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**A Correlational Investigation of Perceived Value of Peer Support and Exam
Performance**

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Abstract

This quantitative study investigates the relationship between grade VIII private school students' perceived value of peer support and their English Language exam performance. Aire (P.S.Q.) with four subscales, concept building and concept learning skills development, interactive and cooperative learning and learning environment, was used to collect student data. The reported overall reliability of the tool was 0.767 reviewed by three experts piloted on a sample of 40 students. Data collected was analyzed using the Spearman's rho correlation analysis and Mann-Whitey Test (non-parametric test) for group comparisons as the data was not normally distributed, known by the skewness of the data. No significant relationships were found between perceived peer support and English Language exam performance of grade VIII students. No significant differences were found between gender and perceived peer support apart from concept building and comprehension, which was substantial with gender. The results did not indicate a positive relationship between peer support and English language scores. Still, the literature provided in the study encourages peer support in schools in Pakistan.

Keywords: peer support/group work, English language acquisition, English language exam performance, Peer Assisted Learning, correlation between English language learning

Introduction

Effective learning has always been a thought to ponder. In an educational setting, teachers, counselors, school administrators, even students are curious to find productive and effective ways of learning. Teachers' lookup for strategies to be practiced in the classroom resulting in students' learning; counselors need to gauge the problems that hinder or prevent students from learning and help them solve these problems. Similarly, students want to determine possible ways of learning (Fraenkel & Wallen, 2008). The best way of learning proposed by Benjamin Franklin is to involve learners in learning. It means allowing the learners to interact with each other while learning a concept or a skill. The interaction and cooperation amongst students in learning come under the cooperative learning styles. Peer support is one of the cooperative learning styles. It further exemplifies peer-assisted learning (P.A.L.), peer tutoring, and peer mentoring.

P.A.L. has a very long tradition going back to ancient philosophers such as Socrates, Aristotle, and Plato. It has become an essential part of the teaching and learning process. It was established in all stages of education, from kindergarten up to schools and universities (William, Olausson & Peterson, 2015). In Germany, P.A.L. is an inherent part of all medical schools, and there are some main fields in medical curricula, where P.A.L. is traditionally a vital part of teaching. One of the earliest forms of P.A.L. in medical education was problem-based learning (P.B.L.). Here, student tutors try to solve a given problem situation in a very self-directed way of; knowledge; also, anatomy classes have a long tradition of using P.A.L. with student tutors guiding tutees through gross anatomy dissection. Besides these two long-standing examples, P.A.L. is crucial for physical examination, communication skills training, and stress prevention training.

Peer Assisted Learning (P.A.L.) was developed 15 years ago at Peabody College of Peer Support as a teaching strategy that has beneficially helped the teachers teach and achieve the set academic goals in the English Language. Patterson (2013) claims that peer support has helped students' progress in their English Language reading achievement.

Background of the Study

The researcher has been engaged in English Language teaching for the past seven years. To the researcher's revelation, cooperative strategies applied in English Language Teaching (E.L.T.) have resulted in students' greater interest and motivation in English Language learning. During her teaching years in Pakistan, the researcher noticed that students feel bored while learning through the lecture method and are non-interactive. To create a discussion-based classroom and aid the English teachers with contemporary teaching strategies, the society of Pakistan English language teachers has taken initiatives by providing resources and training to teachers who can help them practice cooperative, interactive, and discussion-based strategies in teaching the English language. The researcher has implemented peer support strategies in her E.L.T. classrooms, and tremendous success has noticed huge success in E.L.T. conversation classes chained with peer support. Peer support, as in role-plays and dialogues, has helped learners improve their speaking skills in the English Language.

Henceforth, the researcher's personal experience and interest in peer support have led her to this particular research study. The available research papers on practiced peer support in the Pakistani context speak mainly of university education. Peer support as a support service at the university (Naseem, 2012), peer support as an effective strategy in raising academic scores (Manzoor, 2014), peer support as a broad learning strategy (Ali, Anwer & Abbas, 2015), and peer support as the supplemental method to lectures (Daud & Kauser, 2016). Recent research on peer

support at the middle school in Pakistan has not come across the researcher's literature search for peer support; therefore, this study aimed to fill this gap by conducting correlational research between peer support and English Language exam performance of middle school students in Pakistan.

Significance of the Study

The general aim of this study is to add to the existing body of knowledge of practiced peer support in classrooms. This study highlights students' perceived value of peer support and its influence on the English Language learning outcomes. It explores the possible correlation between peer support and students' learning outcomes. The English language is a compulsory subject in Karachi, Pakistan. Therefore, much emphasis is given to the teaching strategies of this subject. Most teachers teach English with a solely lecture method, which has not been as effective as practiced peer support in language learning. Therefore, this study will encourage English teachers to use peer support in their E.L.T. classrooms. The findings may encourage the teacher to pair-up students to reach their optimum level of learning and help students value each other. It may also help policymakers incorporate peer support pedagogy in developing the teaching-learning process and the classroom environment.

Research Questions

This study aims to answer the following questions:

Is there a significant relationship between peer support and learners' exam performance?

Is there a significant relationship between peer support and students' gender?

Research Hypotheses

- There is no significant relationship between peer support and English language learners' exam performance.

- There is no significant relationship between perceived peer support and English language exam Performance across gender.

Literature Review

The word peer comes from the Latin word par which means equal; when someone is your peer, they are at your level, and when you are at par with someone, you are their peer. Peers are generally close in age, abilities, qualifications, background, and social status. They can relate to each other on a similar level, explaining or defining learning in a way that is perhaps more understandable than even a skillful teacher could present (Patterson, 2013). Peer support is defined as the help given to one person from another within the peers' circle to learn a new concept or skill. It is the assistance provided by each other in a group. Individuals work together and share their available and diverse resources to achieve a common goal which is high above the individual capacity, and that's how they overcome their weaknesses (Dobao, 2012).

Bowman, DeMarin, Mahadevan, and Etchell (2016) define peer support as an instructional strategy that allows students to help one another learn content material by repeating a key concept. It is a class of practices and techniques that employ peers as one-on-one teachers to provide individualized instruction, practice, repetition, and clarification of concepts. Peer support has its roots in the belief of building significant interpersonal relationships and a shared sense of community (Adame, 2008). Wigglesworth and Storch (2012) persuade that peer support is one of the students' voted strategies to learn the English Language, and they feel much more comfortable working in pairs than individually. Moreover, students enjoy working collaboratively.

Peer support is occasionally practiced at most middle schools and commonly practiced at a few of the schools in Karachi. Most common form of practiced Peer Support in middle schools

is group or pair work; working in pairs impacts the learners positively, and the students are usually less hesitant to ask questions from their peers. They do not feel uncomfortable with a peer, so pair work is beneficial for learning purposes (Ali, Anwer & Abbas, 2015). Peer support effectively teaches mathematics in grade two (Yang, Chang, Cheng & Chan, 2016). Strategies such as think-pair-share, Jigsaw, Inquiry Technique, Debate, and Fishbowl Technique are effectively practiced at the elementary school (Kasim, 2015).

Social support from teachers and peers is an essential component influencing student academic achievement. When students perceive that their teacher emotionally supports them, they engage more actively and significantly in their academic work. Moreover, students liked school better if they felt supported with respect and praise from their teachers. The more the students liked school, the better their academic and social outcomes. Therefore, peer support should be essential to language learners because they spend considerable time learning the language and encounter similar language-learning challenges. Learners may receive support from their classmates in friendship and in ways that facilitate learning (Morabito, 2007).

According to Eshghinejad (2016), learning a language should be approached primarily as a social and psychological phenomenon rather than a purely academic one. In the United States, most international students receive content-based language instruction. Here English works as a second language as they study content in a new language. Contrary to content-based language instruction, cooperative learning or strategy-based language instruction, when applied in the classroom, results in greater students' academic achievements, specifically greater writing performances by the students (Short, Fidelman, & Louguit, 2012).

In a study conducted by Bursal (2017), it is clearly stated that girls are more influenced by peer support than boys. Additionally, students who took part in group activities in primary school

had better social development than those deprived of social gatherings and pair work at school. Furthermore, Rohrbeck and Garvin (2014) have made peer influence prominent, explaining that peer relationships become salient during adolescence. Of great importance, platforms like Facebook, Twitter, and online messages boost the friendship and group bond.

The researcher has used a correlational method for this study. The purpose of the correlational approach is to investigate the extent to which differences in one characteristic or variable are related to differences in one or more other attributes in behavior. A correlation occurs if one variable X increases and the further variable Y increases or decreases. A study that produces a correlation coefficient of 0.00 signifies no association between the variables investigated (Curtis, Comiskey & Dempsey, 2016). Unlike the experimental method, correlation does not study a causal relationship; rather, it is meant to establish relationships. Moreover, the study that has come across the research's search is one conducted by Dr. Seema Daud and Dr. Kauser Ali, which used the experimental method exploring the perceptions of learners about peer-assisted learning and lectures, therefore the researcher chose to adopt a different methodology than experimental regarding peer support and language acquisition in Pakistani context.

Method

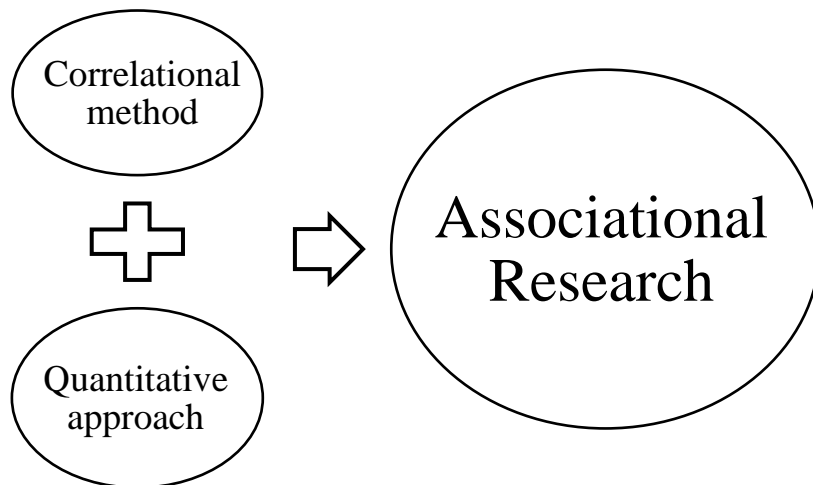
This part of the research includes the research design, participants (Sample), development of data collection tool, how the data is collected and analyzed.

Research Design:

The research model is a correlational design used to generalize peer support and English language exam performance. It investigates the possibility of relationships between these two variables. To answer the research questions, the researcher had planned to collect the mid-term

scores of the subject English Language of grade VIII of the private schools in Karachi, secondly develop an inventory where the responses of the students could be recorded, so the marks of the 200 students were documented for data entry and analysis. Further, a questionnaire was developed, which helped the researcher analyze students' perceptions of peer support. Forty students of grade VIII from six different schools were asked to fill out a questionnaire about their perception of peer support. Their responses correlated with their marks in English language mid-term exams.

Diagram showing research design of the study



Sample (Participants)

Several 200 eighth graders of private Catholic Board schools in Karachi were constituted as the sample. Non-random sampling was done with the structure of 100 males and 100 females. The number 100 was used for the following purposes.

1. The larger sample size is a good representation of the population in the study. Since this study is a quantitative study, a large sample is meant to produce statistically representative data to generalize the findings to the target data (Norwood 2010).

2. A sufficiently large sample size is also necessary to produce significantly different variables.
3. Limiting errors during data analysis.

Instrumentation (Development of data collection tool)

Interviews are more time-consuming than questionnaires in both their implementation and analysis and they also require good communication skills on the part of a researcher (Berg and Lune, 2014). Therefore, a questionnaire using the survey method was used; Dr. Seema Daud developed the original questionnaire tested on 99 students of 4th-year MBBS, in her study titled the 'Perceptions of learners about Peer Assisted Learning' explored the perceptions of learners about peer-assisted learning in comparison to the established method of lectures. The modified tool was beneficial for this research survey as it clearly stated the four subscales:

1. Concept Building and Comprehension
2. Learning Skills Development
3. Interactive and Cooperative Learning
4. Learning Environment

It was a five-point Likert scale. This Likert scale started from digit 1 to digit 5, where number 1 stood for strongly disagree, 2 for disagree, 3 for undecided, 4 for agree, and 5 for strongly agree. This tool had 21 items (statements) with a demographic question asking the participants to specify their gender. The tool's reliability was checked using the SPSS (Statistical Package for Social Sciences). The reported overall reliability of the tool is 0.767. To test the validity of the device, the instrument was sent via email to three respective persons who were experts and suitable to check the validity of the tool. The questionnaire was made ready for pilot testing with their approval and feedback.

Piloting Experience

The total sample for this research study constituted 200 participants (students of grade VIII from the private school of the Catholic Board). 20% of 200 made up to 40 students. This sample of forty students was taken from a private boy's school. The respective principal was contacted through a phone call for the pilot study. An appointment was made, a date was given by the Principal's Secretary to visit the school. The researcher cheerfully visited the school on the given appointment and was escorted to the classroom, where participants eagerly awaited the researcher. However, the total number 40 was not present in the classroom, so the researcher had to ask the facilitator for the providence of another couple of students to make up to 40. The researcher articulated the assent form and made it clear that the participants' opinions were appropriately recorded. The participants were asked to fill in the questionnaire with their genuine replies. They were suggested not to confide in their colleagues' answers but to show their individual opinions on the questionnaire's topic. At the piloting stage, the tool (P.S.Q.) had 26 items. Five items 2, 7, 19, 20, and 22 were considered a repetition of ideas and were therefore deleted from the first copy of the tool after the piloting experience. During piloting, the instrument was of a seven-point Likert scale converted into a five-point Likert scale after piloting. The researcher felt that it was difficult for students of grade eighth to decide overstatements with a seven-point Likert scale 1 stood for least agreeable and 7 stood for most agreeable.

Data Collection and Analysis

The primary data collection started with seeking permission from the principals of the respective schools to be visited for the primary study data collection. The procedure started with listing all the schools the researcher was familiar with. The researcher highlighted six schools she wished to visit and initiated visiting the school with a letter asking permission from the

respective principals to research their school. The table listed below shows a brief description of the schools visited by the researcher for primary data collection.

