

EFFECTIVENESS OF COMMUNICATIVE LANGUAGE TEACHING METHOD BY ENGLISH LANGUAGE TEACHERS IN ELT CLASSROOMS OF HAZARA DIVISION

Muhammad Umar

Mphil and SST GHSS NO.1 ABBOTTABAD, E&SE KP Pakistan

Fareed Nisar

PhD Scholar and Lecturer English MUST Pakistan

Shahid Ur Rehman

Hazara University Mansehra, Pakistan

Dr Nazakat

Associate Professor and Chairman Department of English Hazara University Mansehra

Corresponding author:

Dr Nazakat Associate Professor and Chairman Department of English Hazara University Mansehra
nazakat.nazakat@gmail.com@gmail.com

Abstract

This thesis entails a comprehensive investigation of the effectiveness of the Communicative Language Teaching (CLT) method used by English language teachers at the Secondary Level in District Abbottabad of Hazara Division, KP Pakistan. The study centers on the perceptions, impacts, challenges, and strategies associated with the adoption of CLT in language classrooms. By bringing major tenets of CLT method into the constitution of an operative definition of the term and by recording information about pedagogical methodologies used by the teachers, the researcher sorts out the classes/groups of learners who are taught through CLT method in the context of this study. Given that CLT method lays prominent focus on speaking skill, the researcher uses two speaking tests as tool to assess the performance of secondary level students. The IELTS speaking tests being taken from the official website of British Council have been adapted by the researcher in order to accommodate the learning material related to English Textbook of Grade IX. The research design is experimental and quantitative research type is used to record and analyze the data. For the sake of disallowing extraneous factors to disrupt the objectivity of the study, the researcher has confined his research only to the Government Schools of District Abbottabad. Four schools have been chosen for the study where two teachers of two different schools have been found employing CLT method in teaching English. The students who have been taught through this mode are placed in comparison with others where conventional methods of teaching are used. Results reveal that there are significant differences in the academic performances of students who have been taught through CLT method. These students predominantly manifest better speaking skills specifically in terms of pronunciation, accent, syntactic structures and body language. This research contributes xii to the broader discourse on language teaching and emphasizes the need for concerted efforts by educators, institutions, and policymakers to further embrace and optimize CLT's implementation.

Keywords: Communicative Language Teaching (CLT) method, Second Language Learners, Speaking Skill, Effectiveness of CLT method.

INTRODUCTION

Language teaching methodologies have evolved significantly over the decades, reflecting shifts in pedagogical philosophies and educational paradigms. In the context of Pakistan, the teaching of English has been a subject of both controversy and debate. Various methodologies have been introduced and practiced in English language classrooms throughout the country's history. Regardless of the specific approach adopted, each methodology is underpinned by certain theoretical principles. One important theoretical framework that has gained prominence in the field of education is constructivism. According to constructivist principles, students learn more effectively through active participation and firsthand experiences than through passive observation (Brooks & Brooks, 1999). The modern educational landscape is characterized by dynamic and diverse classroom environments, with evolving roles for both teachers and learners. Today, there is a strong emphasis on creating a conducive and facilitative classroom environment where the learner is viewed as an active participant in the learning process. In this learner-centered approach, students are engaged in problem-solving activities that require them to leverage their inherent cognitive faculties.

Communicative Language Teaching (CLT) method stands as a prominent exemplar of a learner-centered teaching environment. It aligns with the principles of constructivism and prioritizes the four core language skills: listening, speaking, reading, and writing. In contrast to traditional language teaching methodologies, CLT emphasizes fluency in target language learning and thus speaking skills remains more in the foreground than other skills. Teaching speaking skills in English as a foreign language (EFL) class is important. The success of learning a language is often measured by how well the students can communicate the language. In speaking skills, the students need to express their ideas and knowledge (Huda, Azhar, Almasri, Hartanto, & Anshari, 2020). CLT approach allows teachers to experiment with the teaching learning situation and through the use of learning activities they can make this process lively and interesting. Apart from its educational benefits, the goal of CLT is also to raise awareness of the approaches, tactics, and procedures used in the classroom for the study and teaching of English as a foreign language. It encompasses both theoretical principles and practical aspects of teaching English with the chief focus on 3 developing communicative competence. CLT method hinges on the notion of refining competence of learners in relation with communication. That how well they are capable of making meaningful communication lies at the heart of this methodology.

