stated that she is a passive learner.

9.6. Role of Teacher in English Language Learning:

There are two types of teachers: first, those who follow traditional philosophy in teaching and do not allow their students to participate in class. Second are those who encourage students to participate in class and allow them to share their ideas in class.

Farah" teacher is friendly with students and maintain the boundary between frankness and respect because through only fun and friendly nature, students don't respect their teacher. The relationship between teacher and students should be like student don't feel hesitations by sharing his or her thoughts, ideas and feelings"

Zoha" teacher should not simply read the slides during class. I have said this repeatedly: a teacher must create an engaging environment in the classroom. When teaching a topic, they should ask questions about it and encourage students to share their perspectives, rather than just reading the slides and leaving the class"

Zain" the best teacher is the one who motivates learners. A good teacher encourages students while they study, even when they make mistakes. When a teacher motivates students, they become more active in the classroom and engage in questioning. A teacher should always appreciate their students"

Suresh" He should motivate and inspire learners, so their confidence develops. The main role of a teacher is that how does he engage learners with content or material in the class"

Sadia" teacher should be a friend, motivator, and guide who guides students like a friend. He should arrange interesting activities in the class and guide learners on how they can learn effectively and appropriately"

All students want the teacher as a facilitator, motivator, guide, and friend rather than a presenter of lectures. He always motivates students. The main focus of a teacher should be on the participation of learners; instead of correcting them, he may appreciate them, even appreciate them in making mistakes while participating. However, Farah believes that there should be a boundary between teachers and students because friendly behavior can cause disrespect of a teacher. When a teacher works as a facilitator, then students like to participate in every task and activity because the teacher allows them to think critically and share their ideas without any fear of right or wrong. Students don't feel hesitation in sharing their feelings, thoughts, ideas, and knowledge when the teacher works as a facilitator. It facilitates effective and meaningful learning that helps to enhance student communicative competence.

9.7. Importance of oral and written communication:

Oral communication refers to face-to-face communication, written communication, ideas, information, and thoughts are conveyed through written symbols. . They have different priorities according to their perspective.

Farah" Oral communication is more important for me because written communication is something which we have learned already and we know how to write, if we are good students"

Zoha "both type of communication is important, both have its own importance but think if I choose one of them, so yes it will be oral communication. Because as much we speak our communication will be improved, effective and clear"

Zain "In my eyes both types of communication are important, but my priority is oral communication because it plays a crucial role in our daily lives. Because we face it regularly in public settings, and it is also beneficial in the classroom. Written communication, on the other hand, is limited because it does not involve face-to-face interaction"

Suresh "if you want written messages, you can generate them using AI, but we have to interact with people through oral communication. Therefore, oral communication is the most important in the world"

Sadia "oral communication is more important than written communication because this is the world of technology, where we are not bound on written communication. We have to communicate with each other for many different purposes" and "we can learn written communication individually, even at home, but oral communication can be developed in a classroom where we can practice with our classmates and friends"

All students believe that teachers should focus on oral communication because it is necessary, and they face it in their daily lives for different purposes and in different settings. Oral communication is the need of society. They need people for oral communication, and class is an environment where everyone wants to learn and practice. Because as much as they speak, their communication will be improved, effective, and clear. Similarly, they do not want to work on written communication at the university level. It is limited, and its effectiveness depends on the use of accurate grammar and vocabulary. Students can learn it individually in isolation with different books. It is not necessary to learn at the university level because it does not need simultaneous and face-to-face response. If

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we need to communicate with people through written communication, we can generate text from AI.

9.8. Data from the Observation Sheet:

Observation sheet shows that teacher was teaching them through weak version of CLT because he had taught students parts of speech after that assigned them tasks which facilitate communication skills like presentations in group. After that teacher followed learner-centered approach because the topics of presentation was choice of students and it also depends on students how he wants to attempt this task in group presentation or individual work. Teacher role was as a facilitator and motivator not as a transmitter of knowledge. Furthermore, the focus of teacher was fluency rather than accuracy. Therefore, he was not correcting their mistakes while speaking. Students were active participants in learning process because they asking questions, taking notes and responding to the teacher. They seemed motivated and happy and class was noisy plus interactive due to participation of students. The focus of teacher was to make them fluent in speaking and listening

10. Discussion:

10.1. Perceptions about English Language Skills:

They have positive attitudes towards CLT because they want to improve listening and speaking skills in the English language. All skills of the English language can be enhanced through listening skills. After listening to the correct pronunciation of the English language, they can acquire vocabulary and pronunciation of the English language. In contrast, they have negative attitudes towards GTM because they believe that reading and writing are traditional skills of the English language that they learn at the school level. However, at the university level, teachers should focus on listening and speaking skills, but GTM focuses on reading and writing. Both skills can be developed by the implementation of CLT because it is a modern method and facilitates listening and speaking. It can be connected with Vygotsky's theory of sociocultural because it concerns interaction, and when we interact with people, we listen to them and then respond to them.