Table 1

Composition of Research Sample Population for the Main Study

Name of the schools in Catholic Board	Date of Visit	Number of students in Eighth grade	Males	Females
(School A)	03-08-2017	64	32	32
(School B)	08-08-2017	21	11	10
(School C)	10-08-2017	22	22	
(School D)	11-08-2017	35	35	
(School E)	15-08-2017	36		36
(School F)	21-08-2017	22		22
Total Participants		200	100	100

The researcher visited the schools, and the principals have explained the purpose of the study. After viewing the 'permission letter' and the accompanying brochure about the study majority of the school principals showed interest and agreed to involve their students in the research investigation. The data were analyzed using the Statistical Package of Social Sciences (SPSS) version 23, data coding variables, and data entry through a template on SPSS. The peer support questionnaire adapted the research study of Dr. Seema Daud and Kausar Ali to four subscales: concept building, learning skills development, interactive cooperative learning, and learning environment. Responses of the research participants were coded.

All the items were answered using a 5-point scale according to the scoring scheme of the

questionnaire (1= strongly disagree, 2= disagree 3= undecided, 4= agree, 5 = strongly agree).

Demographic variables such as gender were coded 1=male and 2=female. Furthermore, missing data were coded as '99', not applicable as '98', and ambiguous data as '97'.

Results

Spearman's rho correlation analysis and Mann Whitney Test (non-parametric test) were used for group comparisons as the data was not normally distributed, known by the skewness of the data. Scores of the learners' exam and their responses in P.S.Q. were paired up and correlated. A correlation coefficient is interpreted in terms of its statistical significance, which refers to the probability (p) that the results would have occurred simply due to chance. It is essential to understand that to be statistically significant; an obtained correlation coefficient must reflect a true statistical relation, not a chance one. All the hypotheses were accepted at a $p = 0.05$ level of significance.

Discussion

Spearman's rho correlation analysis and Mann-Whitney Test developed and tested ten hypotheses. Out of these ten hypotheses, only one showed significant difference across gender in concept building and comprehension and was not accepted. The rest nine hypotheses showed no significant relationship or differences and were accepted.

Hypothesis One

After the inferential analysis, it has been proven that there was no statistically significant relationship between students perceived overall means of peer support and their English language exam score. Table 4.1 shows ($r = .083$, $p > 0.05$) no statistically significant relationship between the variables. In contrast to this result, the study done by Gan, Ma, and Tan (2014) reveals a significant positive relationship between the online peer support and written English test results of

the students. Therefore, the more time students spend supporting each other, the better their performance in their written English test. Peer support helps students receive feedback from their classmates and teachers, which can help them timely solve the problems existing in acquiring knowledge of English.

Hypothesis Two

Regarding the relationship between concept building and students' English language exam performance, the results were seen in table 4.2 ($r = .093$, $p > 0.05$) state that there is no statistically significant correlation between grade VIII students' perception of concept building English language exam performance. However, both quantitative and qualitative studies have improved students' reading comprehension through peer support. It has helped reach reluctant readers and increase their motivation to read (Morabito, 2007).

Hypothesis Three

Results have revealed no statistically significant correlation between grade VIII students' perception of *learning skills development* and their English language exam performance, as seen in table 4.3 ($r = .042$, $p > 0.05$). A study conducted by Chen (2011) reports that peer support helps language proficiency. The results showed a statistically significant difference in performance between pre-test and post-test scores of the students after being helped by their peers. The researchers concluded that implementing phonetic and phonological instruction in a peer group had a statistically significant effect on pronunciation proficiency. They also concluded that phonetic and phonological instruction significantly improved subjects' pronunciation of target English sounds.

Hypothesis Four

Students' perception of Interactive, cooperative learning was not statistically significantly

correlated to their English language exam performance, as seen in table 4.4 ($r = .113$, $p > 0.05$). Huang, Eslami, and Sophia (2010) state a significant relationship between interactive, cooperative learning and student comfort with English learning. Their study showed that teachers' support significantly correlated with students' ease with English learning and fear of failing the class. Also, statistically significant differences were found between personal peer support and student comfort with English learning. The more academic support language learners received from teachers and peers, the less they experienced speech anxiety and fear of negative evaluation. In other words,, the more learners perceived their teachers as being supportive and encouraging, the lower anxiety levels they experienced.

Hypothesis Five

This hypothesis showed no statistically significant relationship between students' perception of the learning environment and their percentage E.L. score ($r = -.012$, $p > 0.05$). This suggests that the students might not have benefited in their exam performance from the learning environment provided as depicted in the results despite Adeyemo's (2011) claim that the learning environment has a significant influence on students' exam performance, and the learning environment and the availability of infrastructural facilities contribute to a positive learning outcome. Therefore, the research questions of this study can be further investigated.

Hypothesis Six

Males (Mdn = 4.14) reported a higher level of perception of peer support in comparison to females (Mdn= 4.05) as seen in table 4.6, the difference was not significant ($U = 4726.50$, $p > 0.05$, $r = .05$), which means the hypothesis '*There is no statistically significant difference in grade VIII students' perception of peer support as contributing to learning across gender*' was accepted.

Hence, it can be concluded that males perceive better relationships with their peers. This

result goes in line with Madill's (2011) conclusion that in classes with higher-quality teacher-child interactions, boys perceived more peer support than girls. Boys seem to be more sensitive to the quality of the interactions in their environment.

Hypothesis Seven

Males (Mdn = 4.20) reported a higher level of perception of concept building in comparison to females (Mdn= 4.00) as seen in table 4.7, the difference was significant ($U = 3814.500$, $p < 0.05$, $r = -0.21$), which means the hypothesis '*There is no statistically significant difference in grade VIII students' perception of **concept building** as contributing to learning across gender*' is not accepted. It is concluded that boys perceive more learning and comprehension while working with peers, as supported by Samuelsson & Samuelsson (2016). Their study states that boys feel that the user group work is more effective in the classroom than the girls; they feel that peer support has helped them learn the content and get concepts clear.

Hypothesis Eight

Males (Mdn = 4.00) reported a lesser level of perception of learning skills development in comparison to females (Mdn= 4.08); as seen in table 4.8, the difference was not significant ($U = 4677.000$, $p > 0.05$, $r = -0.06$), which means that the hypothesis '*There is no statistically significant difference in grade VIII students' perception of **learning skills development** as contributing to learning across gender*' is accepted. The study done by Bursal (2017) revealed that while girls performed a higher general academic achievement in school courses than boys, the perceived peer support levels were similar for both groups.

Hypothesis Nine

Males (Mdn = 4.10) reported a lesser level of perception of interactive, cooperative learning in comparison to females (Mdn= 4.20) as seen in table 4.9, the difference was not

significant ($U = 4677.000$, $p > 0.05$, $r = -0.04$), which means the hypothesis '*There is no statistically significant difference in grade VIII students' perception of interactive, cooperative learning as contributing to learning across gender is accepted.*' Similar results are seen in (Gest, Welsch & Domitrovic, 2005) studies, which report that girls perceived better relationships with their teachers than boys. Possible reasons could be boys are more likely to disrupt classes, whereas teachers rate girls higher in prosocial behavior. Those female teachers find it easier to interact with girls, resulting in developing warm relationships between females.

Hypothesis Ten

Males (Mdn = 4.20) reported a lesser level of perceptions of a learning environment than females (Mdn = 4.40). As seen in Table 4.10, the difference was not significant ($U = 4221.500$, $z = -1.807$, $p > 0.05$, $r = -0.13$), which means the hypothesis '*There is no statistically significant difference in grade VIII students' perception of the **learning environment** as contributing to learning across gender*' is accepted. Similar results have been observed in studies done by (Demaray & Malecki, 2002; Gest, Welsch & Domitrovic, 2005), who suggest that girls perceive more support from classmates than boys. Girls become friends quickly and tend to cooperate with their classmates while they learn new knowledge, and this is found to be true mostly at lower levels of teacher-child interaction.

Conclusion

The evidence and the results presented here show that the overall mean of peer support and its four subscales did not significantly relate to students' English language exam performance. It is indicated that there was a significant difference in perception of concept building across gender as a contributing factor to learning. In contrast, no significant difference was found regarding perceptions over learning skills development, interactive, cooperative learning, learning

environment, and overall mean peer support as contributing factors in learning. A significant relationship between peer support and English language exam performance has not been proved in this research. Still, it indicates a significant positive relationship between peer support and English language learning through various authors included in the literature review. To conclude, it may be said that peer support plays a vital role in the effectiveness of social interaction in a child's holistic development.

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PEER SUPPORT QUESTIONNAIRE (P.S.Q.)

Information about Yourself

This questionnaire is designed to find out a few things about your experience of peer support in relation to your English Language learning.

Please answer all questions. There are no right or wrong answers. Tick one of the options below in answering your questions:

Peer Support is the help given to one person from another within the peers' circle to learn a new concept or skill.

Q1: Your gender

Male

Female

The given below scale describes your opinions about the statements. Number '5' stands for your strong agreement with the statement and number '1' stands for your least agreement.

Please put a checkmark (✓) in only one option for each statement:

		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
#	Statements	1	2	3	4	5
CONCEPT BUILDING AND COMPREHENSION						

		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
#	Statements	1	2	3	4	5
	Peer support has helped me to realize the importance of English Language.					
	Peer support has helped me to get a clearer understanding of the basic concepts of English Language.					
	Peer support has helped me to better understand new concepts in English Language.					
	Peer support has encouraged me to learn more about the English Language.					
	Peer support has helped me in getting relevant information in English Language.					
LEARNING SKILLS DEVELOPMENT						

		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
#	Statements	1	2	3	4	5
	Peer support has helped me in revising for the English Language examination.					
	Peer support has helped me to design my own learning strategies in English Language.					
	Peer support has encouraged me to use a variety of study resources in English Language.					
	Peer support has encouraged me to develop self-study skills in English Language.					
	Peer support has encouraged me to develop group-study skills in English Language.					
	Peer support has encouraged me					

		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
#	Statements	1	2	3	4	5
	to develop reflective-study skills in English Language.					
INTERACTIVE AND COOPERATIVE LEARNING						
	Peer support has helped me to improve my communication skills in the English Language (E.L.) classroom.					
	Peer support has helped me to become familiar with the ideas of others in the E.L. classroom.					
	Peer support has encouraged me to take an active part in group discussions in the E.L. classroom.					
	Peer support has helped me in giving comments within the peer circle in the E.L. classroom.					

		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
#	Statements	1	2	3	4	5
	Peer support has encouraged me to learn new topics in the E.L. classroom.					
LEARNING ENVIRONMENT						
	Peer support has made my learning enjoyable in the E.L. classroom.					
	The atmosphere of peer support has made me feel comfortable in the E.L. classroom.					
	Peer support has created an atmosphere to talk about problems away from the teaching staff in the E.L. classroom.					
	I have felt the freedom to ask questions from my peers at any					

		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
#	Statements	1	2	3	4	5
	time in the E.L. classroom.					
	Peer support has been encouraging to discuss / explain questions in the E.L. classroom.					

**The Use of Communicative Language Teaching in English Language Classrooms in
Pakistan**

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Abstract

For decades, Communicative Language Teaching (CLT) has been proposed in the context of English as a Foreign Language (EFL) to train students' communicative competence and improve their speaking skills. However, in developing contexts, such as in Pakistan, English is still primarily taught in schools where the focus is on grammar rules, and this results in students lacking confidence while speaking in English. To tackle the issue, this paper sheds light on using CLT in a mixed-ability English conversion class while examining students' attitudes during and after the action research cycles. This study used an action research model while adhering to a qualitative research paradigm. Twenty-five students of an eighth class from a semi-private middle school in Karachi participated in the study. The purposive sampling was used since grade eight was the school's senior-most class, and pupils in that class were more expressive and had better speaking skills than students in junior classes. The data for this study were collected through methodological triangulation where focus group discussions, interviews, video recording, peer feedback, and reflective writing methods were used. The findings revealed that introducing CLT in an EFL class was well received by students. This approach also increased students' confidence levels as they started to communicate comfortably in group and whole-class discussions and presentations. Overall, the students in the study had positive learning attitudes towards the CLT approach, and the activities helped them in reducing their stress levels while conversing in English. However, the students still lacked the use of appropriate words and grammar during the speaking activities, the teacher's role as a facilitator to help students with their weaknesses in speaking was highly recommended. The study recommends school authorities to provide enough facilities and support to teachers and students to implement CLT and reduce the focus on grammar activities in order to elevate speaking skills.

Keywords: action research, communicative language teaching, English as a foreign language, high school students, motivation, speaking skills

Introduction

In the 1970s, educators and linguists observed that students could produce sentences accurately in a lesson but could not use them appropriately when communicating outside the classroom. A reason for this was that students did not know how to communicate using appropriate social language, gestures, or expressions. Such observations contributed to a shift in the field from a linguistic structure-centred approach to a communicative approach (Larsen-Freeman & Anderson, 2013).

Communicative Language Teaching (CLT) aimed broadly to make communicative competence the goal of language teaching. The focus of this approach is on meaning rather than on language forms. For this, CLT makes use of real-life situations that necessitate communication and students' motivation to learn which comes from their desire to communicate in meaningful ways about meaningful topics (Richards & Rodgers, 2001).

Moreover, teachers in communicative classrooms will find themselves talking less and listening more to students. Thus, becoming active facilitators for their students' learning. Teachers set up exercises, but because students' performance is the goal, the teacher in the classroom steps back and observes, sometimes acting as a referee or monitor only. A classroom during a communicative activity is far from quiet as students do most of the speaking, and frequently the scene of a classroom during a communicative exercise is active, with students leaving their seats to complete a task (Brown, 2007). Because of the increased responsibility to participate, students may find that they have gained confidence in using the target language in general. In this approach, students are more responsible managers of their learning (Larsen-Freeman & Anderson, 2013).

