To

My parents and my son, Taha

Who are a constant source of energy and inspiration for me

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Amna Kiran

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CHAPTER ONE: INTRODUCTION

I vividly recall reading an essay namely *Pakistan and the Modern World;* it states that Liaquat Ali Khan, the first prime minister of Pakistan, delivered a speech in May 1950 in the University of Kansas on an occasion when he was bestowed upon with an honorary degree of doctorate. In his acceptance speech, Liaquat Ali Khan commented on the Asian Subcontinent, the region he came from, which is the biggest part of the largest continent of the world. He drew a comparison between the developed countries of the west and underdeveloped regions in Asia while bringing the US and Pakistan into the lime light. The entire western world, he said, was (and is) progressing with tremendous pace, whereas the biggest part of the world, Asia, still stood underdeveloped with most of its countries being newly established. He referred to the world as a limping entity in which some of the countries were evidently progressing and others were significantly underdeveloped. Furthermore, he put some responsibility on the shoulders of western world to extend a helping hand to developing countries to strike a balance in the world.

My capstone dwells on Liaquat Ali Khan's drawing a general comparison between the western and the eastern worlds, although my focus is education only. I am also driven by his reformative zeal and hope to propose practical suggestions to modernize educational practices.

In this chapter, I will briefly discuss what motivated me to undertake this research project. I will touch upon the background of the study and an overview of the capstone. I

will also reflect on the teaching in Pakistan, critical thinking and why it is considered to be an important personality trait and finally on Communicative Language Teaching.

Contrasting Educational Systems

There are two main reasons that prompted me to undertake this research project. First, I consider myself a product of two very different educational systems: a strictly teacher-centered educational system in Pakistan and student-centered classrooms in US. Before I started my M.A in ESL at a university in America, my knowledge and experience were limited to the Pakistani classrooms which are led by the ruling wand of teachers. Having been trained under the mechanics of rote memorization for several years, the experience in a US university was my first exposure to a student-centered teaching approach. I noticed immediately that in a student-centered classroom, the content and the activities of the program were not limited to the four walls of the classroom. The content taught was logically linked with the professional needs of the relative disciplines. We had group discussions, presentations, individual and group activities, brainstorming of new ideas, open book and closed book tests and final papers. I found these practices missing in traditional teacher-centered instruction which literally believes that teacher is the person who is imparting knowledge or information to the student, whereas the latter is the receiver of this knowledge. This approach presupposes the authoritative role of the instructor.

I am not presuming by any means that student-centered instruction is a perfect approach and teacher-centered one is altogether fruitless. Both of these systems have their own advantages and drawbacks. However, one objective is common to any

educational system whether it be traditional or very modern: to raise highly skillful, productive and creative individuals who have the ability to critically analyze things around them. Many in the western world have achieved this goal, at least in part, by experimenting with different teaching methods and techniques and are successfully producing the skillful individuals equipped with the ability of critical analysis. Third world countries are still striving to meet this end. My goal in this study is not to applaud one approach or put the other down, but to eliminate the tension between these two poles-apart approaches and merge them into a better and balanced teaching approach for Pakistani teachers and students.

Second, I am a teacher by profession and have been teaching in schools and on college and university levels. On the school level, I have taught a number of subjects including English, Urdu, social studies, sciences, mathematics, and Arabic. At the college level, I have been assigned to tutor English, economics, and education. And last but not the least at the university level, I mainly taught English grammar and the basics of English. It will not be impertinent to say that primarily, I am an English teacher who has taught English at all the levels but supported other subjects along the side too.

As a Pakistani teacher, I know that English, Urdu, social studies, and Islamiyat are included as compulsory (mandatory) subjects at all levels ranging from grade 1st to the Bachelors level which is 14th grade. English is taught to all school level Pakistani students (Mahboob 2009). At the university level, English is not taught as a mandatory/compulsory subject but the medium of instruction is English. That makes it crystal clear that English is taught at all grade levels in Pakistani schools and colleges;

however, if we look at the ratio of failure in all these subjects, the percentage of failures

in English appears to be higher than any other subject. And especially at intermediate

(12th grade) and graduation level (14th grade), there are very few students who get

through the English language exam. This leads me to the following questions:

a. Why is English language challenging to the majority of the students in Pakistan?

 b. Why can we not produce fluent English speakers in Pakistan despite the fact that

English is taught as a compulsory subject from the very first grade level?

Teaching in Pakistan

The teaching and learning situation in Pakistan is strictly traditional. Teachers

adhere to the old teaching approaches which have been declared obsolete by many in the

Western world long ago. They are not aligned with the needs and standards of the modern

age. Teacher-centered instruction is extensively employed in Pakistani classrooms. They

use the lecture pattern of teaching and the student is a passive learner as the teacher talks

without any interaction or break for the whole period (Sarwar 2001). The teacher is

considered to be the final authority. Students are not given any opportunity to

demonstrate their creativity; they are just supposed to be on receiving end, cramming the

material provided by the teacher blindly and reproducing it in the exam. This approach

hampers students' development of critical thinking and stops them from being productive

in their practical lives.

The teacher, in this teacher-centered instruction, is the leader of the class and is

responsible for content, leading lessons, recitation, skills, and seatwork and assigning

homework. He uses the commercial textbooks; the whole class is moved through the

same curriculum, at the same pace. Little degree of individualized instruction is provided to the learners; the main target of the teacher is the whole class. Students are not allowed to move around freely in the class and mingle with other learners (Chall, 2000).

Culture too is deeply rooted in making the choice of a teaching approach (Grosser & Lombard, 2008). Pakistani culture wants to see the individuals paying homage to the elders and giving immense respect to the teachers. Youngsters have comparatively less experience in their lives; that is why, their approach to thinking approach happens to be very limited. As a result, what the teacher thinks for the students is thought to be the final word for the latter.

Freire (1993) coined an interesting term for this kind of education system: banking education. He parallels the teacher-student relationship with a narrator and meek listening objects. The teacher, by making his students memorize the dictated material mechanically, turns the students into "containers" and "receptacles" that the former fills with his so-called knowledge. Freire uses the analogy of banking to express his idea.

"Education thus becomes an act of depositing, in which the students are the depositories and the teacher is the depositor. Instead of communicating, the teacher issues communiqués and make deposits which the students patiently receive, memorize and repeat. This is the banking concept of education, in which the scope of action allowed to the students extends only as far as receiving, filing and storing the deposits" (pp 72).

Freire's description fits the Pakistani teaching system, because a Pakistani teacher is the "authoritarian purveyor of knowledge"; he is not perceived as a facilitator

but a fount of knowledge which is delivered to the students with no concessions (Chowdhury 2003).

This type of education yields passive followers, not active leaders, blind believers, not critical thinkers. Education, no doubt, plays a vital role in the lives of nations. Poorly planned and unorganized ways of teaching breed uneducated citizens who are unable to meet their potentials. On the other hand, if the educational infrastructure is well planned and nicely structured, it yields highly productive and thoughtful critical thinkers who make a difference in society and whose opinion is enriched with clarity, credibility, accuracy, relevance, depth, breadth, significance and fairness. Let us take a look at critical thinking and see why teachers should develop it in their students.

<div align="center">Critical Thinking</div>

Fisher & Scriven (1997) define critical thinking as skilled, active, interpretation and evaluation of observations, communications, information, and argumentation. It involves truth-seeking, open-mindedness, systematic, analytical and inquisitive approach. It is an ability to improve and refine one's thinking by a systematic and an intelligent assessment (Elder &Paul, 1996). Children do not come to school with the goal of learning reading and writing, numbers and arithmetic, letters and spellings alone; the general goal, they are meant to achieve, is of figuring things out intellectually (Elder &Paul, 1996). In one of her articles, Bayer (1985, as cited in Garside 1996) notes ten critical thinking skills that must be developed in the children:

1. Distinguishing between verifiable facts and value claims

2. Determining the reliability of a source

3. Determining the factual accuracy of a statement

4. Distinguishing relevant from irrelevant information, claims or reasons

5. Detecting bias

6. Identifying unstated assumptions

7. Identifying ambiguous or equivocal claims or arguments

8. Recognizing logical inconsistencies or fallacies in a line of reasoning

9. Distinguishing between warranted or unwarranted claims

10. Determining the strength of an argument (Garside, 1996, p 214).

Elder and Paul (1996) lay out a six-stage theory of critical thinking development which is the gist of twenty years of research conducted by the Center for Critical Thinking. They also present the implications of this theory in the classroom instruction. The argument is that critical thinking development is a process; individuals cannot be turned into critical thinker in an overnight. They go through the following stages:

Stage one: The unreflective thinker

Stage two: The challenged thinker

Stage three: The beginning thinker

Stage four: The practicing thinker

Stage five: The advanced thinker

Stage six: The master thinker

In order for an individual to be a reflective thinker, one has to go through all these stages. Researchers are still debating whether critical thinking should be taught to the students in isolation or it should be fabricated within the very design of every subject

taught to them (Garside, 1996). Undoubtedly, Pakistani teachers do want their students to be creative individuals and try to make them productive for the society, but due to limited resources and some traditional and cultural idiosyncrasies, they fail to produce critical thinkers. Being a student of ESL, I am more concerned about figuring out the ways to develop critical thinking skills in ESL student.

<center>English: the Language of Modern Era</center>

English, according to the Time Almanac (2010), is the most widely spoken language in the world. It is spoken by approximately 1000 million people, which constitute almost 16 percent of the world's population. The vibrant use of English in all nooks and corners of the non-English speaking world has outnumbered native speakers by non-native users. There are now more non- native speakers than native speakers of this language in the world (Deterding, 2006; Sarwar, 2001). It is so widely spoken that besides the internal varieties of English (varieties spoken within English speaking countries), the non-native English speaking part of the world has coined their own varieties of English, for example South East Asian English, Singaporean English, African English, and Nigerian English. In some non-English speaking countries, English has assumed the status of official language. Pakistan, for example, is such a country where English is an official language. All government documents, military communications, many shop signs, business contracts and other activities are done in English. The language of the court is also English (Mahboob, 2009).

However, English education cuts a sorry figure in Pakistani schools; it does not yield fluent speakers of the language, which should ideally be the primary goal of

teaching a language. The problem lies in the fact that English is not taught as a language, it is taught as a subject. Like other subjects, for example Urdu, social studies, mathematics and Islamiyat, English is considered a subject too. It is usually divided into two parts: English A and English B. English A contains a text book with some short stories and some poems. Students are supposed to simply translate the stories and poems into Urdu using the Grammar Translation Method and answer comprehension questions which they memorize word for word from the helping books. English B covers the grammar side of the subject, and students are usually more concerned about it than they are about English A. The curriculum of English B consists of essays, moral stories, letter writing, application writing, tenses and translation from Urdu to English. What happens indeed is that teachers make the students learn some selected essays, stories, letters, and the rules of grammar by heart. Students reproduce these rules mechanically on tests and exams. No attention is paid to the speaking part of the language. As long as the students reproduce everything word for word, they pass the exams. Little consideration is given to developing their creative capabilities or critical thinking with language. Teachers strictly adhere to the grammar-based syllabi and the focus is on the Grammar Translation Method (Akhtar, 1997).