Recent studies have explored the impact of learner-centered teaching approaches on students' learning habits and strategies. Deslauriers, McCarty, Miller, Callaghan, & Kestin (2019) conducted a study involving 900 high school students from various year levels to investigate the influence of learner centered teaching on students' independent learning, group learning, and studying abilities. The study found that students' perception of their learning capabilities and methods significantly improved, suggesting a positive impact on their learning techniques and talents.

Harfield et al. (2007) also conducted research on "Activity-based teaching for Unitec New Zealand Construction Students," which demonstrated the effectiveness of activity-based learning in the construction of education context. Their findings highlighted the importance of collaboration between students and the activities provided by teachers to achieve educational goals.

In the context of Pakistan especially in Hazara Division, it becomes more important for students to be proficient in language proficiency skills. In government sector, it has been the matter of common observation that English is approached more as a subject than language. Teachers and learners lay their focus on the learning of contents only from the point of view of examinations. The examination system, too, assesses students' ability to reproduce the materials they have learnt. There is no focus as such on testing their communicative competence based on language proficiency skills. Content of questions related to writing or reading is mostly predictable and students seem to have acquired the necessary details beforehand. To check the critical and creative ability of students is hardly the concern of examiners. CLT method for its focus on speaking skill, creativity, critical thinking and communicative competence has great relevance in this regard. There is a need for conducting research so as to see its effectiveness in terms of developing or improving students' communicative competence. The current study therefore bears significance for its treatment of this subject, namely the effectiveness of Communicative Language Teaching (CLT) method in ELT Classrooms of Hazara Division.

LITERATURE REVIEW

In this chapter, we will delve into the theoretical underpinnings of CLT, exploring its historical development, key features, and the diverse approaches it encompasses. Additionally, we will examine the theoretical framework of constructivism and experiential learning, which provide the theoretical basis for this study. Furthermore, we will summarize previous research studies related to CLT and its impact on English language instruction.

2.1.1 Constructivism

The theoretical framework underpinning this study is constructivism, which posits that individuals learn and understand better when they construct knowledge from their own experiences. In a

constructivist approach, the role of the teacher shifts from that of a traditional instructor to that of a facilitator. It emphasizes the importance of educators using students' existing knowledge and experiences as a foundation for learning. Constructivism promotes a learner-centered approach, emphasizing the active participation and engagement of students in the learning process.

2.1.2 Kolb's Experiential Learning Theory

Kolb's experiential learning theory further reinforces the importance of experiential learning in the educational process. This theory defines learning as "the process whereby knowledge is created through the transformation of experience, and knowledge results from the combination of grasping and transforming experience." Kolb's model presents a cyclical process of learning, consisting of four stages: concrete experience ("do"), reflective observation ("observe"), abstract conceptualization ("think"), and active experimentation ("plan"). This cycle allows students to engage with their experiences and participate actively in the learning process, promoting critical thinking and the integration of practical knowledge (Bergsteiner, Avery, & Neumann, 2010),

2.2 Summary of Previous Research

2.2.1 Beliefs, Perceptions, and Attitudes of Students towards CLT

Research has examined the beliefs, perceptions, and attitudes of students toward language teaching methodologies, particularly CLT. A study conducted by Hussein and Abdullah and Shah (2015) in Malaysia investigated student attitudes toward CLT and the Structural Approach. Using cluster sampling, they surveyed 134 students from a secondary school in Seremban, employing questionnaires with a 5-point Likert scale. The study found that students held favorable attitudes, beliefs, and perceptions toward both the Structural Approach and CLT.

2.2.2 Pakistani Government School Students' Attitudes towards CLT

Muhammad (2016) conducted research on "Pakistani government school students' attitudes towards Communicative Language Teaching (CLT) and Grammar Translation (GT)." The study assessed students' attitudes using a survey instrument and collected data from students at two government secondary schools in Quetta, Balochistan, Pakistan. The findings indicated that students exhibited favorable attitudes toward CLT while showing less favorable attitudes or neutrality toward GTM. The study recommended the adoption of CLT in English language teaching in the schools studied.