However, in contexts such as in Pakistan, where English is mainly taught as a foreign language, the lessons are mostly organized by focusing on the grammatical structure of the language and presented through short dialogues (Abrejo et al., 2019). Consequently, students do not reach the desired competency level as they do not get enough opportunities to perform activities that promote real communication. Their communication skills may not be well developed, and this can then affect their professional lives when they aim for higher studies and/or appear in job interviews that require a certain level of spoken English proficiency. Therefore, as teachers of the English language, it is our duty to prepare students early in their lives by having activities in classrooms that allow real communication to take place where the target language is used and practiced via pair, group, or whole-class discussions.

On the other hand, very little research has been conducted into the practical knowledge of CLT of non-native teachers of English. Therefore, this paper aims at exploring CLT via the lens of action research, where the teacher reflected on her experiences of using the CLT approach in a grade eight class of a semi-private school in Karachi, Pakistan.

This study intends to explore the following main question:

How can the Communicative Language Teaching approach be implemented in a Grade Eight class in an English medium school in Karachi, Pakistan?

Personal Philosophical Perspective of Teaching English

As a teacher of English, my goals for my students are limitless. I want to see my students speak English with confidence. I am aware that each student has a different level of proficiency in the English language. *For that*, I teach them in a manner that is practical, realistic, and inviting. I want my students to develop their voice, their own opinions, and meta-cognitive awareness. To achieve this, I teach English by incorporating different skills and strategies. For me, the purpose of

education is to introduce students to take the concepts used in class and transfer those information/skills to other classes and in real-life situations.

My classroom is a student-centred classroom where freedom is given to students to flourish and grow; students to reach maximum potential and expand in all directions. Open discussions, friendly debates, and creative activities are the basis of my lesson plans. The point of my classroom is to let each student embrace their thoughts and express them freely.

The Communicative Language Teaching Approach

CLT is an approach that sets its goal as the teaching of communicative competence. It is a “universal effort that has found inspiration and direction in the interaction of initiative, both theoretical and applied, in many different contexts” (Savignon, 2007, p. 8). CLT has been defined in a variety of ways in the literature of applied linguistics. The CLT approach is based on learning to use the English language rather than necessarily knowing it. This approach encourages students to use the language by incorporating examples from current living communities, environments and societies. It is the most effective method of language usage (Burke, 2011). Students take charge of their own learning and collaborate with one another to improve their communication abilities (Brown, 2007). Pair and group discussions are encouraged in this approach, where students can share their feedback and tasks with others while conversing in English. Furthermore, in order to fully participate in the learning environment, pupils are discouraged from using their native language (Dos Santos, 2020). As a result, it is common to find language errors during discussions. For that, teachers are advised to introduce any possible phrases, sentence structures, or grammar elements after the particular exercise is conducted.

Hymes (1996) believed that communicative competence could be divided into four areas, namely:

- Language skill - knowledge about language symbols such as syntax, voice, word formation rules, vocabulary.
- Social language skill - excellent abilities to handle four skills in the daily life environment.
- Textual competence - where speakers can handle both grammatical forms and context into a meaningful structure in both oral and written formats, and text unity can be completed by language convergence and semantic coherence.
- Strategic competence - the skill to improve communication effectiveness or to avoid possible mistakes, both in verbal and nonverbal areas.

Multiple Intelligences Theory

According to Gardner's theory of multiple intelligences, students have different learning styles (Gardner, 1992). Some students are visual learners (picture smart), while others are able to use the language effectively and creatively (verbal/linguistic learners- word smart). As teachers, we should focus on our students' strengths. That is to plan lessons in a way to cater for different learning/cognitive styles of our students. This motivates students and they are able to learn better. The challenge for teachers is to activate other intelligence and allow each student to reach their full potential. This is not an easy task as teachers have to diversify their instructional practices in order to accommodate their students' learning styles. It also becomes a problem for a student who is a visual learner but in class gets instructions orally or activities that cater to verbal intelligence. The student, in that case, will face problems in understanding oral/verbal instructions. Thus, through Episodes One and Two, the researcher tried to cater different capabilities of the students by incorporating a variety of different style of activities into the lessons.

Methodology

Research Design

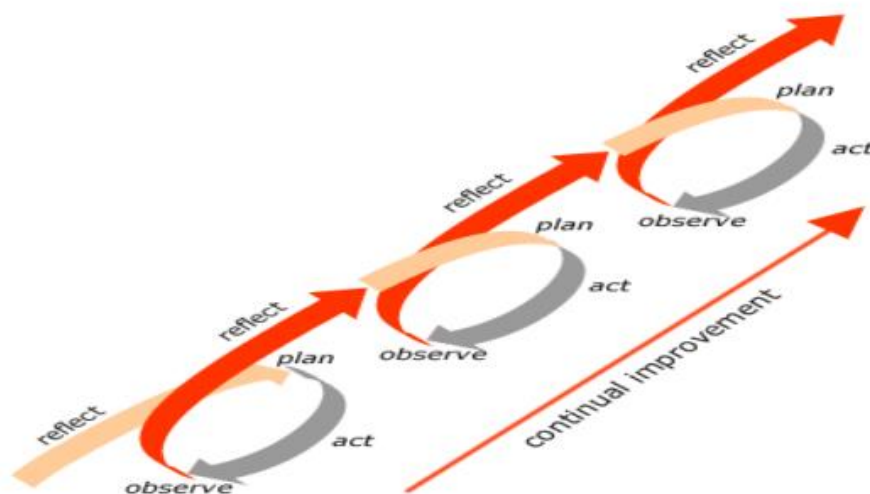
This study undertook systematic qualitative action research based on the CLT approach. Burns (2010) identifies action research as a systematic way to intervene in the problematic situation in order to bring changes and improvements in practice. The use of a qualitative design was most suitable, as it assisted me in gaining an understanding of the CLT approach and its application in a Pakistani context. The qualitative design also allowed me to gather a large amount of data from a small sample.

Research Method

Within the qualitative research paradigm, Kemmis and McTaggart's (2000) model of action research was used for this study. Two episodes were conducted in this research. In Episode One of the research practicums, the researcher conducted the first lesson and kept a record during the lesson to improve the second episode. This also helped in understanding the classroom culture and students' English level. In Episode 2 of the research practicum, the researcher conducted action research. The CLT approach was incorporated while designing the lessons. As mentioned earlier, the cyclic process of action research shown in Figure 1 below was followed (Kemmis and McTaggart, 2000). Four cycles of action research were conducted, and the lessons were video recorded for two reasons: (a) to monitor the progress of researcher's professional development and (b) one best lesson was to be used for future learning, teaching, and dissemination with the wider audience. All ethical considerations were followed. The researcher was observed in Episodes 1 and 2 of teaching by a peer who provided feedback on the lessons. Reflections on the overall learning from the research practicum were also written by the researcher. This included the change that had occurred during the course and how the researcher developed professionally.

Figure 1

Participatory Action Research Spiral, Kemmis and McTaggart, 2000

**Brief Description of the School and Students' Profile**

In an attempt to shed light on the CLT approach, this study selected a co-educational English-medium middle school located in Karachi. I selected this school since I had taught there in the past, and was familiar with the school's culture, teachers, and students. The chosen school was a three-story semi-private school that served approximately 1000 students. On average, there were 23-25 students in each class. The students were a mixed ability group, and the only exposure to English they had was in school with their teachers and to some extent with other students in the class. The students in this observed class required support and improvement to develop fluency and accuracy in the English language.

Sampling

The eighth grade was selected based on discussions with the school's principal. Thus, the

purposive sampling technique was used in this study as class eight was the senior-most class in the school, and the students were more expressive and suitable for the speaking lessons (Punch, 2006). Moreover, the ELT teacher in the class also played an important role of a learner-observer where after every lesson, discussions were held for knowing the teacher's perspective, and this also helped in clarifying any doubts or confusion the teacher might have had. The ELT teacher was a silent observer and did not contribute to the lessons.

Data Collection Methods

The data were collected from multiple sources, including focus group discussions with students, interviews with the English teacher, video recording of the lessons, peer feedback, and reflections. This enhanced the validity of the research, and triangulation was ensured through the process (Merriam, 2009).

Focus Group Discussions

After every lesson, there was a focus group discussion consisting of a group of 8 to 9 students. These students were selected randomly, and a lot depended on their interest to voluntarily take part in these discussions. The discussions were very beneficial as they provided important details about students' viewpoints and the challenges, they faced in the lessons Merriam et al. (2015).

Semi-structured Interviews

The ELT teacher was interviewed on their opinions about the lesson. For the said purpose, a set of questions related to the topic were developed, which acted as a guide and helped to frame the discussion (Baumbusch, 2010).

Video Recording of the Lesson

The 60-minute lessons were video recorded for the researcher in case a certain aspect was

missed out during the lessons and for one's professional development.

Peer Observation and Reflections

An observation guide was provided to the peer who was observing the lessons, and feedback was taken after every class on the activities being carried out in the classroom. The feedback helped tremendously in designing future lessons, and also for the peer to learn and see how the CLT approach was implemented (O' Leary, 2020).

The students' participation in class and their speaking skills were also analyzed through class observation by the researcher, and reflective notes were taken during and after the lessons. For this, reflective journals were maintained to write down important information regarding the teaching, and most importantly students' participation in the class (Lindroth, 2014).

Data Analysis

The students' participation in class was analyzed via a rubric, and it was shared with them during Episode one. This also helped them and the researcher in knowing the areas that required more attention (Czekanski & Wolf, 2013). The marking criteria was negotiated with the school management. Additionally, the data from the focus group discussions and interviews were also analyzed via thematic coding as per Saldana (2013). The recorded data were first transcribed, then after that, different codes were generated and categorized. The different categories were then merged into themes to pull together data for further discussion and interpretation.

Limitations and Challenges faced during the Study

There were a few limitations and challenges that one encountered during the research process. Firstly, the school's culture of a teacher-centred classroom where the teacher was seen as an expert and a leader was challenging. This impacted the implementation of the approach as students were initially very quiet because they were used to the teacher doing most of the talking

and explanation and them being passive learners. It was a challenge for me which I tried to overcome with probing and encouraging the students to speak up and take part in communicative activities. Additionally, the seating arrangement was closely packed, and it could not be altered due to fixed benches, so I had to make groups while remaining within boundaries. For this, the groups were formed as per the students' seating arrangement, without making them to move around in the classroom.

Another matter of concern for me was to have proper understanding of what would students do with the communicative activities and the kind of language learning that would take place for different levels of students. For this, I had to carefully observe the students in order to make sure that a secure environment was provided to them where language learning was joyful and comfortable for them.

Another challenge was to involve students with lower levels of the target language. For this, I had to lower the bar, make activities easier and provide scaffolding opportunities to students in learning the language. For that board work, handouts and clue sheets served as scaffolding devices. My focus was on students' learning and their interest. Thus, the activities were decontextualized according to students' levels and the classroom environment.

Findings

Development and Planning

Episode One

In the first episode, a lesson was prepared via the lens of CLT incorporating the theory of multiple intelligences. The students were observed on the way they attempted the activities. This helped me in understanding the context and students' proficiency levels. Feedback from the ELT teacher was also collected after the lesson. The lesson was developed to enable students to identify

different types and categories of adjectives. This is where students had to discuss the qualities of a good friend.

Episode Two, Cycle One (Lesson One and Two)

Based on the findings from the first episode, I then developed an action plan. The first lesson in Episode Two allowed students to discuss and list the qualities of different professions. The students had to discuss the professions they liked and disliked by providing reasons. The first episode was carried out in two steps. The second lesson in Episode Two allowed students to use various functions of language while expressing agreement or disagreement. The topics revolved around values, for example, lying is a bad habit.

Episode Two, Cycle Two (Lesson Three and Four)

In the third lesson of the second episode, the students played a game on making and responding to requests. For that, the students had to collect most cards by making and responding to requests that involved the following three features of communication: information gap, choice, and feedback.

Lastly, the fourth lesson focused on expressing and responding to offer, gratitude, and apologies. In this lesson, the students had to take different roles and present the dialogues in front of the class.

Analysis of Implementation and Discussion of the Methodology in the Classroom

The basic aim of this study was to see what went well and what did not in the teaching lessons with regards to the implementation of the CLT approach. Some elements of Communicative Language Teaching worked and were implemented more or less the way they were intended while linking the theory with practice, whereas a few elements had to be changed due to contextual realities in which the research was conducted. For example, the use of mother tongue during class

activities. This aligns with the debate on implementing CLT in EFL contexts, where Butler (2011) argues that teachers face difficulties integrating CLT in their classrooms.

My own reflection and peer feedback in Cycle One, Lesson One indicated that not too many language structures should be given to students in one lesson as students cannot focus on all of them and may get confused as to which example to use. This was also communicated by the students in the focus group discussion where one student mentioned that *“there are too many examples, and we find it difficult and challenging to decide which one to use for that activity.”* Thus, only 2-3 language structures should be provided to students for each component where they can concentrate and practice the language fully before moving on to other examples (Lightbown & Spada, 2013).

Results from Cycle One, Lesson One and Two demonstrated that students had limited vocabulary of the target language, and as a result, they code-switched where Urdu was used during pair and group discussions. However, when they were asked to communicate only in English, the students struggled and were unable to produce the phrases in English. A student summed up her thoughts and said, *“hamain souchna perta hai aur bahut time lagta hai English main baat kernay main.”* (We need to think, and it takes a lot of time to communicate in English). This also affected their confidence level as they kept quiet and looked to group members for assistance. To handle this situation, help was provided to students by the teacher researcher in the translation of difficult words from Urdu to English. Therefore, the findings from the research indicate that not everything in theory is applicable in the classroom. The teacher must step in and assist students wherever necessary (Richards, 2005).

Similarly, in Cycle One, Lesson One, students repeated the same sentences that were provided to them as examples on the board. They could not express or produce relevant English

phrases on their own. This showed that the students in that class were not proficient in the target language and as a result copied the language that was provided to them. They required a lot of support and scaffolding to build and practice the English language. In this situation, teachers' support and motivation are crucial to help develop learners' communicative abilities (Heng, 2014). Additionally, it was also noticed that during discussion activities, students started focusing on the grammar, and this is normally the case with any EFL class where students naturally place emphasis on precision and accuracy of a language (Kasumi, 2015).