However, things are changing gradually in Pakistan; awareness is spreading with a steady pace and people are becoming more educated. Media is revolutionizing everything. But the dilemma of the day is that our teachers are standing still, they are not experimenting with new teaching techniques in their "authoritarian, cold and unproductive" (Chowdhury, 2003) classrooms. Teaching English is not treated any

differently than teaching other subjects. Students are made to memorize sets of grammatical rules. Little attention is paid to the communicative competence of the students. If we consider the growth of English as an international language as well as its increasing marketability in Pakistan, the need for the students to be proficient in this language cannot be denied. Since, it is not used very commonly in the community; learners do not have access to this language outside the classrooms. That is why the responsibility falls on the shoulders of schools and the teachers to provide the learners with rich and fruitful input (Akhtar, 1997).

<div style="text-align:center">Communicative Language Teaching</div>

Communicative Language Teaching is an emerging teaching approach in Pakistan and is used overtly to promote English acquisition around the globe. Educational and professional needs of the students steer teachers' teaching. It is, in fact, a student-centered approach of teaching language. The teacher employs real life situations in the classroom and engages students into meaningful interaction (Savignon, 1991). Contrary to the Grammar Translation Method, the Communicative Language Teaching prefers meaning over form of the language taught. The teacher may use the problem solving method for teaching. And in addition to self advocacy, this teaching approach also promotes thinking critically and expressing one's view point freely (Auerbach & Wallerstein, 1987).

Here I propose to Pakistani teachers to employ a Communicative Language Teaching approach to promote English language acquisition and to suit the needs of students to get ready to merge into an international culture. It is also a means to promoting critical thinking in Pakistan. However, being a teacher in Pakistan, I am well

aware of the fact that it is not an easy task; there are many hurdles the teachers will have to face before they implement this language teaching approach in their classrooms.

However, I am not proposing to take the Communicative Teaching approach blindly and apply it to our English classes. That would be the negation of the very idea of analyzing critically. And as culture is deeply rooted in any educational system and in the classrooms, it would be a complete disaster to impose a phenomenon from one culture to the other without proper trimming and appropriate transformation. One can also question the ability of the students in taking up the responsibility of students centered learning. Sarwar (2001) says in one of her studies that taking up responsibilities will be a conceptual leap for the Pakistani learner, because they are accustomed to 'rote learning' and lack of confidence in their cognitive capabilities. There is an economic factor as well. We may not have the resources to meet the requirements of this teaching approach. What we can do is to take what can be of great use towards the development of the students and see how to employ that within the resources available to the teachers.

So, I want to explore whether a practice of critical thinking via Communicative Language Teaching can be implemented in the Pakistani school curriculum generally and in English learning classes specifically. To start this study, I will try to find out the perceptions of the ESL teachers in Pakistan about the hurdles they have to face when using Communicating Language Teaching approach with their ESL students. My research question is:

What are Pakistani English language teachers' perceptions of the barriers to promoting English language acquisition using student-centered Communicative Language Teaching with the students of their ESL classrooms?

The next chapter, Literature Review, will give a glimpse of existing literature on this particular topic including education in Pakistan, English language teaching in Pakistan, Freire' idea of Banking Education, the Grammar Translation Method and Communicative Language Teaching. The Methods chapter will describe which methods I used to conduct this research. Chapter Four describes the results and Chapter Five presents conclusions and implication of the present study. I will also try to give some practical suggestions at the end of Chapter Five.

CHAPTER TWO: LITERATURE REVIEW

The purpose of this study is to find out the obstacles Pakistani English language teachers have to face in implementing Communicative Language Teaching in their ESL classrooms and to investigate how a student-centered approach fits into a traditional teacher-centered setting. My research question is: What are Pakistani English language teachers' perceptions of the barriers to promoting language acquisition using student-centered Communicative Language Teaching with the students of their ESL classrooms?

The English language is widely acknowledged to be the language of modern times; it is an international language for communication and education and is one of the three key elements in the global context: 1. English as an international language for communication and education; 2. the universal beat of pop music; 3. the harnessing of science and technology in the remotest corner of the world. In today's world which has been transformed into a global village, English stands as a global language English is taught in every nook and cranny of the world (Sarwar, 2001). People in many countries are learning English to participate in the international culture. Theorists and practitioners of this particular field are conducting research and striving to find out more effective and efficient methods of teaching English as a second language.

As I have mentioned in Chapter One, English enjoys the status of a second language in Pakistan. A good command of English renders individuals more marketable in job recruitment regardless of what field they belong to. And in today's Pakistan

learning English seems mandatory, since General Parvez Musharruf's regime 2001-2007, English has been considered an essential tool for the development of Pakistan's economy in the global village (Mahboob & Talaat, 2008). However, schools and institutions teach English employing various traditional methods of teaching that often do not lead to proficiency and to cope with the demands of the modern era. The Grammar Translation Method (GTM), for example, is one of the teaching approaches pervasive in Pakistani English language class rooms. On the other hand, Communicative Language Teaching (CLT) is yet another method of teaching language, implemented more in the West. The ultimate goal of the present study is to discover the obstacles that impede the implementation of CLT in Pakistani English language classrooms. The concept of CLT has already been introduced in Pakistan and there are certain number of people who have pioneered research in this area.

In this chapter, I will provide some background of the Pakistani educational system in general and English language classes in particular. I will try to throw light on several approaches of teaching English, focusing mostly on the Communicative Language Teaching and the Grammar Translation Method. In addition to that, a whole section will be devoted to Paulo Freire's work on the idea of "Banking Education", which reflects the model of education prevailing in Pakistani educational institutions at large.

<div align="center">Education in Pakistan</div>

The Pakistani educational system is quite complex. There are numerous types of schools that are different from each other in some way or another. There are Urdu-medium schools and English- medium schools—these can further be classified as A- and

O- levels schools and finally vernacular schools and madrassahs (Mahboob & Talaat 2008). There are basically two educational systems prevalent in Pakistan: the religion-based basic education in madrassahs, which are mostly attached to the mosques, and the formal education in government or private schools, colleges and universities.

Madrassahs, also called Maktab schools, promote basic Islamic education. Students are taught how to recite the Quran and understand its meaning. These schools are responsible for the basic religious education of their students; however the secular subjects like math, social studies, sciences and English—essential to the modern-day education—are completely ignored. This study will not include teachers from the madrassahs.

The formal education system in Pakistan consists of five different yet attached levels. The primary level is comprised of five years; the middle level consists of three years. Then, there are two years for secondary or 'matriculation' level, and the two-year higher secondary or intermediate level. And finally fifth level covers college and university education leading to the attainment of bachelors followed by master degrees. As for the institutions themselves, there are mainly two types of schools: Urdu- medium and English medium.

It is important to touch upon the fact that Pakistan inherited its educational system from the British Raj in 1947 and hence retains its characteristics. The educational system is run by the Ministry of Education; however, provincial boards are responsible for examinations like the secondary school examination, high school examination and technical and vocational examination. The public sector universities are independent

entities with an infrastructure of their own; many other private universities are being established and being accredited from the higher educational council (Mahboob 2002).

The medium of instruction is generally Urdu, except for some strictly English medium private institutions. At the school and college level, the annual examination system is in place. Ramanathan (1999) describes the jointly inherited educational system by India and Pakistan, and gives a very realistic picture of the annual examination held at the end of every academic year. In one of his studies, he says that all students are expected to take an external examination held by the board affiliated with the school and university affiliated with the college. The results of the examination determine if the student is eligible to be promoted to the next level or not.

Teaching creative writing is very rare in schools and colleges. Students heavily rely on the 'patterned compositions' given to them by their teachers or bought from the book markets to memorize and reproduce faithfully. Students are never encouraged to choose their own subjects and topics for their writing assignments, nor are they asked to write a research paper or an academic paper. The examination compositions are checked not paying attention to what is communicated, especially in English; the examiner checks for the correctness of mechanics and the form, giving little credit to the subject matter (Baumgardner & Kennedy, 1993).

Examination and Tests in Pakistan: A Washback Perspective

The attitude of the majority of the teachers in Pakistan is not to impart knowledge or to equip the students with knowledge of the subject; much of the instruction is geared towards getting the students ready for the final examination only. The first day of the

class does not start with an orientation of the curriculum. Teachers usually began by presenting the format of the external examination. Every new topic is introduced to the students with its relative importance to the final exam. This type of approach does not steer the students towards leaning about a certain subject but towards feeling pressure to pass the test. They finally resort to extensive cramming and rote memorization only to get through the external exams.

Undeniably, there is an indelible impact of tests and examination on the teaching-learning process. Tests and exams exert an influence on the students who prepare for these exams and the teachers who help them in preparation. This impact of exams on teaching and learning is generally termed as 'washback' (Jilani, 2009). Cheng (1997) defines it in terms of washback intensity, which refers to the degree of its effect in an area or a number of areas of teaching and learning affected by an examination. Messick (1996) goes further emphasizing that washback yields two types of effects on the teaching and learning process: negative effect and positive effect. Bachman and Palmer (1996) point out that tests not only influence the teacher and the student but also exert larger impact on society and the educational system. They refer to them as micro level (teachers and students) and macro level (society and educational system). Due to tremendous use of the tests and particularly high stake tests of Pakistan, tests and examination give way to an air of anxiety, stress, agitation and uneasiness. Both teachers and learners feel over burdened to pass, actually to secure high scores and good grades as the results of these exams determine the admission of the students to higher level. In order to obtain good grades, students show inclination towards the shallow approaches

like memorizing and cramming instead of engaging in cognitive activities. In the case of English language, for the sake of acquiring high scores, students do not invest their time and energies in gaining proficiency and fluency in the language; they tend to rote-memorization which no doubt help them secure good scores but does not ensure language learning (Jilani, 2009).

Another important aspect of the tests and examination is that teachers and the students resort to *model papers* or *five years up-to-date* papers. Since the text books are not revised or upgraded very frequently in Pakistan, students consult the texts of the past five years and predict (mostly accurately) which questions are more likely to be selected for the exam. This kind of examination system allows little or no learning at all (Jilani, 2009).