2.2.3 Learner-Centered Teaching and Learning Skills

Dano-Hinosolango & Vedula-Dinagsao (2013) conducted a study focused on learner-centered teaching and its impact on students' learning skills and strategies. The study took place in a high school institution, involving 900 students from first to fourth-year levels. A survey tool was used to evaluate students' learning skills, collaborative learning, and study skills in the context of learner-centered teaching. The findings revealed that students rated themselves as having good learning skills and strategies. This study emphasized the importance of providing students with opportunities to engage in meaningful activities to enhance their knowledge and skills for daily life.

2.2.4 Activity-Based Teaching for Construction Students

Harfield et al. (2007) researched "Activity-based teaching for Unitec New Zealand Construction Students." The study explored the effectiveness of activity-based learning for 13 construction students. Their results indicated that collaboration between students and the activities provided by teachers was essential for achieving learning goals. The incorporation of activities in the classroom was found to encourage active participation and higher-level learning among students. This literature review provides a foundation for understanding the theoretical and practical aspects of Communicative Language Teaching (CLT) and its impact on language education. The studies mentioned offer insights into students' attitudes toward CLT, the advantages of learner-centered teaching, and the benefits of activity-based learning. The following chapters will build upon this

foundation by examining the implementation and effectiveness of CLT by English language teachers in ELT classrooms of Hazara Division. This chapter presents a detailed review of the research done in the domain of Communicative Language Teaching (CLT) method. It starts with the elaboration of key terms to develop their working definitions and to glean the basic tenets of CLT method. Followed by this is the comprehensive review of works done in this area and various theoretical foundations for the said studies. The review of related studies will ultimately enable the researcher to establish research gap and provide justification for carrying out research in the context of Hazara Division.

2.3 Communicative Language Teaching (CLT)

Amidst a variety of teaching methodologies, Communicative Language Teaching (CLT) method stands out as a sophisticated and globally practiced approach. Its significance is not negligible especially when it comes to the contexts where English language is used as a foreign language. What makes CLT approach different and distinct is the amalgamation of its modus operandi, teaching material, activities and roles of teacher and students. Communicative language teaching is known well as a set of principles about the goals of language teaching, the way learners learn a language, way of classroom activities that best plan learning, and the roles of teachers and learners in the classroom. (Singh & Richards 2006).

2.3.2 Research Related to CLT Method

The historical development of CLT traces its roots back to the mid-20th century. It emerged as a reaction to the limitations of the Audio-Lingual Method (ALM) and sought to address the need for more practical and communicative language instruction. AudioLingual Method primarily focused on repetition and drills, often neglecting the practical application of language in real-life situations. Communicative Language Teaching method aims at developing communicative competence of the learners and for that purpose various learning activities are designed and executed in the teaching learning process. With its focus on the ability to make meaningful communication in varied contexts, CLT tacitly suggests the mastery over speaking skill which in turn, comprises of similar linguistic components as compared to rest of the proficiency skills. The assurance of conducive learning environment motivates the learners to perform the tasks more effectively. To reiterate, the incorporation of learning activities with respect to communicative competence is quite vital as Barrot (2016) maintains that any activity which requires the learner to speak and listen to others includes the use of communication. Activities with communicative purposes are helpful for breaking down barriers, finding information, expressing ideas about one and learning about culture. Learners of second language attain optimal success by using their senses when they see, hear, touch, move, examine, smell, and even when they are provided with opportunities to taste things. Barrot (2016) believes that students learn better when they have direct contact with the materials. The on-hand encounter with the learning materials adds to the efficacy of learning.

Richard (2006) claims that group activities and individual development, discussions and presentations are useful in classrooms where the CLT approach is applied. Constant input of English as a target language enhances vocabulary, informs correct use of grammatical rules and pronunciation and ultimately improves fluency on the part of learners. Various studies in the past have been conducted to see how effective CLT method has been in different regions. Research has examined the beliefs, perceptions, and attitudes of students toward language teaching methodologies, particularly CLT.

A study conducted by Hussein and Manty and Shah (2017) in Malaysia investigated student attitudes toward CLT and the Structural Approach. Using cluster sampling, they surveyed 134 students from a secondary school in Seremban, employing questionnaires with a 5-point Likert scale. Students' perceptions and attitudes were checked through a survey. The study found that students held favorable attitudes, beliefs, and perceptions toward both the Structural Approach and CLT.

RESEARCH METHODOLOGY

This chapter outlines the research methodology adopted to investigate the effectiveness of the Communicative Language Teaching (CLT) method by Professional English Language teachers in ELT classrooms of Hazara Division. Research design, theoretical framework, population, sampling techniques, research tools, and data analysis procedures are elaborated upon in this section.