In Cycle Two, Lesson Three and Four, the strategy was then changed by the researcher by taking students' language needs into account. Careful consideration was given in the selection of activities to stimulate interest in students. For this, controlled exercises were provided to students for practice in terms of games and jumbled sentences, where full sentences were provided to practice the language. The results in Cycle Two were comparatively better than Cycle One. The students enjoyed the lessons more, as noted from their positive gestures and expressions in videorecording and observations. The students took an active part in the activities, and their confidence level even increased as nearly all of them wanted to present the dialogues in front of the class in Lesson Four. A student on this matter stated that, "*We can understand better now, and we enjoy the class.*" Thus, games are essential because they have distinct characteristics that are shared with real-life communicative situations (Kasumi, 2015).

Additionally, the students also favoured pair and/or group work activities as these provided them different opportunities to support each other in the completion of the task and further allowed them to learn the language from each other. A student in the focus group discussion specified that, "*Yes, I like to listen to my friends. I learn from them.*" This is supported by Alfares (2017) study that revealed that many language learners believe that the benefits of group work are

mostly connected to (1) cognitive aspects, i.e., benefits that aid learners in the language learning process; and (2) emotional elements, which are benefits that increase learners' motivation.

The recording of the lessons also served as a learning tool from which it was noted that the use of native language, Urdu was habitually being used during the pair and/or group discussions. The researcher also code-switched in explaining the tasks where students seemed confused. Although it is permitted in CLT, whenever possible, the target language English should be used as the main medium of instruction for explaining activities since students also learn from these classroom management exchanges (Bhatti et al., 2018).

Overall Learning and Development

Learning is a lasting change that occurs as a result of different experiences that one encounters during the process. This research provided me an opportunity to link the theory of Communicative Language Teaching with practice via the research practicum. My role was that of a teacher and an action researcher. Earlier, I was not fully aware of the important features of CLT, but through this research, it became possible for me to implement the method and learn from the experience. This method also motivated students to learn the language by communicating; and thus, moved them away from the traditional English language learning class. Peer feedback, videorecording, de-briefing sessions, and reflective writing stimulated growth in my knowledge and understanding with regard to CLT.

For me, learning to teach the CLT approach was a new learning experience. I went back and forth and examined the procedures of this approach several times, learning new things every time that I implemented into my subsequent sessions. Additionally, this research made me realize that integration of theory (principles) and practice (techniques) is not always easy. Initially, I was trying to change everything in the classroom. However, there were times when not every aspect of

CLT was applicable, or the results were different from the ones that I expected to receive. As a researcher, I had to think of other ways and carefully adapt the approach according to the students' level of English language proficiency and teaching context. Error correction was also new for me as I was used to correcting students on their language accuracy, and thus, for CLT, I had to ignore the language errors and wait to provide collective feedback towards the end of the lesson.

Moreover, this study also prompted me to think about my teaching practice, where I reflected on what and why I taught in class the way I did it.

Recommendations and Conclusion

From this research, one can say that teachers first need to understand the context and students' level of English language and develop communicative activities accordingly. Using authentic materials that promotes real communication (mirrors real-world purposes where students engage in the authentic, functional use of language) is the key to CLT. Thus, students should be exposed to activities that involve different real-life situations to practice different language structures. Additionally, more time should be given to students to practice the use of target language, and activities should be first kept simple with a few language structures to practice. As a result, English teachers can concentrate on various components of communicative competence at various times. Moreover, teachers should also pay attention to giving feedback to students, and for that, error-correction should be done collectively towards the end. Non-verbal communication aspects of the students such as students' body language, facial expressions, posture, and gestures should also be taken into account.

As a course of action, other features of Communicative Language Teaching also need to be explored and implemented for a better understanding of the approach. With that, in-depth learning and understanding of CLT are important with clear instructions provided by teachers for effective

language pedagogy. With that, in-service training would also be required to train teachers to overcome difficulties in practicing CLT in their classrooms.

There have been repeated calls for changing the traditional examination format, and for that, grammar-based examinations need to be thoroughly revised and modified to include questions or tasks which test students' communicative competence.

To conclude, it can be said that the outcomes of incorporating the CLT approach in a Pakistani context have been positive. One should certainly consider implementing this approach on a larger scale and that is to introduce CLT in the system while adjusting educational values and attitudes.

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Effectiveness of Communicative Language Teaching at Tertiary Level in Pakistan

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Abstract

The current study has investigated the effectiveness of Communicative Language Teaching (CLT) in English Language Pedagogy at the tertiary level in Sindh, Pakistan. In order to understand teachers' perceptions regarding CLT, this study interviewed five novice ESL teachers from the University of Sindh. Hence, semi-structured interviews were designed to collect the data. The collected data were analyzed through a thematic analysis model proposed by Braun and Clarke (2006). The findings reflected the University of Sindh teachers' inclination to use CLT in the classroom. It has also explored the constraints in the implementation of CLT. The discussion revealed that all teachers agree on the effectiveness of CLT, yet they do not rely on CLT merely. While implementing CLT, teachers face challenges such as a large number of students in the class, lack of resources, learners' unfamiliarity, motivation and readiness, and limited time. Therefore, the prevailing method remains to be eclectic. These results are important for teachers, curriculum designers, and researchers of language teaching as they bring some implications in the context of ELT.

Keywords: Communicative Language Teaching (CLT); English Language Teaching (ELT); pedagogy; University of Sindh (UoS).

Introduction

Language teaching and learning are two of the most important subject matters and instructions in contemporary language learning environments. Over the centuries, a large number of teaching and learning theories and strategies have been developed and designed to meet the needs of various language learners. Nevertheless, the Communicative Language Teaching (CLT) approach is one of the most important and applicable teaching and learning theories in the current language teaching profession (Savignon, 2002; Panhwar, 2017). The communicative language teaching (CLT) that emerged in the 1970s is a significant reform in the field of English language teaching (ELT). The approach revolutionized language pedagogy and has been acclaimed for its emphasis on communicative competence (Richards, 2005). It demands an effort from the teacher's side to bring engaging activities in the classroom, as the core of CLT is to involve students in the process of language learning. This favors a student-centered approach in language classes where the students are not passive listeners but rather active learners. In CLT, the classroom is a platform to rehearse for real-life communication where the teacher is not the only source of knowledge but performs the role of a facilitator. Despite its theoretical effectiveness, CLT has not been able to take its place in the classroom in the context of Pakistan. There are multiple constraints that impair the implementation of CLT in English language classrooms in Pakistan. To gauge the implementation and following challenges in the given context, the present study investigates the effectiveness of communicative language teaching by interviewing five novice ELT practitioners from the University of Sindh, Jamshoro Pakistan.

Although university students study English for two years, many are unable to use the language for communicative purposes even after graduating (Ahmad, 2013; Durrani, 2016). In this regard, exploring what teaching methodologies are implemented in the classroom gets

crucial. The referred handbooks are primarily based on CLT. However, owing to various challenges, the teachers devise different strategies to achieve the learning objectives. Thus, this attempt investigates the problem and explores the challenges teachers face while employing Communicative Language Teaching (CLT) in their classrooms.

Research Objectives

The study principally aims to investigate the University of Sindh English Language teachers' inclination to use CLT in their classrooms. It also aims to explore the constraints and challenges in the implementation of CLT at the University of Sindh, Jamshoro Pakistan.

Research Questions

This study focuses on the following research questions to be answered:

- 1) To what extent, English teachers at UoS implement CLT in their classrooms?
- 2) What are the constraints in the implementation of CLT at the University of Sindh?

Literature Review

Over the years, the trend of teaching a language has shifted from traditional to the more advanced ones; from Grammar Translation Method (GTM) to Communicative Language Teaching (CLT). Keeping in view the dynamic ELT context and the increasing inclination towards CLT, Brown (1994) highlights the importance and need for communication, encouraging language performance, developing fluency, and enabling lifelong language learning. Brown (1994) emphasizes on language practice for communicative needs and lists the fundamental features of CLT:

1. Communicative competence is the primary goal of teaching.

2. Language teaching techniques emphasize on engaging the learners in the authentic and functional use of language.
3. To keep the learners engaged in language use, fluency is given more importance than accuracy, at times.
4. In a communicative classroom, learners use the language productively and receptively, in a natural setting.

Similarly, Yang and Cheung (2003) suggest that CLT focuses on meaningful activities, authentic material, and avoids mechanical drills. Richards (2005) highlights the goal of language learning to be communicative competence. He suggests that the goal of language learning is to know how to use language for a range of functions.

As the goal of language learning shifts from grammatical competence to communicative competence, the focus of the syllabus also shifts. Rather than merely mastering grammar and vocabulary, it now demands mastery of use. Richards (2005) claims that as a result of evolution to current communicative teaching trends, there is agreement on the method. Savignon (2002) has also highlighted that the underlying assumptions and beliefs remain the same, yet there are diverse educational traditions. There is no agreement on the use of practices; rather, the techniques vary contextually. Throughout, there is agreement on the importance of learners' engagement and an active classroom environment. No matter which activities are used, every proponent of CLT knows that language learning is gradual and is facilitated by practice.

CLT rejects the isolation of linguistic rules and stresses language learning by indulging in the process. It advocates language learning through blending all four language skills with socio-cultural knowledge in order to effectively learn a language (Littlewood, 1981).

Communicative Language Teaching vs. Traditional Teaching

The traditional lecture-style teaching predominantly focuses on the teaching of language rules. It does not necessarily encourage language practice. Therefore, in such a setting, learners no doubt grasp the rules but do not learn how to communicate using those rules. In the traditional style of teaching, the learner is a passive recipient of linguistic rules (Nunan, 1999). Furthermore, practice is essential for desired language proficiency. Learners may not be able to achieve the learning goals if not engaged in interactive activities. Interaction helps learners to rehearse real-life communicative challenges. Only communicative language teaching practices can provide learners with such opportunities. Traditional teaching, on the contrary, only inculcates linguistic knowledge and does not provide learners with a platform to practice the language (ibid).

The learner is the focused core of CLT. Its framework is based primarily on learners' communicative needs to achieve functional competence (Savignon, 2002). Traditional teaching on the other hand is teacher-centered, who decides what to teach and how. CLT method is based on interactive activities. It continuously seeks to engage learners in group or pair work. As a result, it liberates the learners from unnecessary dependence on the teacher (Sakui, 2004). CLT increases learners' autonomy and makes independent, responsible, and life-long learners. The classroom is a rehearsal. It may bring a variety of activities; nevertheless, the purpose is always to prepare learners for real-world beyond the classroom.

Challenges to Communicative Approach

Xue (2019) has drawn attention to some challenges to the communicative approach in teaching based on findings in Second Language Acquisition (SLA) Research:

- 1- The communicative approach gives primary focus to the meaning and comprehensibility of language input and pays lesser attention to language form and accuracy of input.

- 2- The communicative approach does not emphasize the feedback on language output, which leads to frequent errors due to cultural differences and grammatical confusion.
- 3- The communicative approach fails to meet learners' dual needs; form and meaning.

In second language teaching, the communicative approach offers challenges like frequent errors and the development of inaccurate language form which results in incomprehensibility. CLT is efficient in developing communication and meaning but is less efficient in terms of language form. Due to the unique participatory nature of CLT, it also offers social and cultural challenges as the learner's behavior is impacted by CLT practices in a classroom environment (Dos Santos, 2020). Besides, other factors like classroom size and student enrolment numbers also influence the outcomes (ibid). Owing to all the challenges and failure to address them, CLT may offer a disorderly and insufficient understanding of language.

Communicative Language Teaching in Pakistani Context

Education has remained a neglected sector in Pakistan. It has been constrained by poor infrastructure, disparities on the basis of gender and class, lack of proper teacher training sessions, and lack of resources (Muhammad, 2016; Shamim, 2012). In recognition of the continuing importance of the English language, the government of Pakistan now requires all teacher training courses to promote communicative approaches in English classes (Government of Pakistan, 2009). As a result, it has been introduced as a compulsory subject from primary schools to higher education institutes like colleges and universities in Pakistan. In recent years, a number of scholars have claimed that communicative language teaching (CLT) approaches are unsuitable when used prescriptively, or in non-western contexts. Warsi (2004) argues that although English is taught as a compulsory subject from grade first, students, particularly from rural areas, cannot communicate in English easily. They feel deficient in all four language

skills. The main reason behind this situation about teaching-learning in Pakistan is that the techniques used to teach the English language are not that effective or communicatively up to the mark. Ahmad et al. (2011) also put his argument that in spite of being claimed English as the second language of Pakistan, the syllabi of the English language in Pakistan do not meet the specific curricular goals. The teachers are not well-trained and are not armed with modern teaching equipment; the majority of teachers use outdated/ traditional teaching methods and contextually irrelevant textbooks to teach English as a foreign or second language.

Khan's (2013) study has also explored the perceptions of experienced English teachers in tertiary colleges about the feasibility and appropriateness of using communicative language teaching approaches in their classrooms. The findings revealed the optimistic statements where the participants identified the benefits of CLT. Another study by Akram & Mehmood (2011) reported an experimental study conducted to know the importance of introducing the communicative approach in ELT in Pakistan. The report provides ample proof of CLT's usefulness in English language teaching, despite the fact that some problems still persist.

Adapting CLT in Language Classrooms

The learning environment and teaching practices vary from setting to setting. Every context demands methods suitable for that particular environment. Similarly, CLT cannot be generalized in every context. It is not one ready-made solution to all teaching problems. Hiep (2007) argues that ELT practitioners in developing countries like Pakistan should put additional efforts to develop classroom techniques appropriate to their condition and context. Certain problems like large classrooms are context-specific, therefore, need to be addressed accordingly.

Methodology

Qualitative Research Design

The present study has a qualitative research approach in which the data is interpreted in the descriptive form to present the major findings of the research. The data for this study was collected from 05 participants, who teach the English language and have around two years of teaching experience. These teachers take the classes of Remedial English in various departments of the University of Sindh, Pakistan.