English Language in Pakistan

Pakistan and its educational system have cherished a long history of English language; it has indeed been recognized as one of the two official languages of the region. The English language has been an integral part of official, economic, educational and social life in Pakistan since its creation in 1947. Despite the ups and downs it has gone through during different political regimes, the English language still manages to maintain its supremacy in the country. Pakistan has shared its history of the use of English with India, much before the Partition of the Sub-Continent of Asia into India and Pakistan. English was first introduced in the Sub-Continent in 16th century by British Raj and had gained political and social status. At the time of partition of Pakistan and India,

the English language was already so integrated into all walks of life that it gained the status of second official language in India and Pakistan.

During the British Raj (16th to the middle of 20th century), people learned English either by the direct contact with native speakers of English or formally from schools. Even in schools, there were not enough British teachers to meet the demand; most of the school teachers were local. After the British left, schools and colleges were left with the English teachers being mostly trained local educators (Mahboob, 2009). The preceding generations were then trained by the local teachers, having little contact with the native speakers of the language. Slowly and gradually, the language got coated by the vernacular language and the natives of the region indigenized the language, hence converting it into another variety of English which is called Pakistani English. Such lexical borrowing is the direct result of constant contact of two or more languages (Baumgardner & Kennedy, 1993).

Most of the speakers of English in Pakistan identify themselves as the speakers of Pakistani English rather than British or American English. So when we say that the English language is so common in the social life of Pakistan and that most of the population is exposed to the English language through media and the newspapers, most of it is Pakistani English (Baumgardner 1993). We can coin another term *Pakinglish—* the Pakistani variety of English. This situation results in conflict between what is prevalent at large and what the teachers are supposed to teach in the schools. Mahboob (2002) throws an interesting question into this debate: How can we expect locally trained English language teachers, who are highly exposed to and are trained locally in the

Pakinglish variety of the English, to teach the standard British English? On the final exams too, the examiners expect the students to observe the British standard of English. This paradox for sure is one of the challenges that English language teaching situation facing in Pakistan.

Granted that English has always been a dominant language in Pakistan, it has seen so many political ebbs and flows. During the regime of General Zia-ul-Haq, which lasted from 1977 to 1988, all the English medium schools were strictly instructed to switch to Urdu language, strict enough to damage the status of the English language in Pakistan. However, the governments after the Zia tenure, like those of Benazir Bhutto (1988-1990 and 1993-1996) and General Mussarraf (2001-2007) mostly supported English language in schools as an essential tool of progress. That is how the language started reclaiming its lost status.

Even today, Pakistan lacks specialized and proficient English teachers. In this situation, the schools and colleges both in the public and private sector ask the teachers who are better at English than others to teach English. It leaves some individuals with no language teaching training and proper English language background teaching English to hundreds and hundreds of the students (Mehboob & Talaat 2008).

<div align="center">Teaching English in Pakistan</div>

The Grammar Translation Method (GTM) is one of the oldest language teaching methods and one of the most used in Pakistan. According to GTM, teachers explain the meanings of vocabulary words and the structure of the sentences; students on the other hand learn only what is required—in a system where rewards are explicitly connected to

precisely defined actions (Diaz-Rico, 2004). Textbooks written in the grammar translation method are easily identifiable: explanations take several pages, but the language practice at the end is usually very short. Normally, the vocabulary is listed in the content of the textbooks and the students memorize the lists of the words and their meanings. Comprehension of the grammar and the vocabulary is the objective to this type of language teaching approach. If the students can successfully translate the textbooks' content into their native language, they are thought to have learned the language. In addition to translation and completing some exercises, students are even expected to have learned, memorized and then stated the grammatical rule they employed in translation. The goal of learning grammar and vocabulary is usually achieved through the several drills of reading and writing exercises. Consequently, students are left with few opportunities to actually listen and speak the language (Chastain, 1971). The biggest critique of this method, however, is that learners might be able to produce grammatically correct structures, but the crucial point is that whether these structures are good for different kind of situations. Sheer memorization of the rules and structures does not promise the fluency in the language. What is important in language learning is that one is able to use the language in natural situations by performing the linguistic forms, meanings and functions (Ogeyik & Dogruer, 2009).

The Grammar Translation Method views language as a system of structurally related elements for the coding of meaning. Learning of the target language means getting command over these elements of language. The proponents of GTM point to phonological units, grammatical units and lexical items as the elements to master in order

to learn a language. A traditional syllabus comprising these elements is the hallmark of the GTM. Students are expected to master the grammatical system and its exceptions, and acquire reasonable amount of vocabulary.

This method does not take into account the usage of language in a social context. Meanings of verbs and phrases are taught in isolation without weaving them into a proper discourse. Students are thought to be passive receivers, as Freire (1993) says *receptacles*, with minimal cognitive engagement in the teaching-learning process.

The role of the teacher in this method is very traditional like that of an authoritative dictator or the oppressor who has final say in his classroom. He/she initiates the lesson and imparts knowledge in the form of rigid grammatical rules with no flexibility at all. Reading and writing are all that is focused upon; little attention is given to speaking and listening. All of the practice consists of translating that selected material into the native language or vice versa, filling in the blanks with certain vocabulary or some grammatical item in writing. Even pronunciation is given little or no importance (Akhtar, 1997).

Banking Education

Education theorist Paulo Freire (1993) would use the term "banking education" to describe Pakistan's current educational system, especially the strictly teacher centered language teaching methods. He portrays a vivid picture of the typical teacher-centered teacher-student relationship in his book *Pedagogy of the Oppressed*. Freire condemns the kind of education in which the teacher, the oppressor, is almighty and gives the learners the feeling of depreciation saying that they are ignorant folks who know nothing, thus

denying their capabilities and crushing their creativity. This kind of education turns them into the little *depositories* or *receptacles* to be filled; and teachers' job is to fill these receptacles with the bundles of knowledge they possess. The students' job on the other hand is to receive, memorize and repeat rotely. This banking model of education tries to control thinking and inhibit the creative and critical powers of the students and transforms them into passive objects which have to adapt themselves to the standards of the world without questioning the prevailing norms. It tries to maintain the submergence of the consciousness and creates spectators and not the re-creators. Lee and Vanpatten (1995) summarize this traditional approach very articulately in their book:

> The role that instructors often assume (and that students very willingly grant to them) is that of the authority, the expert, the central figure in the classroom who transmits knowledge to the students. Because instructors are authoritative knowledge transmitters, the students become their passive audience, receptive vessels into which that knowledge is poured (p 4).

Freire's ideal of education is not a certain amount of knowledge imparted to the learners; educating the learner means making them aware of reality. Outcomes of education can be either transforming the learner into an individual who is completely adapted to the standards and norms of the world/society he breathes in, or making the learners cognizant of the "practice of freedom" through which they deal critically and creatively with the reality and discover how to transform the world into a better place to live.

Freire highly promotes an education that liberates the educational system from traditional shackles. However, by liberating education he does not mean to make the learners, the oppressed, feel that they are active and effective by themselves like *charismatic leaders.* The solution to this banking model of education he presents is that teachers and students are simultaneously students and teachers. They learn from each other and help each other learn. The task both are trying to accomplish is unveiling the reality. And eventually they both discover that reality is a process which undergoes a constant transformation. This type of education shuns the idea of depositing what Freire refers to as *communicheques* to the learners and denies the concept of spoon-fed education. On the other hand, it requires serious commitment from both the parties—teacher as well as student--abandoning the deposit-making model and replacing it with posing the problems of human beings in their relations with the world.

Freire presents his model of educational process, which he calls "problem-posing" as a cure to the banking education. Problem-posing, contrary to the banking education, starts with the students' lives and asks them to believe in themselves; they have the experience which in itself is knowledge and that they are capable of learning further. Students bring their own experiences, skills and cultures to the classroom. They not only learn from the teachers, but also cause them to learn as well. So, in an ideal educational process, nobody is passive; everyone learns whether it be a teacher, a student, or an administrator. They all participate in a dialogue as co-learners.

Education should not be considered as the storehouse of some theories or beliefs; on the other hand, it should be very much embedded in the social context which students

belong to. Curriculum should not be taken as a product that students should memorize or cram until the end of the academic year; it rather is the process for the development of the students and for getting them ready for the next level. Because of the social and emotional involvement in curriculum that comes from the students' lives, problem posing becomes a powerful motivating factor in language acquisition (Auerbach & Wallerstein 1987). Problem posing as suggested by Freire can best be facilitated by the modern language teaching method, Communicative Language Teaching (CLT). By a general web definition CLT is an approach to teaching second and foreign languages that emphasizes interaction as a means and ultimate goal of learning a language.

<div style="text-align:center">Communicative Language Teaching</div>

The origin of the Communicative Language Teaching can be traced back to 1970s in a movement in Europe to make foreign language correspond to the communicative and functional needs of people functioning overseas, across cultures and in international organizations. In the United States, linguists and language teachers adopted this idea and made communicative competence the goal of their instruction. The curricula for language teaching were a potential departure from the grammar-based syllabus and from the rote learning found in audio-lingual teaching approach. The curricula included language functions as opposed to the form (Parrish, 2004). The pioneers of this method Hymes (1972) and Halliday (1970) propose that the primary function of learning a language is to be able to communicate and interact in the language. Likewise, CLT sees fluency and the ability to communicate in several settings and in a variety of ways at the heart of the teaching and learning process (Parrish, 2004).

CLT is not a teaching method in a sense by which content and the syllabus are specified. It is an approach to language teaching which encompasses a great variety of methods and teaching techniques. There is no single text or technique that can be identified to be universally accepted as authority in CLT. It encourages the use of variety of materials and teaching methods and techniques that are appropriate to a given context of learning language (Brandl, 2008; Richards & Rodgers, 2001).

CLT, as is apparent by the very name of the approach, aims at achieving communicative competence in the languages taught or learned. It challenges traditional-classroom dynamics and the instructors' transmitting knowledge to the minimally engaged audiences. The syllabus for CLT is not a traditional one based on hard and fast rules; it is more flexible instead and offers a wide variety for the teacher to choose from according to the needs of the students. The teachers' role is that of a facilitator between the classroom participants and as a participant within the learning-teaching group. This is consistent with what Freire proposes in the problem solving education; everybody 'participates' in classroom activities, discussion and more importantly in the classroom communication. Students play an active role in classroom activities; they learn to communicate by communicating amongst themselves. Students take on an active role as they engage in role-plays, discussions and debates. The teacher makes use of authentic materials such as news reports, articles and interviews. The activities represent real-world use of the language; they (activities) are also responsive to the needs of the students inside the classroom (Akhtar, 1997; Littlewood, 1981; Parrish, 2004; Richards & Rodgers, 2001; Vanpatten & Lee, 1995).