10.2. Role of Grammar in English Language Learning:

There are three types of perspectives emerged from the participants: one is those who have positive attitudes towards GTM because they believe grammar is essential to learning a language, and they want to learn the English language through the explanation of the rules of grammar in their native language (Durrani, 2016). Students believed that grammar plays an important role in the study of the English language, and teachers' explanations are useful for the study of grammar. They also believe that through learning the rules of grammar and explanation, a monitor skill develops that helps learners to use the English language accurately. This refers to the monitor hypothesis. Krashen (1982) learned knowledge about the grammatical structure of language helps to edit or self-monitor oral and written language. Grammatical competence can also be developed by learning grammar with the rules of explanation. Second are those who have positive attitudes towards CLT because they think that grammar is not important for learning the English language and it can be learned through interaction in the surrounding. CLT focuses on communication rather than grammatical rules. Third are those who have neutral attitudes towards both methods. They believe grammar is important, but they want to learn it through communicative activities. Learning grammar is a part of GTM, and through communicative activities, it is an aspect of CLT. Furthermore, they also believe that without engaging with the content of language, they cannot learn an effective language. Grammar is important, but not like rote memorization; however,

exercises, activities, and tasks are necessary regarding that topic (Zeng, 2004). Findings showed that teaching grammar with CLT is an effective approach that helps to learn functions of grammar and communicative competence.

10.3. Importance of Fluency and Accuracy in English Language Learning:

Students have positive attitudes towards CLT because most of the students prefer fluency over accuracy. They believe that accuracy can be developed after fluency, and fluency helps to share ideas in less time (Zeeshan, 2013). This research also shows the same results. Similarly, Khan, Malik, Shahid, & Mukhtar (2022) found that students' attitudes were positive towards CLT because GTM only focuses on accuracy and correctness even though fluency is required to compete with language challenges in the global world. On the other hand, a few participants believe accuracy is more important, and by spelling correctly with an accurate sequence of words, fluency can be achieved. That shows their positive attitude towards GTM. It is related to Krashen's monitor hypothesis, in which learned knowledge means the rule of language to edit or change language use. However, few students believe that a focus on accuracy negatively impacts oral communication, because thinking about the correct form of word communication can be delayed, which shows negative attitudes towards GTM.

10.4. Role of Group Learning in English language learning:

This theme is concerned with the theory of Hymes communicative competence because students have positive attitudes towards CLT, and they believe that group work has a main role in English language learning because it develops communication, creativity, and problem-solving skills with boost up confidence. These skills all develop communicative competence. Teachers should divide the class into small groups and give those interactive activities and tasks so they can communicate with each other and practice using the English language as the study of (Cherry, 2024) supports it. Furthermore this theme can be related to Vygotsky's theory of sociocultural because in group learning students learn from each other, and this theory also believes in the concept of a more knowledgeable person and the zone of proximal development. In contrast, only one student has negative attitudes towards CLT because she likes to learn individually, and she believes that individually she can learn better, and it plays a vital role in self-growth. In group work, students depend on other students for completing the tasks, and this is the era of AI; through it, students can even practice communication by sending voice notes and getting constructive feedback on AI.

10.5. Role of Teacher in English Language Learning:

Students have positive attitudes towards student-centered learning because they believe that only teachers should not be the source of knowledge or speakers in class because it is a learning process of students, so students should be speakers of class through different activities and tasks. Teachers should be facilitators, guides, and supporters, not lecture-based, typical teachers. Without interacting and engaging with English language s, students cannot learn it effectively. Therefore, students like to learn through students as a contributor of knowledge, not a blank vessel, like a banking model of Freire, who criticizes teacher-centered learning (Freire, 1968). This model takes learners as an empty vessel, and the teacher is the only source to fill them, and they passively receive that knowledge. (Zeng, 2004), All of the participants mentioned communicative activities like group discussions, oral presentations, and excursions, because these activities help to develop communicative competence and problem-solving skills.

10.6. Importance of oral and written communication:

Students have positive attitudes towards CLT because all of them believe that the focus of a teacher should be oral communication. There are two reasons behind it: first, it is a communication that they face daily in their life, and second, they cannot learn it in isolation or individually without any practice (Jahanzaib & Zeeshan, 2017). Also shows the same result. Vygotsky's theory can also develop oral communication skills because it deals with real-life interaction with surrounding people. Secondly CLT also uses real-life communication as content for teaching. However, they have negative attitudes towards GTM because it focuses on written communication. They believe that written communication can be developed individually without practicing with anyone through different books of grammar. Written communication is not face-to-face communication; therefore, they can generate messages from AI when they need to communicate with others.

11. Conclusion:

This study was conducted to explore the perceptions of students towards two methods of English language teaching, first is grammar translation method and second is communicative language teaching. It is a qualitative exploratory case study. Which was conducted at institute of English language and literature, from university of Sindh Jamshoro. Primary data had been used and collected through interview protocol and observation sheet. Five students were interviewed and entire class were observed for one hundred and twenty minutes. This research showed students 'diverse perceptions towards both methods. Some students have positive attitudes towards GTM and CLT, in contrast some had negative attitudes towards GTM and CLT. Majority of students' preference is CLT, specifically strong version of CLT, because it focuses on oral communication, task-based learning, interactive classroom and group-based learning. However, the result of observation shows that teacher uses weak version of CLT in the class by teaching them all parts of speech, through communicative tasks.

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