Data Collection Instruments

Data for this study were collected from participants through semi-structured interviews to get reliable, rich, insightful, and in-depth responses from the participants (Cohen et al., 2007; Bryman, 2012). Keeping the demand for data collection in mind, in-depth interviews were conducted, that allowed the participants to exchange in-depth views regarding their perceptions on Communicative language teaching practices. Kallio et al.'s (2016) model for developing a semi-structured interview schedule was followed. The research instrument is the semi-structured interview. The instrument is adapted from Al-Sohbani (2013). The original questionnaire consisted of six questions and was contextualized for Yemen setting. The questions were adapted and contextualized for Sindh. The final version of the interview consists of seven open-ended questions (See Appendix 1).

Data collection took place over a period of two weeks. In the process of data collection and data analysis, ethical issues were given due consideration. Participants' consent was taken, and they were also informed how the data would be used. Interviews lasted an average of twenty minutes.

Sampling

Sampling was done according to Cohen et al.'s (2007) guidelines after considering the size, access, and representativeness of the population. The participants were selected through the self-selective or volunteer sampling method (Bryman, 2012). The number was kept small as the target was rich data, not generalizability (Ritchie, Lewis, and Elam, 2003).

Data Analysis

The collected data was analyzed through the thematic analysis model proposed by Braun and Clarke (2006). This model has proposed six stages while analyzing the collected data and generating effective themes. The process of thematic analysis was done by keeping the research questions in mind and was analyzed accordingly. This followed a systematic process. Initially, according to the thematic analysis model (2006), I read the collected data in an active way to familiarize myself with all the aspects of my data. Then, the initial codes were generated from interview transcripts of the participants. The raw material or the basic segment of the data was assessed in a meaningful way. Further, different codes were sorted into potential themes. All the relevant codes were combined to form an overarching theme. The themes were further refined and reviewed. In the end, themes served as the findings of the study.

Findings

Implementation of CLT in English Language Classrooms

It is evident from the teachers' responses that despite the communicative curriculum and personal preference, the primary method of teaching the English language is yet not communicative. When asked about the primary method of teaching, 80% of teachers said they use different methods but do not rely merely on CLT. The following responses clearly suggest

the claim of analysis:

Teacher 1: “We cover topics through discussion and group tasks. Sometimes we do assign presentations tasks to students to present their views on any topic”.

Teacher 2: “I employ a mixed-method strategy that is Eclectic Method which starts from GTM and moves to the mixture of methods.”

Teacher 3: “For grammar teaching at the undergraduate level, I mostly just teach a rule and have my students practice it in context. Sometimes I conduct quiz tests from those grammar topics. So, the focus is more on grammar rules”.

Teacher 5: “I mainly go with lecture style with student activities and homework because I have a large class where the individual assessment of students or listening to each and every student is challenging”.

Even the teacher who was told to be using CLT primarily also hesitated and said that there is still a need for a lecture partially.

Teacher 4: “My teaching method is partially traditional lecture-based, but primarily it is communicative. I do try to involve students in discussion but sometimes it is because of large class, time management issues that I cannot go for it and adopt lecture method”.

The responses make it evident that at the University of Sindh, even the novice teachers are not using CLT. The prevailing method remains to be eclectic, where teachers mix various methods to suit their classroom demands and meet learners’ needs. Mostly, teachers initiate the class by lecture and tell the learners about the rules and basics of the theme under discussion. Then, they move to the discussion and engage students in activities or homework. Despite its flaws, GTM still prevails in the classrooms of the University of Sindh, Jamshoro.

Moreover, the data from interviews demonstrate that almost all teachers agreed that the

referred handbooks (British Council, English for Academic Purposes, and Oxford English for Undergraduates) are based on CLT. The responses endorse that the teachers are well aware of ELT methodologies and can differentiate CLT from other methodologies. Nonetheless, all teachers said there were plenty of activities in the books to keep students involved in the process. Participant teachers also highlighted the contextual practice in the books.

Teacher 1: “In our prescribed syllabus book of British Council, we do have activity-based, pair/group work, project method tasks where we can involve our students for communication.”

Teacher 2: “English for Academic purpose is based on Eclectic with more focus on CLT..... as far as Oxford for Undergraduate is concerned, I think it is also focusing on CLT but not to that extent. The book has many reading passages where there is no room for students’ communication.”

Teacher 3: “The recommended book follows mostly CLT as there are many activities that are to be carried out amongst the students. The contextual practice of language is heavily endorsed.”

Teacher 4: “The prescribed books are having mainly communicative content and activities, as they have pre- and post-lesson activities, so it completely involves students into the topic.”

Teacher 5: “The books have lessons and follow-up activities.”

Moreover, the following responses show that 60% of teachers defended the effectiveness of CLT. They acknowledged that CLT prepares the students for real-life communication i.e., communicative competence. The participant teachers agreed that CLT provides the learners with opportunities to practice English in the classroom and prepare for outside world communication.

Participants also agreed and responded positively about the effectiveness of Communicative language teaching where students build their confidence and English Language Proficiency.

Teacher 1: “I think, the goal of CLT is to make students' communication skills more effective.”

Teacher 4: “I think it is important as well as efficient as it prepares students to use English in their day-to-day life.”

Teacher 5: “It is indeed an effective method to polish the language skills of students.”

Whereas two teachers also provided situational hindrances. They conditioned the effectiveness of CLT with classroom practicability. They said that many obstacles make CLT ineffective in their context, students' unfamiliarity, reluctance, anxiety, large classes, and lack of resources. They acknowledged and acclaimed CLT but owing to contextual demands, they find other methods to be more effective to meet the needs of their learners.

Teacher 2: “Since UoS is a public sector university, many students have a rural background. They come from different villages. Though CLT is a very effective method only if the students have some familiarity with the language and if the learners actually use the language outside the classroom. Considering my environment, I cannot rely on CLT, for most of the students are alien to the language and do not understand the communication so it's hard to get them to learn anything”

Teacher 3: “CLT is a method with many attractive qualities like authentic material and contextual practice of the language. However, there are hindrances that ESL and EFL teachers face. Students' hesitation, reluctance, lack of exposure to English language and language anxiety keep them away from practicing English in class no matter how urgent the need to communicate maybe.”

Owing to the contextual challenges, the participant teachers were asked to choose a method they would use in an ideal situation. Interestingly, the responses of all the five teachers were uniform to this question. All said they would choose a variety of methods to meet the needs of the learners. They said that they would make it more communicative yet still would keep using other methods. Hence, for novice teachers at the University of Sindh, the ideal ELT method is eclectic.

Constraints in Implementation of CLT

Despite the effectiveness of CLT, there are certain challenges ELT practitioners face while implementing CLT in their language classes. The constraints hinder the use of CLT in classrooms. These constraints and challenges cause the failure of CLT in the context of the University of Sindh. The novice teachers from the University of Sindh highlighted some challenges they face.

Teacher 1: “I face the challenges of having large classes, lack of resources, and motivating students. I teach more than 80 students in a class where the backbenchers lose their interest and hence, all the learners are not engaged in the class equally.”

Teacher 2: “I face the hindrances of having large Classrooms and lack of facilities/ resources.”

Teacher 3: “Students often seem lost when asked to communicate in English and need a lot of help from the teacher to perform even a basic little task. They cannot produce language on the spot. Having them do language tasks requires a lot of instructions and many trials run before they feel comfortable enough to perform the task. Many students keep switching back to their native language no matter how much the teacher tries to encourage.”

Teacher 4: “Students’ readiness and a large number of students are some of the challenges in our context. Even if a student is speaking in English, the fear of making mistakes makes him or her confused.”

Teacher 5: “The persistent challenges in implementing CLT are large classrooms, limited time and resources.”

CLT may be an ideal choice for ELT practitioners, in theory, it is certainly not ideal in practice. In the context of the University of Sindh, the teachers face a number of challenges that impair them to use CLT. As highlighted, students are either not familiar or not ready to practice English. They are not motivated to embark on the journey of language learning by taking responsibility. They still expect the teachers to do most of the talking while they sit and listen quietly and passively. A big part of the problem is that they treat English as a theoretical subject like others, hence are reluctant to the change in methodology. They fear that if they do the practice, they will not learn anything new. Students should be motivated and made understood that it is a practice that develops competence, as a classroom is a rehearsal platform.

Moreover, the large classroom is also a big challenge for teachers in the implementation of CLT. With a large number of students, it becomes tiring for the teacher to assign and check each individual. In a limited time of fifty minutes class, a teacher cannot engage all the learners and cover a topic too. Classroom management is an additional challenge in large classrooms. When the teacher speaks to a student or a group, other groups distract the class. Students sitting at the back tend to make noise and divert the teacher’s attention. Large classrooms pose a huge threat to the implementation of CLT.

Besides, the challenges highlighted by teachers themselves, they were also asked if they code-switch during the class. All the teachers responded in affirmation. They are of the view that

code-switching either motivates their learners or grasps their attention. In a way, it eases the transition from L1 to English. A teacher stressed the need for code-switching and said it was an integral part of language teaching.

Teacher 2: “Yes, definitely. I think it is an important part of language teaching and code-switching should be used to grasp the focus of students.”

The respondents’ data present some challenges which teachers face at the University of Sindh. These constraints discourage the teachers to employ CLT in their classrooms. Some of the constraints highlighted are a large number of students in the class, lack of resources, learners’ unfamiliarity, motivation, and readiness, not having a conducive environment, and limited time. The teachers highlighted that these obstacles make CLT ineffective in their context.

Discussion

The responses of the participants reveal that even the novice teachers at the University of Sindh do not solely use CLT in their language teaching classroom. The prevailing method remains to be eclectic. Though the teachers are aware of ELT methodologies and can differentiate CLT from other methodologies, yet they still do not rely only on CLT. Furthermore, it is found that 60% of teachers defended the effectiveness of CLT but still advocated the eclectic method to be ideal. The participants also quoted the reasons for their preferences and choices because of the contextual challenges they face. This point is also favoured by the literature review (Muhammad, 2016; Shamim, 2012; Durrani et al., 2009). The reviewed literature also highlighted that communicative language teaching (CLT) approaches are unsuitable when used prescriptively. Warsi (2004) also commented that the reason why we cannot have the proper and effective application of communicative language teaching is that the techniques used to teach the English language are not effective. Ahmad’s et al. (2011) study

also highlighted in his research that our teachers are not armed with modern teaching equipment. Hence, based on these findings, it is argued that though CLT in English language teaching is preferred in many teaching-learning contexts, CLT cannot be generalized in every context. It is not one ready-made solution to all teaching problems. Hiep (2007) also puts the same argument that ELT practitioners in developing countries like Pakistan should put additional efforts to develop classroom techniques appropriate to their condition and context. Certain problems like large classrooms are context-specific, therefore, need to be addressed accordingly.

The findings suggest that second language teachers are aware of the prescribed materials used in the classroom. They affirmed that the prescribed contents and activities are primarily based on CLT. Nonetheless, they also shared the need to include external and contextual materials to offer variety to the students. For a comprehensive and all-inclusive language teaching approach, the teachers do not rely on CLT solely and prefer an eclectic approach instead.

In an investigation of the second research question, it was found that owing to certain constraints, CLT is ineffective in the context of the University of Sindh. The challenges teachers commonly face are a large number of students in the class, lack of resources, learners' unfamiliarity, motivation and readiness, and limited time. The obstacles negatively affect the second language teaching outcomes which in result prove the CLT approach insufficient and inefficient in addressing the needs of learners in the context. Besides, socio-cultural factors also influence CLT practices in the classroom. Therefore, the present study emphasizes the need of adopting a more inclusive and comprehensive language teaching approach.

The present study accentuates the suggestions and recommendations of Panhwar et al.

(2017). Pakistani teachers should firstly consider cultural and contextual aspects and then adapt CLT in their classrooms accordingly. Since traditional teaching methods still prevail in the context owing to contextual constraints such as large classes and lack of resources, therefore, teachers should be context-specific while designing CLT strategies. Moreover, certain immediate actions are required from the university management to improve the overall effectiveness of classrooms. Students should be provided with platforms to practice and learn English even if CLT cannot be implemented in its totality inside the classrooms.

Limitations of the Study

Owing to COVID-19 lockdown, no observation of classrooms could be scheduled. Hence, the study is based only on the findings based on the interviews, hence should be treated accordingly. Besides, the findings are limited to the practices of English language teachers from the University of Sindh and cannot be generalized to other teachers or language practitioners.

Conclusion

This study has looked into the use and effectiveness of CLT in language pedagogy at the University of Sindh. It has also explored the challenges and constraints teachers face while implementing CLT in classrooms to expose the causes of the failure of CLT in the given context. The findings of the study reveal that the novice teachers at the University of Sindh do not solely use CLT in their language teaching classroom. The prevailing method remains to be eclectic. Though the teachers are aware of ELT methodologies and can differentiate CLT from other methodologies, yet they still do not rely only on CLT. Furthermore, it is found that 60% of teachers defended the effectiveness of CLT but still advocated the eclectic method to be ideal. The participants also quoted the reasons for their preferences and choices because of the contextual challenges they face. It was found that owing to certain constraints, CLT is

ineffective in the context of the University of Sindh. The challenges teachers commonly face are a large number of students in the class, lack of resources, and learners' unfamiliarity to the target language, lack of motivation and readiness, and limited time.

It is recommended that the teachers should firstly consider cultural and contextual aspects and then adapt CLT in their classrooms accordingly. Since traditional teaching methods still prevail in the context owing to contextual constraints such as large classes and lack of resources, therefore, teachers should be context-specific while designing CLT strategies. Moreover, certain immediate actions are required from the university management to improve the overall effectiveness of classrooms. Students should be provided with platforms to practice and learn English even if CLT cannot be implemented in its totality inside the classrooms.

ELT is a dynamic field. Various methods have emerged over time, all with their own merits and shortcomings. Not a single method meets all the needs of all learners. ELT is an open subject, and the findings of cognitive processes and SLA can guide each link and level of ELT. English teachers should learn the relevant theories and integrate the advantages of the various methods to meet the needs of learners. Shortcomings of the communicative approach can be overcome by the advantages of other methods. Since traditional teaching methods still prevail in language classes, owing to contextual constraints such as large classes, therefore, teachers should be context-specific while designing CLT strategies.