Though CLT emphasizes the meaningful use of the language in a context, it does not ignore the structural side of it; students develop listening, speaking, reading and writing skills simultaneously through this well integrated approach to teaching English as a second or foreign language. One of the most outstanding characteristics of CLT is that it pays *systematic* attention to the functional as well as the structural aspects of the language, thus combining a fully communicative view of the language (Littlewood, 1981). The language system or the grammatical side of the language stands as the core of any language. The difference between GTM and CLT is that the latter does not teach the language in isolation, it provides a social backdrop against which the learners are going to encounter outside the classroom. The basic idea is not to learn language for the sake of language, but to learn language for functional purposes.

Brumfit (1984) presents a triangle which includes the system of language, the learner and socially constructed significance of language. Although he debates the sequence of these three elements, what is important to mention is the existence of all of them together. All three of these elements interact with each other in order for the language learning to take place.

Unlike the grammar translation method, the primary units of learning the language are functional and woven into the social context where the students are most likely to use the language. Beginning students can practice expressions such as getting directions, asking for help, greetings, inviting, ordering food at restaurants and requesting. More advanced students may learn to advocate for themselves in the workplace. On the surface level, the communicative language teaching approach

promotes communicative aspects of teaching a language, but if we penetrate deep into the idea we see that it can be used to bring change in the learners' lives and personalities.

As Auerbach & Wallerstein (1987) suggests that change resulting from problem posing can enable students to gain self-confidence as co-learners and *decision-makers*. Through language development and action activities, students can be encouraged to act outside the classroom. They organize a set of the lessons which start with the opening dialogue, questions for discussion, followed by several thinking activities. Her lessons and teaching schemes are based on and derived from the main idea of Freire. Thinking activities especially provide multiple opportunities for students to expand their views and enable them evaluate and redefine the social parameters of the problem posed to them.

Parrish (2004) lists the following seven key principals of Communicative Language Teaching which she adopted from Richards and Rodgers:

1. The goal of instruction is learning to communicate effectively and appropriately.

2. Instruction is contextualized and meaning based.

3. Authentic materials are incorporated from the start.

4. Repetition and drilling is used minimally.

5. Learner interaction is maximized; teacher acts as a facilitator of learning.

6. Fluency is emphasized over accuracy

7. Errors are viewed as evidence of learning

Components of Communicative Language Teaching

Through the literature review cited above and the discussion on Communicative Language Teaching, we can derive some specific characteristics/component of this

approach. Included are the following components that were chosen to be a part of this research study:

1. Authentic materials

2. Pair and group work

3. Creative and critical thinking

4. Building language awareness

5. Individual learner differences

Authentic materials

Authentic materials refer to using real-life material in the language classroom such as divergent texts, photographs, applications, videos, and other resources that are not specifically prepared to pedagogical purposes (Richards & Rodgers, 2001). The extensive integration of authentic materials in language classrooms is one of the instructional practices highly promoted by CLT. The rationale behind using authentic material is that they contain authentic language and its real life use. With the help of this real life material, teachers expose their students to the language occurring naturally in a natural context, such as real life telephone conversation, messages left on the answering machine, television public broadcasting and many more. More importantly they relate to learners' needs and provide a link between classroom and the outer world (Brandl, 2008).

Pair and group work

CLT procedures require teachers to abandon teacher-centered classroom management skills. They are responsible to organize the classroom which gives way to the activities promoting communication among the students themselves. Students work

collectively in small cooperative teams such as pairs and groups to complete a common task and to achieve the goal through communicative use of the target language. They are expected to interact primarily with each other and then with the teacher (Brandl, 2008; Richard and Rodgers, 2001). Grouping students promotes cooperative and collaborative learning which has long been recognized as a strong facilitator of learning. Parrish (2004) goes further in the discussion of how to assign pairs and groups to the students and what factors should be given consideration, such as ability level of the students, gender, family relationship, learner expectation and purpose of task. In ability level, a teacher can form two types of groups: like-ability and cross-ability. She argues that both have their benefits in different situations.

Creative and critical thinking

The proponents of CLT strongly emphasize that students who are leaning English must be provided with opportunities to engage in high level thinking and problem solving. They propose the use of inquiry and problem-based learning as appropriate strategies in a language classroom to promote creative and critical thinking (Auerbach & Wallerstein 1987). Critical thinking involves logical thinking and reasoning including skills such as comparison, classification, sequencing, cause/effect, patterning, webbing, analogies, deductive and inductive reasoning, forecasting, planning, hypothesizing, critiquing, interpreting and evaluating observations, communications, information, and argumentation (Fisher & Scriven, 1997). Skills of creative thinking include creating something new and original. It also involves skills of flexibility, originality, fluency, brainstorming, modification, imagery and metaphorical thinking.

Building language awareness

   Building language awareness means teaching the pragmatic use of language, teaching language in a context. The teacher takes into account the social context in which language is used. There are two kinds of contextualized English languages. One kind is ESP, English for special purposes: English that is adapted specifically for science, business, or technology; whereas the other kind of contextualized English is a dialect, a way of speaking in which the learner develops the language within a context and affiliates himself with a special group of speakers. English language teachers are responsible to create contexts in which English language learners are fully scaffolded by the activity system constructed by both the teacher and the learner. The activities designed should be purposeful and target the needs of all the learners and move them forward in their understanding of language and its cultural connotations. This type of context certainly carries meaning and enjoyment and learners deserve this high-quality environment (Diaz-Rico, 2008).

Individual learner differences

   Another prominent characteristic of CLT is its learner-centeredness (Richards and Rodgers, 2001). Individuals differ in attitudes, behavior, general skills, aptitudes, preferences, motivation, processing information and constructing meaning out of it (Jonassen & Grabowsky, 1993). Individual learner differences, in terms second language acquisition, look into the developments and differences of individuals in foreign language aptitude, motivation, learner strategies, and learner styles (Skehan, 1991). The Communicative language teacher takes on the responsibility of responding and

addressing the individual learners' language needs. He can execute this responsibility by arranging informal one to one sessions with the students in which both, teacher and student, discuss the issues such as latter's perception of his or her learning styles, preferences and learning assets and goals. While teaching in the classroom, he selects the teaching material very thoughtfully and adopts a teaching style very selectively in order to meet the needs of all the learners (Richards & Rodgers, 2001).

<center>Obstacles to Implementing CLT</center>

In the view of the above discussion, it will not be impertinent to say that the prevailing English language teaching system in Pakistan is not efficient enough to meet with the needs of the learners. They do not have good command over English language to pursue higher studies in the country or abroad. They need to be able to read and comprehend academic books in English on their own and at the same time they should be able to communicate in English as well. They should attain linguistic competence and the communicative competence. The Pakistani school system is the practical manifestation of what Freire portrays in his banking education theory. Teachers and students play the roles of oppressor and oppressed respectively. The classrooms are strictly teacher centered and lack resources. I am also aware of the lack of resources they can face in materializing the proposal presented above.

In this study, I would like to conduct a survey with Pakistani teachers about the barriers to promoting language acquisition with the help of student-centered Communicative Language Teaching. I hope that the findings from the survey can provide some useful information about the hurdles they can possibly face. The results can also

help us to present some practical suggestions to improve language teaching situation in Pakistan.

<div align="center">Research gap</div>

English language teaching is not new to Pakistan. It has been given immense importance since the inception of the country. However, little research has been conducted in Pakistan regarding English language teaching as compared to other Asian countries. What follows is an overview of research conducted on the challenges of implementing CLT in other parts of the world.

Tsui (2007) exhibits how Chinese people and concerned authorities urgently realized the need of Communicative Language Teaching and how it flourished with leaps and bounds in one of his article of exploring teachers' identity formation through a narrative inquiry. After China adopted an open door economic policy in 1978, there was a dramatic increase in the need to use English to interact with the foreigners and those who did not speak Chinese. The situation brought the quality of English language teaching into question as there was a huge lapse of English language speaker in the country. The experts analyzed the prevalent teaching methodologies and concluded that they were a combination of Chinese traditional learning such as intensive study, recitation of texts, intensive reading, a lot of rote-cramming and extensive usage of Grammar Translation Method. University graduates were found to be competent enough in writing and grammar, but markedly poor in speaking and listening (exactly similar to Pakistan). They used the term *deaf and dumb English* to describe the English taught in schools and universities in China. To address this situation, a large number of native English language

teachers got recruited. They introduced CLT to China and the later vigorously welcomed this approach. The institutions promoted CLT and lumped the prevailing methodologies under the term of traditional methods. Some, however, raised the controversy about appropriateness of an approach rooted in the western culture for the Chinese learners who carried an entirely different background.

Another study which deals with the similar issues faced by Pakistan regarding English language teaching was conducted by Kabilan (2007) in Malaysia. He touches upon the role of the teachers in the teaching-learning process as the one who is responsible to espouse effective teaching practices of teaching language. This is particularly true for Malaysia as per Kabilan and many other non-English speaking Asian countries such as Pakistan, India, Bangladesh, and China. If teachers' own linguistic competency and proficiency is limited, it is unrealistic to expect them to improve learners' achievement in English language. Kabilan also points out that acute problem shared by most of the Asian countries is the inadequate supply of qualified teachers as a result of which teachers with no professional training are forced to teach English. He identifies a number of important qualities which are indispensible in becoming an efficient and effective English language teacher, such as fundamental pedagogical knowledge, awareness of meaningful classroom practices, linguistic capabilities, positive attitudes and relevant skills. The absence of these essential qualities also corresponds to some of the problem we have in English language teaching situations. Teachers dwell on preconceived notions for ages as to how they and their students should behave in a

language classroom, instead of reflecting critically constructively on their teaching practices.

Butler (2007) relates an identical situation in Korea about English language teaching in her study while criticizing the extensive usage of grammar, reading and writing. She raises the questions of the *oral proficiency* of English of the non-English speaking teachers and their effect on the English language learners.

Chowdhury (2003) examines the implementation of CLT in the University of Dhaka, Bangladesh. He also throws light on the cultural disillusionment the western-trained teachers face when they go back to teach in their own countries. Chowdhury depicts the general education situation of Bangladesh explicitly and its neighboring counties such as Pakistan implicitly. He throws light on the authoritative figure of the teacher, teacher-centeredness, traditional teaching methods and passive role of the students in South Asian countries.

Yet there is another study of an Indian researcher Ramanathan (1999) pondering over English language teaching situation in India. He also relates the examination system which is as high-stake as that of Pakistan in which the instruction of the teachers is motivated by getting the students ready for exams. He claims that such a stress on examination accounts for the learners resorting to extensive memorization of the study guides to get through the exams only. In the English language teaching the tremendous use of the Grammar Translation is highlighted. An interesting finding of the study relies on the cultural dissonance the students feel between themselves and the language taught.

Most of this research in Pakistan condemns the prevailing language teaching disciplines, and proposes to adopt Communicative Language Teaching. Little work has been done on the barriers and hurdles language teachers might have to encounter during the course of implementing a completely modern teaching approach to a traditional teaching-learning setting. This study is meant to bridge this research gap by proposing to find out the barriers in promoting CLT in Pakistani class rooms.