3.1 Research Design

The study employs an experimental research design as it is centered on the groups of students who are being taught through CLT method and those who are learning through other methodologies. This design is chosen to assess comprehensively the effectiveness of CLT method in ELT classrooms of Hazara Division. First, the observation sheet is used to identify the teaching methodologies of teachers in the selected schools. Three observations have been done for each teacher. This helped the researcher identify the classes where CLT method is used in order to juxtapose them with the classes where other approaches are employed by the teachers. Two speaking tests are conducted on two consecutive days in each school. The data collected through tests is analyzed quantitatively to see the effectiveness of CLT method in improving speaking skill, an important indicator of communicative competence.

3.2 Theoretical Framework

Theoretical framework for this research is developed in accordance with the chief defining features of Communicative Language Teaching (CLT) method. It enables the researcher to identify the variables used in this study. To test the effectiveness of CLT method, two speaking tests are administered for four classes of students with a total number of 120. Teaching speaking skill is measured/tested with respect to the areas like pronunciation, grammatical structure, choice of words, fluency and accuracy. Speaking skill has been treated as a prominent indicator of communicative competence. In the following diagram, therefore, communicative competence is presented synonymously with the speaking skill.

3.3 Population and Sampling

The population for this study consists of second language learners of English in District Abbottabad of Hazara Division, KP Pakistan. Initially four schools were selected for this research. They included Government Higher Secondary School No.1 Abbottabad, Government High School No. 2 Abbottabad, Government Higher Secondary School No.3 Abbottabad and Government High School No.4 Abbottabad. The researcher visited all the schools with the observation sheet to identify the teaching methodologies of English teachers as per the criteria developed for CLT method.

3.4 Research Tools & Instruments

Two research instruments were developed to collect data for this study: 1. Observation Sheet: A structured observation sheet (see appendix A) comprising closed-ended items was designed. These items focused on the core elements of CLT, including student-centered classrooms, reduced teacher's talking time, learners' autonomy, pair and group work, positive reinforcement, activity-based teaching, communicative language teaching, inductive presentation of language items, use of the target language in the classroom, integration of technology, use of games and role plays, and teaching using 29 integrated skills. It was developed in order to identify whether or not the teaching method of each teacher falls within the domain of CLT approach.

1. Observation sheet

A structured observation sheet (see appendix A) comprising closed-ended items was designed. These items focused on the core elements of CLT, including student-centered classrooms, reduced teacher's talking time, learners' autonomy, pair and group work, positive reinforcement, activity-based

teaching, communicative language teaching, inductive presentation of language items, use of the target language in the classroom, integration of technology, use of games and role plays, and teaching using 29 integrated skills. It was developed in order to identify whether or not the teaching method of each teacher falls within the domain of CLT approach.

2. Speaking Tests:

Two speaking tests (see appendix B) were made for the students of IX grade. The structural pattern of these tests was based on IELTS speaking tests accessible through the official website of British Council. However, these tests were adapted in line with the course contents of SSC Part I English textbook Khyber Pakhtunkhwa. These tests were developed in order to test the speaking ability of students being taught both through CLT approach and other methods.

3. 5 Research Validity (Internal & External)

Speaking tests were checked by the supervisor to clarify the reliability and validity. Validity of speaking tests was made sure by keeping the questions appropriate and relevant to the topic. All the relevant aspects of the research were covered in the tests and it was made compulsory in every question to completely avoid the personal benefits of the researcher. The validity of the experiments depends on the experimental design. Internal: The degree of confidence that the casual relationship being tested was not influenced by other factors or variables. External: The results can be generalized to other contexts.

3. 6 Data Analysis Procedures

There were no pre-tests for this study. It was through the observation sheet that the researcher identified CLT method being practiced in two government schools of District Abbottabad. Two classes from each school were given two speaking tests. One class of students was already being taught through CLT approach and the other was taught through other modes. Same practice was repeated in the second school. The data gleaned from the post-tests (two speaking tests) were analyzed quantitatively. The results were tabulated followed by their concise descriptions.

3.7 Study Procedure

The study investigates the effectiveness of CLT by English Language teachers in ELT classrooms of Hazara Division. The research was conducted in three phases.