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Appendix 1

Semi-Structured Interview Guide

1. What is your primary method of teaching English in classrooms?
2. What are your thoughts about communicative language teaching (CLT)?
3. Do you code switch or code mix in your classroom?
4. Do you think the use of the native language motivates your students?
5. What methodology the referred handbooks (BC: English for Academic Purposes and Oxford English for Undergraduates) are based on?
6. What are the difficulties and challenges in implementing CLT in your classroom?
7. In an ideal case, what methodology would you adapt? What is your preference?

Impact of Learning English Vocabulary on Grade 2 ESL Students in Pakistan

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Abstract

The present study deals with vocabulary learning of Grade 2 students at Lahore Grammar School with the help of games. It proves to be effective as it helps in improving the students' efficiency in learning new words. Therefore, the study seeks to investigate the impact of learning vocabulary and games in the second language vocabulary learning at Grade 2 of Lahore Grammar School. To conduct the study, Primary students from LGS have been taken as a population, and 30 students from Class 2 have been chosen as a sample. T-testing has been done for which two tests, namely pre-test and post-test, have been taken from the experimental and control group where the activities and games have been incorporated to teach vocabulary. After the pre-test, the post-test comprised of 40 questions conducted to check the efficacy of the treatment. Due to this, the statistics indicate the degree of vocabulary enhancement in the classroom. The results of the tests showed a significant difference in the post-test of the control and experimental group. The learning of the experimental group was better, quick, and more active. The study's findings propose that employing games for learning purposes proves to be an innovative approach. It further implies that it develops the whole process of learning vocabulary and develops interpersonal skills.

Keywords: vocabulary, games, enhancement, innovative approach

Introduction

Background of the Study

Diction is the core of any language. The need for good words can never be overlooked. Hence it is essential to focus on the jargon of any language acquired. Second language acquisition is a very tricky task. Whenever taught, one must try to introduce himself to the words, whether formal or informal and literary or colloquial. The term is the basic level of any language and plays a pivotal role in learning any language. The conversation is interrupted when the learner lacks the correct vocabulary. This paper deals with enhancing vocabulary and how different activities and games can help develop it.

The activities and games act as a booster to the mind and help learners brainstorm in a far more accessible way. Technology has made it much easier in apps and online games. Certain activities like crosswords, wordplay, scrabble, etc., help enhance one's cache of words. The games and activities also lift the environment and make learning swift, extensive, and long-term. It also inculcates a sense of team play and helps to make learning more enjoyable and exciting.

Statement of the Problem

English is a second language in Pakistan. There is a disparity in the acquisition of the English language among learners. Some learn it quickly, whereas some find it difficult to understand it. Everyone's inadequacies, wants, and needs differ depending on their environmental and academic background. In the quest to bring them on the same page and pace of learning, the games and activities can be incorporated. This study emphasizes the use of activities and games in second language acquisition, particularly in vocabulary learning.

Objective of the Study

The study's main objective is to see the impact of games in learning English vocabulary among

Grade 2 students at Lahore Grammar School.

Research Question

What is the impact of incorporating games in learning English vocabulary among the Grade 2 learners at Lahore Grammar School?

Significance of the Study

Primary learners of English have to deal with the unfamiliar vocabulary in their language acquisition. The activities and games can act as a catalyst in understanding new words. This study bridges the gap between the traditional approach of rote memorization of words and language learning. It helps in a better conceptualization of a second language and supports the idea of eclecticism in learning a new language. Hence this study is also an addition to the teaching methodologies used while teaching second language learners to Grade 2 students.

Delimitation

This research has a delimitation regarding the methods used to teach vocabulary and the target audience being tested. It is only confined to the use of activities and games in teaching vocabulary. Moreover, it only caters to the students at Lahore Grammar School at the Grade 2 level. Hence the results cannot be generalized for all levels.

Literature Review

According to Anil (2011), knowing any language implies mastering the basic speech sounds of that specific language. The knowledge of the language also includes basic grammatical structure and necessary vocabulary through the four basic skills: listening, speaking, reading, and writing. One of the fundamental reasons behind the failure of students in educational institutes is having limited vocabulary items. The English teachers play a pivotal role in helping students acquire enough vocabulary.

The learners must grasp vocabulary at the beginner's level to make it easier to master the language in the future. The teacher had to employ creative ways to teach students a foreign language, which could be done by some fun activities (Marius, 2018).

Taamneh and Al-Ghazo (2020) stated that games and activities help sustain the interest of a learner and encourage them to work in a better way. Rolland (2016) asserted that learning a new word does not feel like a strenuous task. Instead, learners can be more involved when permitted to play with the language. This will maintain their interest and help create a better understanding of a new word precisely.

A game refers to that type of play with defined rules, and participants have to follow set rules. It was discussed that games employed in education facilitate both teaching and learning, which can be used as a support instrument to benefit the traditional method of teaching to improve the learning experience. Moreover, teaching other skills, such as following the rules, adaptation, problem-solving, and collaboration, develops critical thinking, originality, imagination, cooperation, and good sportsmanship. The key idea was that the method of learning should not be tedious, and it should not be based on mundane, repetitive exercises where students learn and grasp ideas and concepts through cramming. The technology could be incorporated to take advantage of the energy and innovative thinking in learning to improve students' performance (Zirawaga et.al., 2017).

Educationists have conducted many studies, linguists, and researchers who emphasized incorporating games in language learning. They are of the view that language learning is a complex process. The inclusion of fun games, activities, and play will help reduce the difficulties and stress of learning a new language and help create a relaxing environment that will motivate learning (Argit et al., 2020).

Redman (2001) brought out a few aspects young learners have. They are creative and cheerful. They learn by correction, repetition, watching, and doing things. Because of their limited capacity to focus, they need various exercises.

Derakhshan and Khatir (2015) believed that applying novel approaches like games to teach vocabulary is scarce. Such activities are used but for a minimal period. Games could create contexts in which the language could be made beneficial and expressive. For promoting learning through games, students must be made aware of learning through this method. Students should be encouraged by the teachers to improve the learning process. The learning process depended on rote memorization where the teacher gave the vocabulary, and students were asked to note down the task in the notebooks. That conventional way had appeared quite ancient and even made the learners not perform well. Therefore, the teacher must perform exciting activities to make learners feel more active in the language classes (Wulanjani & Arum Nisma, 2016).

The outcome of language games and retaining the newly learned vocabulary is more significant, and the results are much better than the vocabulary learned through simple rote memorization (Taheeri, 2014).

Thus, there should be an emphasis on learning vocabulary through games. It adds significant value in improving vocabulary and enhancing learners' language skills in a more precise and better way (Hashemi, 2021).

Research Methodology

The nature of the present study is experimental. The study population is the students of the primary section of Lahore Grammar School. In the primary area, Grade 2 has been taken as a sample in which there were 30 students. The data in this study has been collected by T- Testing in which there is a pre-test and a post-test. In the very beginning, the class was divided into two

groups: experimental and control groups. Each group had 15 students who were given a pre-test to assess their vocabulary. The pre-test consisted of 40 questions, including ten fill-in-the-blank items, ten multiple-choice items, ten match the columns, and ten words to define into sentences. The experimental group is then given treatment subject to learning through games. The control group has learned vocabulary by the direct method of conventional teaching and based on rote learning. Keeping in view the needs of the learners, the games that were selected included Scramble, Last One Standing, and Pictionary. The selection criteria behind choosing Scramble is to create an image of the word in the learner's mind. When a word is jumbled, it is arranged by looking at it as a whole rather than the parts.

Similarly, the last one standing helps to brainstorm the main word or the relevant words and helps a learner retrieve the existing vocabulary and make use of it. Likewise, Pictionary aids visual learning, which is more effective than rote learning. The time frame has also been made for all these activities. There was thirty minutes class thrice a week for one month to check the effectiveness and the validity of the study being carried out. By the end of the treatment, a post-test was given, which was again based on the 40 questions and the items same as in the pre-test. After that, the results were analyzed.

Results and Discussions

With the advancement of technology, progress can be seen not only in the field of learning but in terms of teaching as well. The objective of the present study focused on considering the results of teaching vocabulary without using the conventional method of rote learning. From this study, cognitive and behavioral outcomes were also achieved, for the students were relaxed and happy during the whole course of the experiment. Employing games help the learners to communicate better among their peers also.

The shift of pedagogy from lecture to student-centered activities increased the innovative learning and calls for the transformation at grade 2 level. This study focused on the positive side of learning through games.

The preliminary assessment of students had been arranged as mentioned in the above section to gauge students' pre-existing corpora of vocabulary. Since the pre-test consisted of 40 questions, the selection of the questions has been mentioned in the methodology section. The results of the pre-tests are given on the following page.

Table 1

Pre-test of the control group

Serial No	Incorrect	Correct	Percentage	Serial No	Incorrect	Correct	Percentage
1	10	30	75.00%	9	15	25	62.50%
2	21	19	47.50%	10	10	30	75.50%
3	17	23	57.50%	11	14	26	60.00%
4	13	27	66.50%	12	13	27	67.50%
5	16	24	60.00%	13	12	28	70.00%
6	13	27	67.50%	14	10	30	75.50%
7	07	33	82.50%	15	17	23	57.50%
8	11	29	72.05%				
				Grand Total	Total Incorrect	Total Correct	Average
					199	401	66.83%

It can be deduced from the table above that the students did not score well. Also, while learning vocabulary through rote memorization and repetition, they could not understand the correct usage of the words. Pre-test of experimental can also be seen.

Table 2

Pre-test of the experimental group

Serial No	Incorrect	Correct	Percentage	Serial No	Incorrect	Correct	Percentage
1	15	25	62.50%	9	10	30	75.00%
2	12	28	70.00%	10	16	24	60.00%
3	09	31	77.50%	11	14	26	65.00%
4	08	32	80.00%	12	10	30	75.00%
5	11	29	72.50%	13	12	28	70.00%
6	15	25	62.50%	14	11	29	72.50%
7	16	24	60.00%	15	10	30	75.50%
8	14	26	65.00%				
				Grand Total	Total Incorrect	Total Correct	Average
					183	417	69.50%

The next step was to teach vocabulary to the Experimental Group through games. The purpose of the study was to look for the change in behavior and attitude of learners towards learning. For that purpose, game-based activities were performed to see differences in learning vocabulary through different methods. The post-test results of the control group revealed that students did

learn from the repetition, yet the average is not remarkable.

Table 3

Post-test of the control group.

Serial No	Incorrect	Correct	Percentage	Serial No	Incorrect	Correct	Percentage
1	09	31	77.50%	9	13	27	67.50%
2	11	29	72.50%	10	11	29	72.50%
3	05	35	87.50%	11	12	28	70.00%
4	10	30	75.00%	12	14	26	65.00%
5	15	25	62.50%	13	13	27	67.50%
6	07	33	82.50%	14	09	31	77.50%
7	10	30	75.00%	15	08	32	80.00%
8	11	29	72.50%				
				Grand Total	Total Incorrect	Total Correct	Average
					158	442	73.67%

Table 4

Post-test of the experimental group.

Serial No	Incorrect	Correct	Percentage	Serial No	Incorrect	Correct	Percentage
1	02	38	95.00%	9	04	36	90.00%
2	02	38	95.00%	10	01	39	97.5%

Serial No	Incorrect	Correct	Percentage	Serial No	Incorrect	Correct	Percentage
3	03	37	92.5%	11	01	39	97.5%
4	01	39	97.5%	12	02	38	95.00%
5	02	38	95.00%	13	01	39	97.5%
6	01	39	97.5%	14	02	38	95.00%
7	02	38	95.00%	15	01	39	97.55%
8	02	38	95.00%				
				Grand Total	Total Incorrect	Total Correct	Average
					27	573	95.50%

In the post-test control group of students, the score of teaching vocabulary was 73.67%, while in the experimental group, whose vocabulary was taught through games, it was 95%.

Prior to the post-test, the games utilized for teaching vocabulary included last men standing, Pictionary, and scrambled games. The first game was Scramble, in which learners are given jumbled words, for instance, boy (yob), lunch (luchn), Lucky (Lckyu) flower (wrfole). Learners from the Experimental group were given ten scrambled words to solve, which later on was checked by the instructor. The student with more correct words was declared the winner. After the first game, the test was conducted based on synonyms and antonyms. In the same way, after every game, the test was taken.

The second game is Last One Standing, where a simple topic was given as catered to grade 2 students. After introducing a topic, the teacher introduces the case, from that point

forward; the first student in the circle should give the word related to the subject matter. Those learners who repeat the vocabulary of the last student are asked to sit down. Those with the maximum number of words pertaining to the topic without repeating the same word were proclaimed the winner.

The last game used was Pictionary, in which the students are made to sit randomly. One of the participants is directed to go to the board. A picture is given to the learner to draw on the board as a hint. The student who can figure the word gets the point. This game proved to be a helpful prompt; a visual image on the board helped the learners use language more. So, this aids the visual image and communication skills.

After every game, a test was conducted, which resulted in a good score and stressed that learning through these activities proved to be productive.

There are myriads of other games that could have been employed for better learning, but due to time constraints, only a limited number of games were used. As aforementioned, learners' vocabulary increased through this implicit method of teaching using games. The post-test highlighted the grade difference, as seen in the table. The post-test results were derived from the 40 questions that were formulated keeping in mind the vocabulary learned, which included fill in the blanks, matching the column, synonym antonym, and multiple-choice questions as the instrument. Employing language games shows more preferences; for instance, vocabulary enhancement through games encourages self-learning and develops critical thinking, which eventually makes the whole exercise more interesting for them.

The students' total percentage score was 66.83 in pre-test 1. The study findings reveal that prior to teaching the experimental group, their performance was not up to the mark. Students' post-test grand total figures were better than the total grand figure of pre-test, which

signifies that the learners increased their scores and improved their vocabulary through games. The total percentage score difference between controlled and experimental groups was 21.83%. The difference in percentage scores between the two groups clearly shows that the learners have improved their command on games. It has also been deduced that students pay more attention to activity-based vocabulary learning. They had learned the new words and retained newly learned vocabulary items, which were helpful since lexicon has always been substantiated to be problematic in terms of second language learning.