In this chapter, I reviewed the existing literature available on CLT and GTM. I also discussed the prevailing educational system of Pakistan in addition to a brief history of English language and English language teaching in the country. I also presented a detailed overview of Paulo Freire's theory of Banking Education in this chapter. And towards the end, a little attention is drawn towards the challenges that other parts of the world encountered in implementing CLT in their traditional educational set ups. Next chapter will introduce us to the research method I intend to employ to collect the data and the setting in which the survey will be conducted. We will also have detailed information of the participants of the study in the next chapter.

CHAPTER THREE: METHODS

This study is designed to find out the hindrances Pakistani teachers have to face in applying the Communicative Language Teaching approach in their classrooms. In order to answer my research question, I conducted a survey with Pakistani ESL teachers at the college and university level. In this chapter, in addition to restating my research question, I tried to answer the following questions: What is the setting of the study? What is the medium for collecting the data? How would the data be analyzed? What type of the research, this study would eventually turn out to be and why: qualitative or quantitative? Who are the participants of this study and what are their backgrounds? Who can possibly benefit from this research?

Research Design

Qualitative research: Qualitative research represents understanding about people's own experiences, their interpretation of these experiences and the meaning they attribute to them (Merriam, 2009). The data of this type of research cannot be quantified; one cannot relate it in terms of numbers. Surveys, questionnaires, diary studies and observation are the ideal examples of data collected in a qualitative study. The analysis is usually interpretive not statistical. Mackey and Gass (2005) term the data collected in a qualitative research as "soft data". Qualitative research is based on a process and it is discovery-oriented. Another important characteristic of qualitative study is that it is not completely pre-determined; it is left open and flexible.

The presents study attempts to find out the Pakistani teachers' beliefs and perceptions and their attitudes towards Communicative Language teaching and does not provide the findings in terms of numbers. Furthermore there are no variables involved for comparison, contrast or co-relation; instead, the questionnaire consists of a list of open ended question. Since there is no numeric data or statistical analysis involved, this study and the questionnaire falls under the umbrella of qualitative research.

Setting

The data for this study was collected while I was still in U.S.A. finishing my studies. I tried to contact a number of English language teachers in Pakistan to find out if they could volunteer to participate in my research project. But because of summer vacations in Pakistan which continue from June to August every year, the majority of the teachers was out of the office and could not respond to my email. There is not one particular setting, common to all the participants except for the fact that they all were English language teachers who had taught in Pakistani schools, colleges and universities.

Participants

A total eight teachers volunteered to participate in the study and filled out the questionnaire; they were all adults. I gave them pseudonyms to protect their identity. They were all English language teachers; some of them were teaching currently and others had taught English at some point of time in the past. All of them had taught English for more than a year in their institutions. Five out of eight respondents had received some of other kind of professional training in teaching English; whereas, the remaining three did not have any teacher training at all. This piece of information is

particularly important to answer the secondary question of this research study which is if

teacher training makes any difference in the teaching practices of the teachers. The

qualification of majority of the participants was M.A, except of that of Farhan who had a

Bachelors' degree. The group of the participants was diverse in the ages, gender and the

number of years they taught English (see Table 3.1). They had been teaching at various

grade levels: Sana, Nida and Hamid taught at intermediate (high school – 11th and 12th

grades) and bachelors' levels (college level - 13th and 14th grades); Asad, Farhan and

Rehana had taught matriculation (9th and10th grade) in addition to intermediate and

bachelors; and Samra and Taha had taught both at undergraduate and graduate levels.

Only Samra and Rehana had taught in both private and public sectors; the rest of them

had taught in private sectors only.

Table 3.1

Demographic Information of the Participants

Name	Gender	Age	Qualification	Professional training	Teaching years
Sana	F	30	Master	ELT	2
Asad	M	31	Master	No	6
Samra	F	26	Master	No	4
Nida	F	36	Master	Advance Teacher Training	14
Farhan	M	32	Bachelor	No	5
Hamid	M	26	Master	PGD in ELT	2
Rehana	F	27	Master	PGD in ELT	5
Taha	M	34	Master	CELTA Cambridge certificate	10

Note. ELT = English language teaching; PGD = post graduate diploma; F = Female; M = Male.

Procedures and Data Collection

A questionnaire was used to collect data that helped me answer my research questions and reach the conclusion. A questionnaire is any written instrument that contains a series of questions or statements to which the participants of the study respond to either by writing out their answers or by selecting most appropriate option among the existing answers (Brown, 2001).

The use of the questionnaire seemed justified by the fact that I intended to find out the perceptions and opinions of Pakistani teachers towards Communicative Language Teaching. In second language research, questionnaires allow researchers to gather the information such as participants' beliefs, motivation and reactions to learning and classroom instruction and activities (Mackey & Gass, 2005). All the questions in the questionnaire were open-ended because an open ended questionnaire is a very useful tool to gather data for qualitative research, especially when later is exploring peoples' opinions and perceptions. Open ended items allow participants to relate their own thoughts and ideas in their own manner, and thus may provide a deeper, unexpected and insightful data (Mackey & Gass, 2005).

Dornyei (2003) lists three types of data that questionnaires can yield about the respondents:

a) Factual: Factual questions cover demographic characteristics (e.g., age, gender and race), residential location, religion, marital status, socioeconomic status or any background information that may prove helpful in analyzing the data.

b) Behavioral: Behavioral question are meant to find out what the respondents are doing or have done in the past.

c) Attitudinal: Attitudinal questions cover a broad range category that encompasses questions regarding attitudes, opinions, beliefs, interests and values.

The questionnaire formed for the present study covers all three areas cited above. It asks the participants to provide their demographic information first. Then follows the behavioral and attitudinal questions such as, how they have been teaching English previously, for how many years they have been teaching English (behavioral questions) and what are their beliefs regarding the CLT methods and their perceptions about the hurdles they might have to face to adopt this method to teach English as a second language in Pakistan.

The questionnaire contains five links to the video clips that were selected very carefully from the web site of *Online English Language Center*. Each video consists of a lesson of ESL content being taught using Communicative Language teaching. The questionnaire was emailed to the participants. The latter watched the clips and responded to the questions in a free manner. After answering all the questions, they emailed their responses back to me. I found the video clips to be useful for my study because:

1. Communicative language teaching is not common in Pakistan; not every language teacher is cognizant about what Communicative Language teaching technique is, as most of them have been employing Grammar Translation for years. In order for them to respond to the questionnaire, I wanted to make sure

that they have an idea about communicative language teaching and its practical

implication in a language classroom.

2. Secondly, since my research question is to discover the barriers teachers have to

face in the course of adopting the Communicative language teaching in a

language classroom, teachers need to know what resources and classroom

environment they may need in order for them to employ this language teaching

technique. And these clips vividly manifest how to bring theory to practice.

The participants watched five selected video clips in total and answered a set of

four questions for each clip. All the questions were open-ended and allowed the

participants to express their views and perceptions with full freedom—this particular

characteristic of the questionnaire brings it very close to an interview.

<div align="center">Data analysis</div>

Data analysis means making sense out of data. As soon as I received the

responses back from the participants, the data analysis phase started. After reading the

responses, the categories of the themes, emerging from the responses, were constructed.

Since I did not develop any hypothesis in the beginning, the categories led the direction

to find the answer to the research question. The response of every single participant was

treated individually. The category construction began with the very first response

received. The list of the categories was added up every time a new and striking theme

emerged.

After receiving all the responses back from the respondents, I sorted out the

categories. All the identical themes were brought together and named the formulated

categories, followed by the interpretation of these categories. I also tallied the responses of questions four and five of each set of questions to rank the obstacles described by the participants depending upon the frequency in which they occurred as a whole.

This data analysis certainly helped me not only formulate the findings and results, but also assisted me in making the recommendations at the end of the research project.

Summary

In this chapter, I have touched upon the grounds which qualify this research project as a qualitative research. I have also identified what research instrument I have use to collect data to help me answer the research question of my capstone and why I think that this instrument is the most appropriate tool for me to collect the data in the given circumstances. The chapter contains some brief details about the participants and setting in which the data is collected. I also mentioned briefly how I have analyzed the data to get at the results. As a result of this analysis, I hope to get sufficient information to help me get an idea of Pakistani English language teachers' perceptions of the barriers to promoting English language acquisition using CLT in their ESL classrooms. Chapter four of this capstone will present the analysis and interpretation of the data collected.

CHAPTER FOUR: RESULTS

In this chapter, I report the results of my research. The purpose of the research was to identify the perceptions of Pakistani English language teachers towards the barriers to promoting English language acquisition using student-centered Communicative Language Teaching with the students in their ESL classrooms. I interpreted and analyzed the data to the best of my ability and strove to find patterns in the participants' responses. I summarize the findings of this research in this chapter and hope that the results of the study provide some insight into the beliefs and attitudes of Pakistani teachers about Communicative Language Teaching and highlight some aspects that need to be addressed.

As mentioned earlier in Chapter Three, I collected data from the teachers who teach English in Pakistani educational institutes at private or public level. Five of the participants claimed to have some or other professional English language teaching training which leads me to assume that they already have an idea of what Communicative Language Teaching is. However, the other three have not received any professional teacher training. I emailed a questionnaire containing five sets of questions to each of my participants. Each set consisted of four questions and a link to a video clip. Five different video clips were used for five different sets of questions and the participants were instructed to watch the video first and then answer to the questions.

Data Analysis

For data analysis, I formulated five tables to record the responses of the participants on each set of the questions. The themes of five sets of questions were as follows:

a. Authentic materials

b. Pair and group work

c. Creative and critical thinking

d. Building language awareness

e. Individual learner differences

The videos, demonstrating the above described essentials of CLT in action, were selected very carefully from the website of *Online English Language Center*:

http://oelp.uoregon.edu/shaping.html

Authentic materials

Authentic materials are 'real' life objects that teachers use to make their teachings effective. They provide students with exposure to real language and its use outside the classroom in the society (Kilickaya, 2004). Using authentic material is fundamental to Communicative Language Teaching. The focus is on the message and the meanings it conveys as opposed to the form of language (Homolova, 2004).

The first question that the participants answered was:

1. How would you describe what authentic materials are?

From the participants, Sana, Rehana and Nida defined authentic materials very nicely, reflecting a better understanding of the topic. They emphasized natural use of language in

a natural context which is closer to Homolova's definition; whereas Farhan and Hamid describe authentic materials respectively as essential tool to teaching and *real source of learning*. Samra and Asad define authentic materials as *material objects to clear the concept of students* and *material which is real to life*. Taha also presents an interesting definition of authentic materials as *Life related materials which the learners either know about or will encounter in their daily lives*.