Phase 1: Initially four schools of government sector in District Abbottabad were selected. The researcher visited these schools with the observation sheet containing the chief characteristics of Communicative Language Teaching (CLT) method. For the sake of academic activity, the Heads allowed the researcher to record the relevant information. Three observations for each teacher were conducted by the researcher. The researcher noticed that CLT method was practiced in two different schools by one teacher in each institution.

Phase 2: Based on the data collected through the observation sheet, the researcher focused only on two schools namely Government Higher Secondary School No.1 Abbottabad and Government Higher Secondary School No.3 Abbottabad. Two classes of students consisting of 60 students were selected as those who were taught through CLT method and two other classes from the same schools of same number were selected and the latter were not exposed to CLT method of teaching. Two tests of speaking skills were given to these students on consecutive days.

Phase 3: The tests were assessed as per the indicators of speaking skill namely pronunciation, fluency, correct grammatical structure, accuracy and alike. The findings or results of the tests were analyzed quantitatively followed by their precise descriptions.

DATA ANALYSIS

4.1 Summary

This chapter presents the major findings and the analysis of those findings in tabular form. The quantified data was described in order to test the hypothetical assumption, namely the effectiveness of Communicative Language Teaching (CLT) method on the communicative competence indicated by speaking skill of English language learners of Grade IX in Government sector schools of District Abbottabad. For the sake of systematic organization of research and management of time, speaking skill as an indicator of communicative competence has been selected. Hence, based on the conduct of the two speaking tests given to two groups each consisting of 60 students, the findings/results are revealed as follows. The areas assessed in speaking skill included: i) Pronunciation ii) Sentence-construction iii) Accuracy iv) Confidence v) Fluency. Each component carried 05 marks. Since two speaking tests were developed by the researcher, so the total marks were 50. Based on the consolidated score of obtained marks in both the tests, the results are tabulated in the following space.

4.2 Depiction through Tabulation

Table 1: Results of Learners of GHSS No.1 Taught Through Methods Other Than CLT

Student No	Pronunciation 5+5	Syntax 5+5	Fluency 5+5	Accuracy 5+5	Confidence 5+5	Total Marks 50
1	8	8	8	8	8	40
2	8	8	8	8	8	40
3	8	8	8	8	8	40
4	8	8	8	8	8	40
5	8	8	8	8	8	40
6	2	4	2	3	2	13
7	2	3	1	4	2	12
8	2	3	1	4	2	12
9	1	2	3	4	1	11
10	2	3	4	2	3	14
11	1	1	3	1	3	9
12	2	4	2	3	2	13
13	2	3	1	4	2	12
14	1	2	3	4	1	11
15	2	3	4	2	3	14
16	2	3	4	2	3	14
17	2	3	4	2	3	14
18	2	3	4	2	3	14
19	0	0	0	0	0	0
20	0	0	0	0	0	0
21	0	0	0	0	0	0
22	0	0	0	0	0	0
23	0	0	0	0	0	0
24	0	0	0	0	0	0
25	0	0	0	0	0	0
26	0	0	0	0	0	0
27	0	0	0	0	0	0
28	0	0	0	0	0	0
29	0	0	0	0	0	0

30	0	0	0	0	0	0
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This table shows that a total number of 30 students of GHSS No.1 Abbottabad weretested on two speaking tests whose holistic scores suggest that only five of them spoke outwith confidence and correct pronunciation of words. Most of the grammatical structures they articulated were found correct. However, thirteen (13) students attempted to speak fluently but they committed lexical and syntactical mistakes and thus lacked accuracy. They weretoo diffident or shy to say anything.

Table 2: Results of Learners of GHSS No.3 Taught Through Methods Other Than CLT

Studen tNo	Pronuncia tion 5+5	Synt ax 5+5	Fluen cy5+5	Accurac y 5+5	Confide nce5+5	Total Marks50
1	8	8	8	8	8	40
2	8	8	8	8	8	40
3	8	8	8	8	8	40
4	8	8	8	8	8	40
5	8	8	8	8	8	40
6	8	8	8	8	8	40
7	8	8	8	8	8	40
8	8	8	8	8	8	40
9	1	2	2	2	8	15
10	4	2	1	3	8	18
11	2	3	2	1	8	16
12	1	2	2	2	7	14
13	4	2	1	3	7	17
14	2	3	2	1	8	16
15	1	2	2	2	7	14
16	4	2	1	3	8	18
17	2	3	2	1	7	15
18	1	2	2	2	8	15
19	4	2	1	3	7	17
20	2	3	2	1	7	15
21	0	0	0	0	0	0
22	0	0	0	0	0	0
23	0	0	0	0	0	0
24	0	0	0	0	0	0
25	0	0	0	0	0	0
26	0	0	0	0	0	0
27	0	0	0	0	0	0
28	0	0	0	0	0	0
29	0	0	0	0	0	0
30	0	0	0	0	0	0