Vocabulary learning through games is a novel approach to second language learning. It helps to develop strategic thinking, which eventually leads to problem-solving. Learners get immersed in learning more from the unconventional classroom setting, which expands the memory capacity. Young learners learn more from this game-based learning which is different from the mundane practice of vocabulary development. Teaching in this way has proved to be a successful pedagogy in language learning which must be used to inculcate better learning strategies.

Conclusion

It has been concluded that utilizing games for vocabulary learning does positively impact the learners, for they not only learned but also enhanced their way of expressing themselves. It fosters motivation and social learning. It needs to be highlighted here that games can never be replaced with other forms of learning until they are carefully planned according to the needs of the learners. It has been displayed that the learners of the experimental group improved in the Post-test. In contrast, there was no apparent difference in the control and experimental groups' results in the pre-test. This likewise shows that when learners are interactively busy with vocabulary learning through games in contrast with the conventional learning method, i.e.,

interpretation and remembrance of definitions, their vocabulary is expanded. Since the study proposed game-based learning, the present study implies that games are beneficial for learning vocabulary, for it boosts students' memory and stimulates interpersonal communication. It also made the session more interactive and more active. Learning vocabulary through games also helped teachers to let students know more about the usage of the words rather than focusing on the use.

The present study focused on learning the vocabulary of Grade 2 students at Lahore Grammar School. It is suggested that teachers work on various strategies to educate the learners at higher or middle-level classes. The aspects of grammar tenses, for instance, could be worked on. It is proposed to work on such activities to make students use words creatively. Games could also be applied for teaching vocabulary in other languages.

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Computer Assisted Language Learning in Large Classes

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Abstract

This research study aimed at investigating Mehran University of Engineering and Technology, Jamshoro and University of Sindh Jamshoro's ESL teachers' perspectives towards implementing CALL in their English language teaching, their present employments of CALL applications in their teaching and challenges they experience while executing CALL in their teaching in large classes. The usage of Technological pedagogical content was assessed, and the aim was to get a general picture of CALL usage in this particular setting and what is required for implementing superior CALL guidance. Data was collected through a survey-questionnaire webbed to 40 EFL teachers (n=40), and it was analyzed by SPSS. The questionnaire consisted of five-Likert items. Discoveries revealed that ESL teachers at the concerned universities held positive perspectives towards utilizing CALL in their teaching of English, and there were no noteworthy contrasts in teachers' perspectives that can be credited to gender or academic levels. They saw CALL as a facilitating tool in encouraging language learning and increasing their level of motivation and helping them in the acquisition of skills. Participants' actual usage of such advancements in their large classrooms was also up to the level required as it matched their attitudes and motivation. The study also revealed that the teachers' lack of implementing CALL applications in their large ESL classes could be credited to numerous elements, for example, absence of CALL instruments in their areas of expertise, lack of resources, funds, required knowledge, and training, etc. The study concluded with certain suggestions that may help in implementing CALL better in large ESL classrooms at the concerned universities.

Keywords: CALL, ESL, large classrooms, teaching, learning.

Introduction

Technology has pervaded all aspects of our lives and has given progressions in the field of education for the most part (Ali and Bin-Hadi, 2019) and in the field of language learning especially. In the field of language education, technology plays a very crucial role in developing students' motivation, autonomy, and finally, proficiency (Warschauer, 1996). It not only provides help and support in classroom processes, but language learners can also take benefits from it outside the classroom as well (Ahmed, 2019).

Technological pedagogical content is the major focus of this study, as it aims at highlighting the importance of this area of teaching, along with getting teachers' reviews about it. Technological pedagogical can be best applied when teachers make complete use of the latest technology in their language classrooms to engage students and increase their motivation to learn actively. Games, quizzes, etc. can be brought in online as well as offline classrooms with the help of various websites like Kahoot, Padlet, Mentimeter, etc. In such classrooms, the content knowledge, pedagogical knowledge, and technology knowledge must be balanced to make sure that active and innovative teaching and learning takes place (Koehler & Mishra, 2009). Because of its uniqueness, technological pedagogical content can be best used in language classrooms.

Classroom assisted language learning (CALL) has become a fundamental norm in the area of language learning where computers (and other such programs and applications) act as assistants to humans during classroom practices. Especially in the case of large classrooms, technology can reduce the number of challenges that teachers face due to more students than they expect to have for efficient teaching. A large class can consist of any number of students if the teacher feels there are too many students for them all to make progress (Baker & Westrup, 2000). There is a wealth of projects, websites, CDs, recordings, talks and e-books that have been

intended for learning English as a second and foreign language in our advanced age. Web innovation has likewise given ESL teachers as well as students free access to a large number of these proficient projects that help them a great deal in building up their language and empowering increasingly viable language learning and teaching.

Teachers' attitudes towards implementing CALL in ESL large classrooms is one of the principal factors impacting the implementation of technology in classroom teaching (Daud, 2006) and a significant indicator of the utilization of innovations in the educational settings (Albirini, 2006) as such attitudes tell whether the teachers accept using CALL in their teaching or not. This study aims at exploring teachers' attitudes towards implementing CALL in language teaching in the context of Sindh, Pakistan. Many research studies have recommended the importance of the usage of CALL in language teaching and learning as a facilitative device (Daud, 2006). Still, no such detailed study has been done in the context of the Sindh province of Pakistan. Similarly, this study focuses on the usage of CALL in large ESL classes that also makes it a unique and interesting approach.

Literature Review

Large classrooms are not new problems, different studies have been conducted on challenges faced by teachers and students in an overcrowded class environment (Earthman, 2002). Studies revealed that the major problems such as class management issues, discipline issues, students' involvement and assessment of their knowledge have been found in large classrooms (Marais, 2016). Moreover, in these conditions, most of the teachers' time is wasted in getting the attention of students.

Challenges of teaching a large class

Many challenges are faced by teachers while teaching in large classes, few of them are

listed below:

- It's not easy to keep a large class well-disciplined
- Large classes have diverse students, the teacher must provide knowledge and resources to more learners of different ages, knowledge, abilities and they want to learn different things with different levels of motivation and speed.
- It is not easy to give attention to individual students
- Teachers may not have enough books and other teaching aids
- It is not easy to make every student understand the topic with interest
- Progress in large classes becomes slow

Different research has put light on the effects of large classrooms on the teaching and learning process (Yaman, 2009). Several students in developing countries are unable to buy books and other resources and teachers use blackboard for teaching. Students often fail to grip the taught material (Renaud, Tannenbaum and Stantial, 2007). There are five major issues in large classroom teaching: 1) Uneasiness due to congested class 2) Difficulty in maintaining discipline 3) Less interaction with students sitting in last rows 4) Difficulty in evaluating and testing students and 5) Difficulty in involving all individuals (Hayes, 1997). According to research conducted by Sarwar (2001), it was concluded that despite reducing class size, there is a need to work on more beneficial solutions which could solve the issues of large classes, learners and exposure to English according to their fields.

One such solution could be the usage of computers, the internet, and other such innovative applications in ESL classrooms so these things can act as assistants and facilitative devices for humans. Various technological devices i.e., call applications like computers, websites, multimedia projectors, laptops, CD ROMs, etc. can be used in large ESL classes to

increase the efficiency of teaching and learning processes. Those innovative web-based applications intended for language learning and teaching in large classrooms are various and extended from conventional drills of the 1960s to late web online learning programs, which reshaped the employments of computers in language learning and are considered as another upset in language learning (Eastment, 1996). As far as the attitudes of teachers regarding usage of CALL in large is concerned, many research studies have stressed the role of teachers' attitudes in implementing technology for educational purposes (Gilakjani & Leong, 2012; Kim, 2002; Qasem & Viswanathappa, 2016).

Advantages of CALL (Computer-assisted Language Learning)

Technological pedagogical content, if used effectively, can provide better results in language classrooms because teachers and students not only work on the content of knowledge but also make use of the knowledge of technology and pedagogy to make the practices better and more effective. Until recently, Computer-assisted language learning (CALL) has become a subject of pertinence generally to those with a unique enthusiasm for that area (Brown, 1999). Recently, however, computers have become widespread in schools and homes, and their uses have extended so drastically that most language instructors should now start to consider the implications of computers for language learning. An ideal approach to meet the above-mentioned needs is to utilize Computer-helped Language Learning because there are a ton of advantages to it. Following are the significant advantages of CALL:

- Easy access to authentic, up to date, and an unlimited amount of materials and resources
- Students' motivation increases as they get bored of traditional teaching and books
- Greater interaction through web-based platforms
- Global understanding becomes easier

- It promotes individualization and autonomous learning in large classes where the teacher cannot provide individual attention to every single learner
- Repeated exposure to materials, practice, and drilling becomes easier
- Access to non-judgmental feedback
- Access to materials on an individualized basis
- More flexibility in classroom methodology
- A new role to teaching materials

However, barriers also come along with CALL applications that can act as hindrances in the path of teachers and learners. If the challenges are detected along with the reasons, then they can be eliminated through efforts (Agarwal, 2008). The following could be the most common challenges:

- Availability of computer hardware and software at the institutions
- Lack of technical and theoretical knowledge of teaching staff and students
- Acceptance of the technology
- Lack of knowledge of how technology can be integrated into pedagogy
- Financial barriers
- Lack of knowledge of its benefits
- Lack of interests
- Lack of time and awareness

Previous Research

This section reviews some previously done research work on the application and integration of CALL in ESL settings to show the benefits of utilizing CALL in language teaching, how teachers in different settings see CALL in their ESL teaching, the connection

between teachers' attitudes and CALL usage in their teaching and the difficulties that teachers experience while integrating CALL applications in their ESL classes which are large.

To start with, Warschauer and Healey (1998) have done excellent research on language learning with the usage of computers as assistants and have stressed that language learning software's provide students with native speaker models of language, realistic samples of language that helps them in practicing and assessing language skills. They have talked about various merits of using computers in language instruction:

- Autonomous learning and individualization in large classes
- Group work and pair work activities either collaboratively or competitively.
- Large classrooms become an interesting place for students as they get to try new activities
- Variety in learning methods and viability of resources
- Availability of a large amount of target language data (exploratory learning) and
- Real-life skill-building in computer use

Çakir (2006) has underscored the significance of utilizing innovation and technology in language teaching regarding the incredible impact that various media materials have on language teaching. He alluded to the critical job of recordings and visual materials on creating open aptitudes as such procedures help understudies to contextualize what they have learned. He suggested numerous exercises for video implications in large classes. He stressed that such video methods create students' abilities and skills to speak and listen, giving more chances for the practice of target language through repetition of drills and replay. He included that with videos, large classrooms become more intrigued and charming.

Hu and McGrath (2011) conducted a study on Chinese tertiary teachers' attitudes

regarding the usage of CALL in language classrooms. The data was conducted through many sources like teacher questionnaire survey, observation of classrooms, and focus groups as well as semi-structured interviews with teachers and students. The data revealed that teachers had positive attitudes and enthusiasm towards the integration of CALL applications in teaching processes. However, many challenges and barriers existed such as inadequate support in terms of insufficient ICT facilities and CPD opportunities, the domination of traditional ELT, and limited CALL knowledge and skills.

Similarly, Saglam and Sert (2012) have investigated the perceptions of nine ELT teachers with M.A TEFL degrees towards utilizing CALL related innovation in language teaching. Their data were gathered through semi-structured interviews, open-ended surveys and field notes. Findings have demonstrated that teachers held positive perspectives about the usage of CALL in learning. They likewise accept that their students also held inspirational and positive attitudes towards the usage of CALL for learning a language. In any case, they too recognized the difficulties confronted and accentuated the requirement for CALL preparing for both teachers as well as students. The investigation concluded that teachers utilize technology to teach academic and linguistic skills using an integrated skills approach, encourage students to play a role in the construction of knowledge, expose students to long-lasting learning abilities and systems, provide food for various students who have diverse learning styles, discover and make educating materials, create aptitudes through an introduction to existing on the web sources and make a propelling condition that is helpful for learning.

Moreover, Golonka, Bowles, Frank, Richardson and Freynik (2014) have evaluated more than 350 studies to check the viability of technology usage in second language learning, focusing specifically on the kind of technology and its effectiveness. It was revealed from the review that

utilizing technology has different degrees of effectiveness in language learning. The investigation also uncovered that a few studies had supported the idea of using automatic speech recognition for learning and improving pronunciation and chat in increasing language inputs in terms of the amount of language produced by the learners and its complexity.

So far as improving speaking capability, reading, and vocabulary building skills are concerned, the investigation has demonstrated moderate support to the cases that CALL innovation grows such abilities. They concluded that pedagogical goals must be clear and teaching methods must fit those goals. However, the usage of technology can boost up the processes, but the effectiveness of teaching should never depend upon technology.

Khawaji (2016) has inspected Saudi teachers' perspectives towards the implementation of CALL in English in large ESL classes at Saudi universities, current practices, and individual and expert qualities. Data was gathered through a study survey given to English teachers of Jazan University. It was revealed that teachers in any case of their gender and teaching experience accept that reconciliation of CALL is very crucial for the quality of education, proficiency level of technology use has expanded since 2000 and coordination of CALL in university classrooms has reached a more refined stage. A greater part of teachers has likewise underlined that CALL is an amazing innovation that will in general improve their profitability, proficiency and viability.

Guan, Song & Li (2018) successfully investigated and reviewed the possible benefits of using computer multimedia in large ESL classrooms. They revealed that making use of multimedia in large ESL classes makes them more charming, enjoyable, and fun places for learners. It was also shared by them that multimedia-assisted ELT in large classrooms has the potential to encourage learners to participate in learning activities more, optimize their English class environment, bring improvement in their speaking and listening abilities, create their ideas

in the target language, and enhance their enthusiasm for communication.

Gonen (2019) also conducted a study that aimed to guide managing pre-service teachers in integrating CALL and other such technology in language learning large classes. The study explored the attitudes of both pre-service teachers and their students regarding CALL enhanced lessons. Results uncovered that the concerned teachers and their students had positive attitudes towards incorporating CALL in large ESL classes. It has additionally been indicated that CALL-enhanced classes bring more improvement to students' English language abilities, create a motivating learning atmosphere, encourage dynamic cooperation, and help teachers in fitting their exercises to accommodate their students 'needs and interests.