2. Have you ever used authentic materials in your teaching? If so, give some examples?

Six out of total eight participants claimed to have used authentic materials in their teachings. Asad has used it while making the students write letters and applications. Samra recalls using it while teaching a short story 'The daisy' in 10th grade. Hamid too gives specific example of using maps while teaching the civilization of Lahore. Taha reports to have used 'news paper articles, internet articles and YouTube showings' as authentic material in his classroom. Nida and Sana do not provide specific instances of having used authentic materials in their teachings. Whereas Farhan and Rehana claimed that they never made use authentic materials in their classrooms.

3. What are the obstacles to using authentic material in your classes?

Through the analysis of participants' responses, I noted the following list of obstacles as indicated in the table below:

Table 4.1

Obstacles to Using Authentic Material in Pakistani Classrooms

Obstacles	Numbers
Lack of resources and proper facilities	4
Teachers' lack of awareness	3
Teacher training	2
Syllabus based educational system	2
Assessment system	1
Affordability of institutions	1
Non-co-operative attitude of administrators	1
Parents' lack of awareness	1
Cultural barriers	1

The table above presents the obstacles pointed out by the participants in a hierarchy with most frequently mentioned on the top.

However, Nida's response happens to be different from other participants; whereas other participants provided a number of obstacles to using authentic material in their classes, she asserts *textbooks are based on real life situations; there are no such impediments*, which points to a lack of understanding of what authentic materials are.

4. What would teachers in Pakistan need to be able to incorporate authentic materials into their teaching as demonstrated in the video?

The participants' responses entail the following list of the issues that need to be tackled in order for them to promote the use of authentic materials in their teachings.

a. Teachers should be trained to prepare their own materials

b. Need more financial resources

c. Institutions should provide teachers with necessary resources and modern equipments.

d. Encouragement and cooperation of seniors and administrators

e. Teachers should be equipped with modern educational skills

f. Teachers must get rid of old teaching techniques and methods

g. Communication and interaction with teachers

Summary

As I have mentioned earlier, five out of eight participants have received some or other kind of professional training in teaching English. If the responses of the participants are observed closely, one cannot help noticing that the participants who have received English language teaching training do a better job explaining the concept of authentic materials. Not only that, they also reflect on the hurdles in using it in their classroom relatively thoroughly, except Nida who does not see any impediments. I found Sana and Rehana giving an exhaustive, and similar in some respects, detail of the hurdles; what is more interesting and equally important for me to mention here, is that they both have gone through ELT (English Language Teaching) training. They both emphasize teacher training, lack of awareness on teachers' part and undue pressure of administrators and the examination body.

Taha highlights a very important point of 'cultural barriers' in his description of the obstacles. He says that student may not understand the native culture of the language or they may get offended by the language or the authentic material used. I have a personal anecdote to attest this statement of Taha stating learners getting offended by certain usages of the language. When I came to USA, say three years back with manageable English, I used to feel offended if somebody would offer me a cup coffee or the dinner saying *let me buy you the dinner/coffee* or *I want to buy you...*, which is a

polite American way of offering something to someone. Being an alien to American culture, I used to feel insulted that the speaker thought that I did not have enough money to *buy* myself a coffee or dinner.

On the other hand, Asad, Samra and Farhan suffice to complain about *lack of resources* or *unaffordability* only, without providing a clearer view of the resources. For question # 4, however, everybody gave their diverse opinions; I could not draw a fine line between the responses of trained and untrained English language teachers.

<u>Pair and group work</u>

Pair and group work are flexible and useful techniques in a language teaching classroom. With the help of pair and group work, students get an opportunity to work together and learn from each other. They help each other solve a problem, analyze a passage, prepare a presentation, make up a story and do exercise together. They also help each other gain more knowledge and to be proficient on language skills (Brandl, 2008; Richard and Rodgers, 2001). The first question that deals with pair and group work is:

1. How would you describe pair and group work?

Whereas other participants defined pair and group work in their own unique way, Farhan and Hamid elaborate on the advantages of utilizing this technique in classroom instruction respectively as *valuable procedure creating a sense of unity and ensuring that nobody is left behind* and *by pairs and group work, we can get the desired outcome collectively and productively.* Sana, Rehana and Asad define it as an activity or task done by two or more students collectively; Samra explains it as *learning of students by cooperating with each other*; Nida definition counts on Vygotsky's idea of children

working in groups in order to learn from each other; to Taha it is *the ability to work outside of the realm of individualism.*

2. Have you ever used pair and group work in your teaching? If so, give some examples?

Four out of total eight participants have never paired their students or have not divided them into groups for collaborative work. However, the rest of the participants have utilized this fruitful technique, and they give some specific examples of how they used it. Sana claims to pair her students up and give them some new-paper cutting to discuss the current issues and give their personal opinion on them. She would also divide them into small groups to solve a problem and present it to the rest of the class. Nida too would ask her students to *discuss the latest news early in the morning in the pairs*. Hamid too have taken the advantage of this useful technique *for presentations, I made the groups of 4 and asked them to work on one project and present it to the class*. Lastly, Taha appears to be very enthusiastic and say emphatically *Yes, all the time – In discussions, in grammar lessons, vocab lessons, in just about every type of lesson*.

3. What are the obstacles to using pair and group work in your classes?

Nida, once again, does not see any problem implementing pair and group work in her classroom as opposed to the rest of the participants who list the following obstacles in incorporating it in their teachings. Once again the table demonstrates the obstacles in a hierarchy with most frequently mentioned on the top and least frequently mentioned towards the bottom of the table.

Table 4.2

Obstacles to Using Pair and Group Work in Pakistani Classrooms

Obstacles	Numbers
Students' individual differences	5
Lack of resources	3
Lack of awareness on teachers' part	2
Classroom discipline	2
Teacher training	2
Teachers' reluctance	1
Attitudes of administrators	1
Pressure to focus on the textbooks	1

4. What would teachers in Pakistan need to be able to incorporate pair and group work into their teaching as demonstrated in the video?

The participants listed the following:

   a. Teacher training

   b. Teachers need to get rid of traditional language teaching techniques

   c. Teachers need to change their teaching style from dictatorial Pakistani-spoon-fed discipline to CLT

   d. Teachers need to be well aware of the latest teaching techniques

   e. Awareness in teachers about the benefits of employing pair and group work in their classes

   f. Teachers need more training and experience to be a mediator

   g. Teacher training programs should include the training as to how to put the students in groups or pairs and get the best out of them

   h. Informal classrooms

i. Close interaction between teachers and students

j. Less pressure for the completion of the theoretical syllabus

k. An abrupt change is needed in the behaviors of administrators about spirit of pair and group work

l. Co-operation of authorities

m. The number of the students should be according to the size of the classroom so that students can mingle with each other without interrupting the discipline of the next door classroom.

Summary

Again Sana, Nida, Rehana and Taha (all of them are trained teacher) provide very comprehensive definitions of pair and group work as opposed to the rest of the untrained participants. Another pattern that is worth noticing that only trained teachers report to have supported their teachings with the technique of pair and group work except Rehana who seems to have the knowledge of this particular technique but never employed it in her teaching. For question #3, Nida alone stands out claiming to have no obstacles in using this technique, where as others redundantly mention over-crowded classes, classroom discipline & organization and non-serious attitudes of the students. For question #4, all the participants listed a number of ideas on what they need to be able to incorporate pair and group work in their teachings.

Creative and critical thinking

Critical thinking involves logical thinking and reasoning including skills such as comparison, classification, sequencing, cause/effect, patterning, webbing, analogies,

deductive and inductive reasoning, forecasting, planning, hypothesizing, critiquing, interpreting and evaluating observations, communications, information, and argumentation (Fisher & Scriven, 1997 & http://eduscapes.com/tap/topic69.htm). Skills of creative thinking include creating something new and original. It also involves skills of flexibility, originality, fluency, brainstorming, modification, imagery and metaphorical thinking.

The first question in Creative and critical thinking section is:

1. How would you describe creative and critical thinking?

Rehana and Farhan demonstrate strong understanding of the topic while defining it. Rehana describes creative and critical thinking as: *the ability to think and analyze the situation logically and rationally and try to come up with a sensible but unique and different conclusion/judgment*. Farhan enumerate creative thinking and critical thinking separately: *Creative thinking: it involves creating something new, skills of flexibility, fluency, elaboration, and imagery. It can be used to stimulate curiosity and promote divergence; Critical thinking: related to logical thinking and reasoning including the skills of comparison, classification, sequencing, cause/effect, reasoning and planning.* The rest of the participants sum critical thinking as: seeing problems and situations in depth and analyzing logically; and creative thinking as ability to think creatively or as Hamid puts it as *to come up with something new, exciting and very useful instead of relying on the previously taught methods*.

2. Have you ever incorporated creative and critical thinking in your teaching? If so, give some examples?

Sana, Samra, Farhan, Hamid and Taha report that they have incorporated creative and critical thinking in their teachings as opposed to Rehana, Nida and Asad who never supported or never got a chance to weave this technique into classroom instruction. Nida vents '*No, we do appreciate it but criticality is still in its infancy*'. Sana usually employs problem solving activity in her language teaching class; Taha claims to use it *in debates and discussions and in essays*, and in IELTS preparations; Hamid asks his students to *reproduce a particular piece of work and come up with their own thoughts and creativity*; Farhan gives his students different situations to represent them critically and creatively in role-plays and lastly Samra reports that while teaching short stories, she asks the students to review them critically and express their own view points and opinions.

3. What are the obstacles to promoting critical and creative thinking in your classes?

I noted with the following list of obstacles after analyzing the participants' perceptions:

Table 4.3

Obstacles to Promoting Critical and Creative Thinking in Pakistani Classrooms

Obstacles	Numbers
Textbook based educational system	3
Lack of resources	3
Individual views are not appreciated	2
Practice of rote learning and cramming	2
Individual differences of the students	2
Set mentality of both teachers and students	1
Teachers' training	1

4. What would teachers in Pakistan need to be able to incorporate creative and critical thinking into their teaching as demonstrated in the video?