This table shows that a total number of 30 students of GHSS No.3 Abbottabad weretested on two speaking tests whose holistic scores suggest that 08 students responded wellexcept for minor mistakes in pronunciation. Their responses were grammatically correct and content-wise relevant. Twelve (12) students tried to speak and they exhibited a good deal of confidence.

However, they were unable to construct sentences in correct manner. The remaining ten students could not say a word as they remained dumb before the class.

Table 3: Results of Learners of GHSS No.1 Taught Through CLT Method

Student No	Pronunciation 5+5	Syntax 5+5	Fluency 5+5	Accuracy 5+5	Confidence 5+5	Total Marks 50
1	8	7	8	6	8	37
2	8	8	8	8	8	40
3	8	6	8	8	8	38
4	8	8	8	8	8	40
5	8	8	8	8	8	40
6	8	7	8	6	8	37
7	8	8	8	8	8	40
8	8	6	8	8	8	38
9	8	8	8	8	8	40
10	8	8	8	8	8	40
11	8	7	8	6	8	37
12	8	8	8	8	8	40
13	8	6	8	8	8	38
14	8	8	8	8	8	40
15	8	8	8	8	8	40
16	8	7	8	6	8	37
17	6	8	8	8	8	40
18	8	6	8	8	8	38
19	8	8	8	8	8	40
20	4	3	3	5	3	18
21	4	3	3	5	3	18
22	4	3	3	5	3	18
23	4	3	3	5	3	18
24	0	0	0	0	0	0
25	0	0	0	0	0	0
26	0	0	0	0	0	0
27	0	0	0	0	0	0
28	0	0	0	0	0	0
29	0	0	0	0	0	0
30	0	0	0	0	0	0

This table shows that a total number of 30 students of GHSS No.1 Abbottabad were given two tests of speaking skills. The consolidated results of these two tests are explicitly shown in the table. Twenty-two (22) students articulated their responses in a confident and fluent manner. Although they made mistakes with regard to the content but overall, their mistakes in pronunciation and accuracy were quite negligible. Four (04) students made serious syntactic mistakes and lacked accuracy and correct pronunciation. The remaining seven (07) remained too shy to say anything.

Table 4: Results of Learners of GHSS No.3 Taught Through CLT Method

Student No	Pronunciation 5+5	Syntax 5+5	Fluency 5+5	Accuracy 5+5	Confidence 5+5	Total Marks 50
1	8	8	8	8	8	40
2	8	7	8	6	8	37
3	8	8	8	8	8	40
4	8	6	8	8	8	38
5	8	7	8	6	8	37
6	8	8	8	8	8	40
7	8	8	8	8	8	40
8	8	6	8	8	8	38
9	8	8	8	8	8	40
10	8	8	8	8	8	40
11	8	7	8	6	8	37
12	8	8	8	8	8	40
13	8	6	8	8	8	38
14	8	8	8	8	8	40
15	8	8	8	8	8	40
16	8	7	8	6	8	37
17	6	8	8	8	8	40
18	8	6	8	8	8	38
19	8	8	8	8	8	40
20	8	6	8	8	8	38
21	8	8	8	8	8	40
22	8	8	8	8	8	40
23	1	3	2	1	6	13
24	1	2	1	2	7	13
25	2	2	2	1	7	14
26	1	3	2	1	6	13
27	1	2	1	2	7	13
28	2	2	2	1	7	14
29	0	0	0	0	0	0
30	0	0	0	0	0	0

This table shows that a total number of 30 students of GHSS No.3 Abbottabad who were taught through CLT method were given two speaking tests. Based on their performance, the table reveals that a major portion of the class exhibited extraordinary results. Twenty-two (22) students spoke with confidence. They were mostly good with the syntactic construction and apart from some errors related to pronunciation they articulated relevant responses. Six (06) students who, although, spoke confidently but could not bring coherence in their responses, nor could they speak with correct pronunciation. Two (02) students tried to say something but they could not.