Methodology

The current study is a quantitative, descriptive survey that aims at investigating the attitudes of university teachers of two universities of Jamshoro i.e., Mehran University of Engineering and Technology and the University of Sindh, regarding the usage of CALL in their large classrooms and the challenges that they face.

Research Objectives

This study aims at exploring teachers' attitudes towards usage of CALL applications in large ESL classrooms in the two major universities of Jamshoro i.e., Mehran University of Engineering and Technology and the University of Sindh. It attempts to achieve the below objectives:

1. To investigate the attitudes of ESL university teachers towards integrating CALL in large classes.
2. To investigate the extent to which university teachers have been using CALL applications for classroom processes.

3. To determine the challenges of using CALL in large ESL classrooms of the concerned universities and the reasons behind particular challenges.
4. To suggest possible recommendations to implement and integrate CALL in large ESL classrooms of concerned universities.

Research Questions

To meet the research objectives, the study had the following research questions:

1. What are the university teachers' attitudes towards integrating CALL in large ESL classes?
2. To what extent the university teachers of concerned universities have been using CALL applications for classroom processes?
3. What kinds of challenges act as hindrances in the path of implementing CALL in large ESL classrooms?

Hypothesis

1. In the concerned universities, the attitudes of teachers towards the application of CALL in large ESL classrooms are high and positive.
2. There exists a very little gap between teachers' attitudes towards usage of CALL and their actual practice and usage of such applications and the reasons behind this gap could be explained with the help of various factors.
3. There is a correlation between teachers' computer competence and their uses of computer technology in their teaching in large classes.

Scope and Limitations

This study intends to explore the attitudes of university teachers of Sindh province of Pakistan towards the integration of CALL for ESL teaching and the challenges that they face.

However, it is limited to two major universities of the province: Mehran University of Engineering and Technology and the University of Sindh. The study aims to record the opinions of ESL teachers working at the concerned universities.

Sample of the study

The participants of this study are 40 (n=40) ESL teachers belonging to two different universities of Jamshoro: Mehran University of Engineering and Technology and the University of Sindh. All the 40 ESL teachers were selected through random sampling to participate in this study based on their availability and willingness to participate in an online survey questionnaire.

Table No.1: Gender and Education-wise participants

Qualification * Gender Crosstabulation				
		Gender		Total
		Male	Female	
Qualification	PhD	1	2	3
	MS/M.Phil.	4	11	15
	M.A	6	4	10
	Bachelors	1	11	12
Total		12	28	40

Data collection tool

To collect data for this study, a five-item Likert scale was used by the researchers. The

teacher-survey questionnaire has been taken from the study done by Sabri, Bushra and Sunil (2010). However, the questionnaire has been adapted (some changes were done to make it relevant for the current study). The first section of the questionnaire aimed at digging personal information of the participants i.e., gender, affiliation, etc. the second section aimed at investigating the attitudes of ESL teachers towards CALL usage in their large classes. It consisted of 8 items in the form of a 5-item Likert scale (where strongly agree = 5 and means a highly positive attitude and strongly disagree = 1 and means extremely negative attitude). The third section aimed at digging out information about the possible challenges that the teachers face and the factors/reasons behind them and it consisted of 7 items. The fourth and final section of the questionnaire aimed at exploring the extent to which the concerned ESL teachers use CALL in their large classrooms and it consisted of 6 items.

Administration of the Questionnaire

The questionnaire was webbed online through Google Drive to the ESL teachers at the concerned universities. It was shared with so many teachers as possible through what's groups of the universities, personal WhatsApp, and email contacts. 40 teachers managed to respond to it.

Validity of the Questionnaire

The questionnaire was sent to 3 Professors at the University of Sindh, Mehran University, and Sindh Agriculture University Tandojam respectively. They were requested to give their opinions about whether the questionnaire is valid and can achieve the objectives of the study. Based on their comments and recommendations, changes were brought in it.

Reliability of the Questionnaire

After validating the questionnaire by three professors, the reliability of the questionnaire was also checked through a pilot study. A pilot study was done by sending the questionnaire to

15 ESL teachers at the University of Sindh and Mehran University, and they were asked to fill it and respond to it. The questionnaire showed high reliability according to Cronbach's Alpha reliability statistics, as shown in table 1.

Reliability

Scale: ALL VARIABLES

Table 2

Reliability of data collection

Case Processing Summary			
		N	%
Cases	Valid	15	100.0
	Excluded(a)	0	0
	Total	15	100.0

Reliability Statistics	
Cronbach's Alpha	N of Items
0.646	21

Findings

After processing the data by SPSS, findings showed that responses of 40 teachers are valid, 12 male and 28 female teachers belonged to two universities, the University of Sindh and Mehran University of Engineering and Technology. They also held different Academic Degrees

i.e., bachelor, M.A, Ms/M.Phil., and PhD in English literature and linguistics.

Table 3

General details about participants

Descriptive Statistics	N	Minimum	Maximum	Mean	Std. Deviation
Gender	40	1.00	2.00	1.7000	0.46410
Teaching	38	1.00	2.00	1.3684	0.48885
Qualification	39	1.00	4.00	2.7436	0.96567
Experience	40	3.00	5.00	4.4000	0.81019
Valid N (listwise)	37				

As far as teachers' attitudes towards utilizing CALL in large classes ESL classes are concerned, findings revealed that they were having uplifting mentalities towards it. Responses also revealed that teachers believe that CALL has been becoming one of the very useful tools to facilitate the process of language learning in large classrooms. They believe that usage of CALL in ESL classrooms could motivate learners to participate in classroom activities, save time and energy of teachers, helps in making use of authentic English language input in the classroom, and helps in making students autonomous learners and in the acquisition of important skills of English language.

Table 4

Teachers' attitude towards using CALL in large classes

Descriptive Statistics	N	Minimum	Maximum	Mean	Std. Deviation
Facilitate	40	1.00	5.00	3.8000	0.88289
Motivate	40	1.00	5.00	3.6750	1.04728
Save	40	1.00	5.00	3.9000	0.92819
Favour	40	2.00	5.00	3.9000	0.70892
Scared	40	1.00	4.00	2.4000	0.81019
Familiar	40	1.00	5.00	3.5250	0.98677
Replace	40	1.00	5.00	3.4000	1.03280
Using	40	2.00	5.00	3.7500	0.80861
Valid N (listwise)	40				

As to confront difficulties utilizing CALL in large classes, teachers' reaction shows that CALL is utilized by them up to the degree of 3.8 out of 5. The data also revealed that there was no such gap that existed between teachers' motivation and likeness about the usage of CALL in large classes and their actual use of it. The results also indicated that the perception of ESL teachers towards CALL and their usage of CALL is not affected by their genders; both of the genders seem to have almost equal attitudes towards it. Most of the teachers also denied the idea that the thought of integrating CALL in large classes scares them.

Table 5*Challenges used by teachers while using CALL in large classrooms*

Descriptive Statistics	N	Minimum	Maximum	Mean	Std. Deviation
Knowledge	40	2.00	5.00	3.8750	0.82236
Training	40	1.00	5.00	4.3000	0.88289
Willingness	39	1.00	5.00	3.7179	0.94448
Fund	38	2.00	5.00	4.1053	0.79829
Time	39	2.00	5.00	3.0769	0.95655
Implementation	40	2.00	5.00	3.4250	0.98417
Motivation	40	2.00	5.00	3.4750	0.98677
Valid N (listwise)	38				

In this section too, most of the participants gave helpful feedback. As the researchers came to know that lack of teacher training was the biggest challenge that acts as a hindrance in the path of implementing CALL in large ESL classes. Similarly, they showed that CALL does not seem to be or act as time-consuming.

Table 6*Teacher's use of CALL in large classes*

Descriptive Statistics	N	Minimum	Maximum	Mean	Std. Deviation
Use	40	1.00	5.00	3.1750	1.15220
Integrated	40	1.00	5.00	3.6500	1.18862

Descriptive Statistics	N	Minimum	Maximum	Mean	Std. Deviation
Design	39	1.00	5.00	3.4359	1.16517
Web	40	1.00	5.00	3.6000	1.05733
Enjoy	40	1.00	5.00	3.5000	0.96077
Help	40	1.00	5.00	3.5250	1.03744
Valid N (listwise)	39				

The collected data shows that the majority of teachers have integrated or at least want to integrate CALL in their large ESL classes. They believe that CALL can act as a help to teach the English language effectively and make classroom practices enjoyable. However, data shows that designing CALL applications cannot be an easy task.

Table 7

Overall analysis of questionnaire

Descriptive Statistics	N	Minimum	Maximum	Mean	Std. Deviation
Gender	40	1.00	2.00	1.6750	0.47434
Teaching	37	1.00	2.00	1.3514	0.48398
Qualification	40	1.00	4.00	2.7500	0.95407
Experience	40	1.00	4.00	1.5750	0.84391
Facilitate	40	1.00	5.00	3.8000	0.88289
Motivates	40	1.00	5.00	3.6750	1.04728
Save	39	1.00	5.00	3.7179	0.88700

Descriptive Statistics	N	Minimum	Maximum	Mean	Std. Deviation
Favour	39	2.00	5.00	3.8718	0.69508
Scared	39	1.00	5.00	2.7949	1.08044
Familiar	39	1.00	5.00	3.4872	0.96986
Replace	39	1.00	5.00	3.4872	0.99662
Using	37	2.00	5.00	3.6757	0.78365
Knowledge	40	2.00	5.00	3.8750	0.82236
Training	40	1.00	5.00	4.3000	0.88289
Willingness	39	1.00	5.00	3.7179	0.94448
Fund	38	2.00	5.00	4.1053	0.79829
Time	39	2.00	5.00	3.0769	0.95655
Implementation	40	2.00	5.00	3.4250	0.98417
Motivation	40	2.00	5.00	3.5000	0.98710
Use	40	1.00	5.00	3.1750	1.15220
Integrated	40	1.00	5.00	3.6500	1.18862
Design	39	1.00	5.00	3.4359	1.16517
Web	40	1.00	5.00	3.6750	1.04728
Enjoy	40	1.00	5.00	3.5000	.96077
Help	40	1.00	5.00	3.5250	1.03744
Valid N (listwise)	32				

Discussion

The findings of the study have revealed that the ESL teachers at Mehran University of Engineering and Technology, Jamshoro, and the University of Sindh, Jamshoro, had positive attitudes towards the integration of Computer Assisted Language Learning (CALL) in their large classes. They believe that using CALL in large classes is highly effective for language learning and is very beneficial, it acts as a facilitative tool for ESL learning and teaching, helps in making students able to communicate in English, helps students in becoming more motivated autonomous beings, and saves teachers' time as well as energy.

However, having positive attitudes and motivating students to use CALL as a tool to facilitate the process of education in large classes is not enough. It cannot guarantee that CALL can be implemented effectively just by having such beliefs. There are many other factors as well, which are important to consider while integrating CALL in large classes. Among these factors are the challenges and the reasons behind the challenges which the responses have highlighted and responded to in the section of the questionnaire where they were asked about the factors that act as hindrances in the path of usage of CALL. Among these factors is the lack of CALL training available for teachers as well as students, lack of knowledge, willingness, time-consuming nature of CALL, complicated nature of CALL, and lack of Funds. Professional development training is needed by ESL teachers so that they can become able to effectively use CALL technology in their language classrooms. In the professional development training, the teachers can learn to use ZOOM, Canvas, learning management system, google classrooms, etc. to make sure that they become effective users of hybrid teaching.

The study also tried to investigate whether there was any difference in males and females in their attitudes and usage of CALL in their large ESL classrooms and revealed that no such

difference exists. It suggests that CALL is not influenced by any particular gender. Rather, it is affected by lack of knowledge, training, and funds, and these things are important to make CALL an important part of large ESL classrooms.

So, it could be generalized from the collected data to integrate and implement CALL in the large ESL classrooms of the universities, which are a part of this research. There is a crucial need to deal with the challenges that tertiary EFL teachers encounter and to eradicate the factors that act as a base towards these challenges (i.e., less training, fewer funds, complexity in the implementation, etc.). Providing internet connection to English departments and libraries, providing language labs and CALL tools, training EFL teachers and students on computer skills and on how to use computer technology for language teaching and learning purposes can be key factors towards implementing CALL in English language teaching to enhance English language learning and develop students' communication competence in English.

Conclusion and Recommendations

This research study has investigated the attitudes of the ESL teachers of Jamshoro towards the implementation of Computer Assisted Language Learning (CALL) in large ESL classrooms. Their actual practice and usage of CALL applications for classroom processes and the factors or challenges that act as hindrances in the path of making CALL an important part of large classes, and finally suggesting some possible solutions that can help in coping up with the challenges that teachers and students face if they try to implement CALL in large classes. Findings revealed that English teachers of both of the universities held positive and motivating attitudes and beliefs about the usage and effectiveness of CALL for classroom processes. There was no such difference in the opinion and usage of CALL in male and female ESL teachers. Similarly, no significant difference in opinion and usage of CALL applications existed among

participants because of their level of education. Moreover, ESL teachers of concerned universities also find a variety of challenges. According to the participants, the major factors behind these challenges are lack of knowledge of CALL applications, lack of training (professional development training) available for ESL teachers in the country, difficulty in managing computers and internet in large classrooms due to lack of resources, lack of funds available to integrate CALL as a part of large ESL classes, and less willingness on students' part.

These problems that act as a hindrance in the path of making CALL a useful part of large ESL classrooms of universities can be removed if proper training. Guidance and resources are made available for both teachers as well as students. CALL can make classroom processes and activities easier, more enjoyable, and less hectic, and most importantly, it can make students highly motivated to participate in classroom processes, and in this way, they can learn to use the English language more effectively and practically. Therefore, it is essential to make CALL an integrated part of large ESL classrooms as our system of education is in dire need.

Further such research could also be carried, especially the attitudes and beliefs of students can also be investigated to know more about the issues, challenges, and possible solutions.

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Mission Statement

SPELT's mission is to provide a professional forum for its members and practitioners teaching English as a Foreign/Second Language to facilitate effective communication and improve the teaching/learning standards of English in Pakistan.

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