In order to incorporate creative and critical thinking into their teachings, English language teachers, as per the participants of the study, need the following:

a. Teachers in Pakistan need to be knowledgeable about their content area

b. Teachers themselves must be qualified and upgraded with critical and creative thinking

c. Teacher-trainer program should add this approach to their training program

d. Pre-session classes for the teachers should be carried out

e. Teachers should change their behaviors; they should stop criticizing the learners and should appreciate their work.

f. The assessment system needs to give credits to the students who have creative and critical thinking

g. Giving more space to the learners to think critically

h. Getting rid of rote-learning

i. Introducing authentic material

j. Co-operation of the students

k. Serious efforts on the part of teachers

l. Sufficient resources

m. More time and space for each session to accomplish the tasks

n. Co-operation of the administrative body

o. Less burden on the teacher to finish the textbook

p. Text books should be redesigned to include these kind of activities so that they come under the umbrella of textbooks and are not perceived as wastage of time,

q. Limited number of the students in each section so that all the students can participate according to their relative abilities

Summary

All the participants showed a general understanding of the what critical and creative thinking is, except for Nida who neither attempted question #1 nor did she claim to have incorporated it in her teacher, although she comments *we do appreciate it but criticality is still in its infancy*. In addition to Nida, Rehana and Asad too never implemented it in their English language classrooms. The rest of the participants provided specific example of having experimented with this technique. For questions 3 & 4, I was more curious to see the answers of Nida because she usually did not have a problem using authentic materials and pair and group work in her teachings. There was a consistency in her responses to question 3 and 4, in which she expresses the need of more time in the classroom, particular mind set, serious effort on the part of teachers and getting the students ready for it. Hamid and Taha did not respond to question # 4 and # 3 respectively in this section. Others did touch upon several problems and challenges they countenance while promoting critical thinking in their students which I have enlisted above. I was unable to trace any pattern of the difference in the opinions and behaviors of trained and untrained teachers as opposed to previous sections.

<u>Building language awareness</u>

Building language awareness means that providing a context in classroom where students can learn how to use the language in a given situation and how one form of language can work in different situations. In other words, we can term building language awareness as teaching contextualized language; it refers to a way of speaking that learners develop within the context of a special group and dialect (Diaz-Rico, 2008). The questions in Building langauge awareness section start with the following question:

1. How would you describe building language awareness?

    I found unanimity in the definitions of 'building language awareness' provided by all the participants. Sana, however, outlines the most comprehensive definition of all: Language awareness means to be aware of the use of language in given context rather than knowing the form and function.

2. What kind of classroom techniques do teachers employ in this video to teach English language?

    The techniques teacher uses in the classroom, as described by the participants, are: introducing the lesson to the students, she artificially creates real life situation and uses the content against the situation. She makes the students experience language via role play, and then she gives them the activity to plan a trip to see if students can use the language that they have just learned. She also makes use of learners' previous information, indulges the students into pair and group work for collaborative discoveries about the language.

3. Have you ever employed language awareness techniques in your teaching?

Three participants have never employed any kind of language awareness techniques in their teachings. Out of the remaining five participants, the answer of two is only *yes*, with no specific examples. Farhan and Rehana, while teaching the vocabulary, emphasize the students to use the use newly learned vocabulary to their personal life situations and present it to the class. Taha reports using learners' previous information and supplementing it with his new lesson.

4. What would teachers in Pakistan need to be able to employ language awareness techniques into their teaching as demonstrated in the video?

The respondents claim that English language teachers need the following in order to employ the language awareness techniques into their teachings:

   a. Teachers need to be trained with these new trends

   b. Teacher training programs are old fashioned and lack innovation

   c. Appropriate training how to build language awareness in their students

   d. CLT is not understood in its true sense

   e. Spacious classrooms so that students can practice/experience language

   f. Appropriate resources

   g. Institutions should recruit only those individuals who are well-versed with English language and its variations

   h. Authorities should arrange for the refresher courses quite frequently for the language teachers especially, as the language trends change rapidly

Summary

In this section, both trained and untrained teachers do not seem to have a big gulf between them. They showed equal understanding of the topic while defining it. Sana, who has been supporting her teaching with all other teaching techniques such as using authentic materials, pairing her students up, considering individual differences, claims to never have language awareness techniques in her teachings. Of the untrained teachers, only Farhan provides some examples of having used language awareness techniques in his language classrooms. The other two report that they never used it. For question # 4, Sana and Rehana, Taha, the trained teachers, provide a huge list of issues to be tackled. Whereas, out of untrained teachers, Farhan simply says that teachers should be applying language awareness techniques in response to #4, Samra emphasize the need of proper teacher training; Asad emphasize the need of pair and group work.

Individual learner differences

Individuals differ in attitudes, behavior, general skills, aptitudes, preferences, motivation, processing information and constructing meaning out of it (Jonassen & Grabowsky, 1993). Individual learner differences in terms second language acquisition surveys developments and differences of individuals in foreign language aptitude, motivation, learner strategies, and learner styles (Skehan, 1991).

The first question that deals with individual learner differences is:

1. How would you define individual learner differences?

The participants defined this term in variety of ways: to Asad individual learner differences means that *all learners have their individual differences in terms of learning*

ability, age, sex, motivation, personal circumstances, styles; for Samra it means *the difference between learning of different students*; Nida explains it as *difference which occurs due to difference in personalities*; Farhan describes this concept as *individual variation in students*; Rehana defines it as *different backgrounds, different learning styles, different needs and different information processing time of the students*; and Taha says *no two people are the same.* However, both Sana and Hamid chose not to response to any question of this section of the questionnaire.

2. What do you do in your classroom to meet the requirements of individual learner differences?

Other than Sana and Hamid, who did not give any kind of response, only Farhan's answer is *No*. Asad tries to give personal attention to the learners to meet the individual needs of his students. Samra asks questions from individual students regarding the lesson she teaches. Nida claims to interact with the students as much as possible. Rehana tries to fulfill individual learners' needs by giving each individual proper time and attention. And Taha harnesses differentiation techniques in his teaching– pairing stronger and weaker students, tailoring work for the weaker students.

3. What are the obstacles to meeting individual learner differences in your classes?

I noticed the following list of obstacles, demonstrated in the table 4.4 in a descending order, after analyzing the participants' perceptions:

Table 4.4

Obstacles to Meeting Individual Learners Differences in Pakistani Classrooms

Obstacles	Numbers
Teacher training	2
Lack of resources	2
Lack of resources	2
Lack of awareness on teachers' part	1
Individual differences among students	1

4. What would teachers in Pakistan need to be able to meet individual learner differences into their classrooms as demonstrated in the video?

According to the participants of the study, Pakistani teachers need the following to meet the individual learner difference:

a. Increasing teachers awareness

b. Using multiple texts for learning

c. Government of Pakistan should allot some scholarships or provide some aid so that institutes can provide their teachers with enough resources to meet with the individual needs of the students.

d. Training and adequate resources

e. High number of students makes it impossible to attend to the students individually

f. Government institutions should pay more attention towards this issue of the number of the students; private schools are comparatively doing better.

g. Institutions should divide one class into several sections so that teacher can pay close attention to the teachers

h. Assistant teachers should be provided so that each student can get proper attention

i. Teachers should be trained to address to individual students' need

j. Institutions should arrange parent-teacher meetings on regular basis that is how teachers will get more knowledge about the students, their progress, their learning habits, potentials and short-comings.

k. Treat people as individuals and not as animals and in the rough and abrasive manner which Pakistanis treat each other.

Summary

Out of five professionally trained teachers, Sana and Hamid did not attempt answer any question in this particular section. The remaining three, Nida, Rehana and Taha defined individual learner differences pretty well and attempted to have considered it while teaching. Taha specifically lists the differentiation techniques he employs with his students: yoking stronger and weaker students together and tailoring work for the weak students. Out of untrained teachers, only Farhan's answer is 'no' for question # 2, but surprisingly his response to question # 3 is totally different; he reports *I feel problem only in the beginning when I do not know the students, but once I get to know them the teaching-learning process becomes smooth*. Others do give examples as to how they keep individual differences of the students in consideration. For # 3 and # 4, the list of the obstacles and practical suggestions is placed above.

Obstacles to using the components of Communicative Language Teaching

As keeping with the research question of this study-- which is: What are Pakistani English language teachers' perceptions of the barriers to promoting English language

acquisition using student-centered Communicative Language Teaching with the students of their ESL classrooms?—the third question in each set of questions inquires about the obstacles teachers have to face in their English language classes. Although the participants who are English teachers in Pakistan described the obstacles to using each component separately, I sorted them all out and extracted the common issues that everybody mentioned. If some issue is highlighted by most of the participants and happens to be in all the sections with different wording, I chose the most appropriate and comprehensive response to represent the rest. Similarly, if some issue is mentioned only once, in one section only, I did not ignore it too. Later on I categorized these issues under the following themes:

1. Issues with teachers
   a. Teachers are not properly trained
   b. Lack of awareness on the part of teachers
   c. Some teachers are simply reluctant to use CLT
   d. Teachers are burdened with finishing the syllabus
   e. Teachers' beliefs about classroom discipline

2. Assessment system
   a. Educational system is strictly syllabus based
   b. Teaching-learning process aims at passing the examination

3. Lack of facilities: (small but over-crowded classrooms, lack of time, furniture)
   a. Overcrowded classrooms
   b. Lack of time

    c. Small classroom size

    d. Affordability of the institutions

    e. Lack of resources

4. Issues with students

    a. Due the habit of cramming and memorization, students take the critical and creative activities as burden

    b. Non-serious attitudes of the students who have been trained to receive lectures only

    c. Individual differences in the students

    d. Lack of awareness on the part of parents of the students

5. Administrative body

    a. Organization of classroom

    b. Non-cooperative and rigid attitude of administrators

6. Prevalent teaching-learning trends and beliefs

    a. The practice of rote learning

    b. Particular mind set of the students and teachers

    c. Individual views and ideas are not considered to have much authenticity

7. Cultural barriers

One of the participants mentioned cultural barriers separately as one of the hurdles in the implication of Communicative Language Teaching in Pakistani classrooms. But if we observe closely, all the above described hurdles do fall under the arena of cultural barriers.

In this chapter, I analyzed and presented the results of my research study. I will draw conclusions and make some recommendations for the teachers and concerned authorities in chapter five.

CHAPTER FIVE: CONCLUSIONS

In this research project, I attempted to answer the following question: What are Pakistani English language teachers' perceptions of the barriers to promoting English language acquisition using student-centered Communicative Language Teaching with the students of their ESL classrooms? In this chapter, I will present conclusions that I have drawn after analyzing the data. I will discuss some major findings as they relate to my research question. I will reflect upon the implications of the findings on Pakistani English language classroom. I will also discuss the limitations of the study and challenges I had to face in the course of finishing my research. I will relate what I learnt in the process of working on my capstone and what areas could have been tackled in a different and a better way. I will try to suggest further areas to continue this study.

Participants' Recommendations

Following are the major reforms recommended by the participants of the study:

Teachers Training

1. Teachers should be well trained, equipped with modern educational skills and latest teaching techniques.

2. Teachers in Pakistan need to be intellectually upright and knowledgeable.

3. Teachers must get rid of old and traditional language teaching techniques and methods.

4. Teachers need to change their teaching style from dictatorial Pakistani-spoon-fed discipline to CLT.

5. Pre-session classes for the teachers should be carried out.

Institutional support

1. Institutions should provide teachers with necessary resources and modern equipment.

2. Institutions should recruit only those individuals who are well-versed in English language and its variations.

3. Administrators should arrange for the refresher courses quite frequently for the language teachers especially, as the language trends change rapidly.