Communicative Language Teaching Method



20%

10%

0%

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
0%	10%	20%	40%	30%

Discussion

The hypothetical argument that guided this research was that Communicative Language Teaching (CLT) method can be an effective teaching method in second language learning. CLT method served as an independent variable and the effectiveness in terms of communicative competence was the dependent variable. The indicators for CLT approach included the dominant use of English language in the classroom, focus on fluency, pronunciation, sentence-construction and the use of learner-centered activities in classroom. The indicators used to measure effectiveness were related to speaking skill because CLT's primary focus is laid on speaking skill of the learners. These indicators included correct pronunciation, fluency, lexical and syntactic choices and confidence to make utterances in target language. The findings of the research as tabulated in the preceding paragraphs show that the differences between the performances of learners taught through CLT and those who were not exposed to this approach are quite significant. There seems a big dichotomy between the two groups with regard to the development of communicative competence as reflected in their speaking skills. The research findings, therefore, validate the hypothesis that there is a significant correlation between CLT method and the communicative competence of the learners. Another thing that has come to the surface through this research is that the students of both the schools exhibit good deal of difference in their performance. This may be due to other factors such as educational background, family background, institute's academic standing, educational ambience, staff and other things which do not fall within the domain of this study. The students of GHSS No.3 Abbottabad showed a better and more positive response as compared to those of GHSS No.1 Abbottabad with respect to their respective exposure to CLT method. But when it comes to the outcome of CLT approach, it is clear that the higher ratio of better performance stamps its validity.

For a research study to be objective and systematic, its findings/results should correspond to its already set objectives. In this case, to reiterate, the following objectives have governed this research.

- i. To determine the use of Communicative Language Teaching (CLT) method by English language teachers at secondary level in Government Schools of District Abbottabad, Hazara Division.
- ii. To explore and examine the effectiveness of using Communicative Language Teaching (CLT) method employed by Professional English Language teachers at secondary level

in Government Schools of District Abbottabad, Hazara Division.

To investigate the challenges faced by English language learners at secondary level in Government schools of District Abbottabad, Hazara Division.

In response to the first objective, the tool of observation was used by the researcher whereby the insights related to teaching methodologies prevalent in four Government schools were recorded through an observation sheet (Appendix A). Since the research hinges on teaching and learning of English language; so only the EFL learners were the part of study. Identification of the assumptions related to CLT method in the teaching methodologies of only two teachers in two different schools led the researcher to establish a research territory. In order to juxtapose the performance of learners taught through CLT method, two other groups/classes of learners not being exposed to CLT method were also included in the study.

As far the effectiveness, evidenced in the afore-mentioned tables and descriptions, there is a significant difference in learners' performance when it comes to the use of CLT method. There is a direct correspondence between the use of CLT method and its effectiveness as measured through the speaking tests. CLT method, therefore, impacts positively and significantly the communicative competence of second language learners in the context of Hazara Division. The findings are very much relatable to other contexts particularly other districts of Hazara Division. The analysis of four classes consisting of 120 students leads the researcher to argue that English language learners are facing some serious impediments. In the first place, what they lack is motivation and confidence. Many students within the sample population seemed unable to articulate anything. In such cases, lack of confidence or low motivation has worked as a stumbling-block to their academic performance. The other learners had serious problems in the areas related to the appropriate choice of words in a situation, ability to construct grammatically correct sentences and the issue of speaking with fluency. Although the students who were taught through CLT method showed better results but their performance was only comparatively, not ideally, better. The common issue in all the students was the use of correct pronunciation. This may well mean that the teachers do not teach them about the basics of Phonetics and Phonology. Finally, the study also reveals that CLT method is not commonly practiced in Government schools. Out of four schools, the researcher identified the teaching methods of only two teachers which were in line with the basic features of CLT method.

CONCLUSION AND RECOMMENDATION

Conclusion

The findings of this research have concluded that communicative language teaching is completely suitable and perfect strategy to be applied in ELT classroom. Due to certain factors, it is unable to produce proficient speakers of English Language. Some students hold the view that their speaking skills are satisfactory and they remain unaffected by the factors that hinder the production of proficient speakers. While most of the students are not happy with their speaking abilities and completely agree with the fact that some reasons are a great hurdle in their way of acquiring the language proficiently. Also, a very low number of people prefer fluency over accuracy and majority believes that accuracy is more important as compared to fluency. That is why communicative method approach is better as it promotes interaction among students and teachers. The research also observed that the use of language itself is better to improve the speaking skills of students. Simple knowledge about language may not be as helpful as using it in practice. Another great way of involving all students in communication is through group activities where they can portray their abilities better. The research deducted how the inability of students to speak English language proficiently is also somehow the fault of teachers. Some actions cause students to feel demotivated and they stop their attempts to speak the targeted language accurately and properly. The research concluded that basically large class size, negative feedback from teacher's side, trial and error process, etc. overshadow the hard work of

students when trying to speak the targeted language proficiently.

Recommendations

On the basis of conclusions drawn from this research, there are some recommendations or suggestions with regard to Communicative Language Teaching (CLT) method. The idea behind presenting these recommendations is to make teaching learning process more facilitative, effective and target-oriented. Teachers can benefit from this research because they are important stake-holders in this educational enterprise. They can update their knowledge about emerging trends in teaching and they can experiment with their teaching by incorporating new insights. This will enable them not only to keep their teaching abreast of the demands of contemporary times but also to contribute to the learning of students in their localities. While the communicative competence being in the fore, they can come up with novel ideas to engage the learners and allow them to do communicative activities. They can also capitalize on the use of technology. Students can also benefit from this study in a sense that they can utilize certain strategies to gain self-confidence and self-motivation. They should also approach English as a language not merely as a subject comprising of dozens of units to be learnt and reproduced. Their focus should be on learning the proficiency skills and doing so in teams or groups. The educational policy-makers and curriculum designers can also take something out of this work and they need to keep an eye on the challenges faced by learners and teachers in Government schools of Hazara Division. By incorporating CLT method and its chief insights in the syllabus, they can modify the curriculum and thus move a step ahead toward improving quality and productivity of communication. Last but not the least, this research provides an appropriate platform to future researchers who could carry out similar studies in their own regions or contexts. In this way they could see how and in what way the current study shares common grounds with their research works and how and why there are differences or similarities. The study is limited only to one district of Hazara Division and only the Government sector schools are the part of it. It could be extended to other districts of the province and private sector schools could be the targets of study. It also allows other researchers to draw comparison between private and public sector institutions with regard to the use and implementation of CLT method.

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Appendix A

Topic: "Effectiveness of Communicative Language Teaching method by English Language teachers in ELT classrooms of Hazara Division".

Researcher's Name: Muhammad Umar

Professional English Language teacher observed: _____

Institute where observation was conducted: _____

Observation number: 1 2 3

Class observed (level/grade): _____

Time and duration of observation: _____

No. of students in class: ____

Stage of the lesson where observation was conducted:

Beginning Middle End

Type of the lesson:

Elements of CLT Method	Observation Rating				
	Extremely Satisfied 1	Satisfied 2	Neutral 3	Somewhat Satisfied 4	Unsatisfied 5
Use of English Language in Classroom Teaching					

Use of Learning Activities					
Student-centered approach					
Group-works and Role playing					
Teacher as a Facilitator					
Focus on Speaking					

Appendix B

Topic: “Effectiveness of Communicative Language Teaching method by English Language teachers in ELT classrooms of Hazara Division”.

The Speaking Test was based on the learning material contained in SSC Grade IX English Khyber Pakhtunkhwa Textbook Board Peshawar.

Speaking Test 1

Researcher's Name:
Muhammad Umar Time

Duration: 80 minutes

Class Level: IX

Grade Number

of Students: 30

Marks: 40

Areas to be Assessed:

i) Pronunciation ii) Syntactic Construction iii) Fluency iv) Accuracy v) Confidence

Day 1:

- i. Divide the students into pairs.
- ii. Share the outlines of the unit: Allama Iqbal's "Message to Youth" briefly.
- iii. Give them 5-7 minutes to discuss the following points with each other.
 - a) What new have they learnt?
 - b) What they found easy?
 - c) What they found difficult?
 - d) Something they would like to learn in the future.
- iv. Invite them and ask them to share their points in front of the class.
- v. Award them on the basis of correct pronunciation, choice of words, sentence construction and fluency.