4. An abrupt change is needed in the behaviors of administrators. They are more concerned with the discipline of the classrooms than with the grooming of the students. Teachers, especially those who are trained, cannot execute their roles well enough only because of restrictions imposed by the administrators. That is why, co-operation of authorities is mandatory.

5. Institutions need more financial resources.

6. Institutions should divide one class into several sections so that teacher can pay close attention to the students.

7. Assistant teachers should be provided so that each student can get proper attention.

8. Institutions should arrange parent-teacher meetings on regular basis so that teachers get better understanding about the students, their progress, their learning habits, potentials and short-comings.

Assessment system

1. There should be less pressure for the completion of the theoretical syllabus.

2. The assessment system needs to give credit to the students who have creative and critical thinking.

Policy Reform

1. The government of Pakistan should allot some scholarships or provide some aid so that institutes can provide their teachers with enough resources to meet the individual needs of the students.

2. Government institutions should pay more attention to the issue of the number of the students; private schools are comparatively doing better.

Resources

1. The number of the students should be according to the size of the classroom so that students can mingle with each other without interrupting the discipline of the next door classroom.

2. Classrooms should be spacious so that students can practice/experience language with convenience.

3. More time and space should be allocated for each session to accomplish the tasks.

Curriculum

1. Textbooks should be redesigned to include different kinds of communicative activities which ensure that students mingle with and learn from each other.

2. Teachers should be allowed and encouraged to using multiple texts for teaching.

3. Classrooms should be informal, with close interaction between teachers and students.

4. Both teachers and students should get rid of the practice rote-learning.

5. Teachers must introduce authentic materials in their classrooms.

<div align="center">Recommendation and Implication</div>

In this section, I will briefly touch upon my recommendations of the study. I will mainly focus on teacher training because it turns out to be a predominant theme in the responses of the participants. I will also talk about the importance of a sound and reliable assessment system as it gears the whole teaching-learning process in any educational set up. The role of helpful resources and cooperation of concerned authorities and administration also carries vital importance to reach the final goal of an ideal teaching and learning situation. Following are the categories that I am presenting as recommendations based on the results of the study.

Teacher training

Teacher training turns out to be a major finding of the study. That is why, I hereby emphasize the significance of teacher training that teachers should be well trained and equipped with modern educational skills and the latest teaching techniques. They need to be intellectually upright and knowledgeable so that they can reflect upon their own

teaching and make important modifications as needed. Critical reflective practices should be an integral part of the teacher training programs (Kabilan, 2007). They must get rid of old and traditional language teaching techniques and methods such as GTM and change their teaching style from dictatorial spoon-fed discipline to a problem posing and communicative approach. Professional development for the language teachers should be carried out and they should be updated about the new trends in language teaching. Teachers should change their behaviors; they should stop criticizing the learners and should appreciate their work.

<u>Lack of resources</u>

Lack of resources grabs the second place in the hierarchy of the categories. It has been highlighted by the participants for about twenty three times altogether. Teachers in Pakistan have very insufficient resources. Overcrowded classrooms do not allow teachers to give attention to every learner. If I recount my own school and college life, I remember teachers striving hard to teach more than hundred students in one classroom. In such a classroom, students do not have enough furniture to make themselves comfortable and get ready to learn. The time span allocated to each period is limited to only 45 to 50 minutes to teach the lesson in addition to calling the roll of 100 students.

Institutions should provide teachers with necessary resources, enough furniture, and modern equipment so that teachers can produce desired results. In addition to that, there should be enough time for the teachers to not only cover their lessons but also to perform the follow up activities and answer students' queries regarding the lesson.

Institutions should also arrange for assistant teachers to help the main teacher carry out his/her teaching task smoothly, thus producing maximum output.

Assessment system

Assessment carries significant weight in an educational system. It shapes the teaching learning process. In Pakistan, the annual exam system is in vogue and good scores ensure the promotion of the students to the next level. The format of the exam encourages the learners to heavily rely on rote memorization.

I strongly recommend change in the Pakistan's assessment system. It should not assess students' capability of cramming or their short terms and long term memory, but their understanding of the content and their ability to apply the gained knowledge to the practical situations. In English language classes, instead of examining if the learners have learned the grammatical rules by heart, teacher should pay more attention to the proficiency and the fluency of the language and the capability of the students to use it in their practical lives.

Cooperation of administrative body

Another dilemma of the English language classes in Pakistan is non-cooperative attitude of the administration as highlighted by the participants. They are more concerned with the organization and the discipline of the classroom than what is actually going on inside the class. Students might not learn anything, but the class should sound well disciplined. This kind of disposition of the administrative body is certainly condemnable; it hampers teachers from engaging their students in discussions, debates, pair and group work and many other activities which are fundamental to a language class.

Administration should cooperate with teachers and let them perform the necessary teaching activities without worrying much about the discipline. Strict discipline does not yield individuals equipped with independent capability of critical thinking.

Conclusion

Finally, Communicative Language Teaching is a western approach to teaching English; it promotes communicative ways of teaching. On the other hand, Pakistani English teachers are still practicing Grammar Translation Method in their teaching. It is not that teachers do not want to practice CLT but that they are not given ample training to incorporate it in their language classes. And those who luckily get some training do not find favorable circumstances to practice it, as is evident by the responses of those who get proper English language training. Either the classrooms are over-crowded, or the teachers do not have enough resources. The administrative body cares more for discipline than for the intake of the learners in some cases, or teachers have a lack of help in others.

However, among the participants, we had an exceptional case namely Nida who has participated in an Advanced Teacher Training course. She does not elaborate if this advanced teacher training is particularly for English language teaching or just a regular teacher training. In most of her responses, she does not see any impediments to incorporating the major components of Communicative Language Teaching in her teaching. However, in critical and creative thinking and individual learner differences sections, she complains that there is very limited time given to the teacher to cover the course work and that classrooms are overcrowded. She emphasizes the importance and need of more resources and teacher training. Nida's responses signify that teachers can

certainly incorporate commutative ways in their teaching provided that they are well trained. And additional resources seem to facilitate attaining the desired goals.

Here, I would not forget to mention Rehana who received an ELT (English Language Teaching) diploma but failed to implement her language training into her classrooms due to over-crowded classrooms, lack of proper facilities, lack of cooperation from authorities and several other reasons which I have touched upon in Chapter Four. At the same time we cannot ignore those participant teachers who have not received any training at all but still give us an indication that they have either used these communicative teaching techniques or are capable of incorporating them into their teaching if they are provided with favorable conditions (a list of which I have described in results and conclusions section).

Once again, I am not putting GTM down; my endeavors in this research project are pointed to getting at a practical solution to better the English language teaching conditions in Pakistani classrooms. And the solution is not to continue sticking to the GTM as it meets neither the requirements of modern age nor the needs of a vigilant student who wants to step into his practical life all prepared and well equipped. We can also not take an extreme step of adopting CLT and impose it onto a system which has been functioning on an entirely different track. What I am offering through this study is to take a moderate way in which we strive to amalgamate these two teaching technique in a workable blend.

Now the question is how to make it practical? And the answer is to tune our authoritative ways of teaching, promote a communicative environment in the classroom

and put an end to the *oppressor* and *oppressed* roles of teacher and students respectively (Freire, 1993). Our role as a teacher is to create a favorable environment for the learners in which they can not only express their opinions freely inside and outside the classrooms but can also advocate for themselves when travelling abroad to learn from and mingle in other cultures. This kind of communicative approach does not promise the inculcation of the basic four communicative skills (speaking, listening, reading and writing) only, but also leads us to the greater and higher end, which is the development of critical thinking (Auerbach, 1987).

The second step is teacher training, which turns out to be a key element of this research project. The results of this study have proved that teacher training makes a huge difference in the teaching approaches of the teachers. Another equally important factor in this debate is modification of assessment systems. Participants mentioned assessment system as one of the impediments they face in incorporating CLT in their teachings. So the assessment system of Pakistani educational system in general and of English language classes in particular should be reviewed to free the students from the negative washback affects of exams (Jilani, 2009). The next and equally critical step is that administration and the authorities m(which also includes the government support) reassure that teachers get all the necessary resources they need to produce desired results. They should make sure that classes are not over-crowded so that teachers can easily interact with the students thus giving way to the initiation of a meaningful and result-oriented teaching learning process (Sarwar, 2001).

Challenges and Limitations

The first and foremost challenge I had to face in the course of undertaking this study was data collection. I collected the data from the English language teachers in Pakistan during my stay in the United States. It was hard for me to contact and then get hold of English teachers in Pakistan. I had my family and some close friends help me contact English teachers. I had to make overseas calls several times to ask the teachers if they could participate in my study. Initially, nearly twenty teachers agreed to volunteer for my study but the number reduced down to eight teachers.

The questionnaire I formulated was quite lengthy, as I attempted to include all the basic components of Communicative Language Teaching approach. It could be one of the reasons that hampered some of the participants from responding to it.

The time I conducted the survey was the summer, a season which is tremendously hot in Pakistan and most of the institutions get closed and people usually migrate to cooler places temporarily. I could have gotten more participants if I had conducted the study in a season when institutions are open.

Some of the teachers, especially those who did not have received any teacher training, were unable to understand some concepts which are not commonly practiced in Pakistani classrooms, such as the use of authentic materials, building language awareness, promoting creative and critical thinking. I had to call them several times to translate the question and the video clip into Urdu language, the national language of Pakistan.

What would I do differently?

I would make sure to gather the data in person so that I could have sufficient number of participants since, due to my stay in the United States during data collection, I could not contact most of the English language teachers. I would conduct the interviews in addition to surveys in order to give the participants more space and freedom to express themselves.

 I would also add a question in the demographic information section about what the participants majored in. Since I have exposure to Pakistani educational system as a student as well as a teacher, I am aware of the fact that any teacher who is thought to be better than other teachers in English gets appointed to teach English because of the shortage of trained English language teachers. Seven out of eight participants claimed to have an M.A and it is quite possible that they did not even major in English language at all especially the untrained ones. In the demographic information, I would ask if they majored in English in their own schooling.

Further Research

For further research, I would like to expand this research project and work on all the presented components of Communicative Language Teaching (authentic material, pair and group work, creative and critical thinking, building language awareness and individual learner differences) more closely and in more detail. Dwelling on the results of this study, for further research I would like to do the hierarchical rating of the hindrances pointed by the participants. Thus we can figure out what, among others, are more frequent and crucial challenges faced by the language teachers in Pakistan.

Another proposal for future research would be to find out the impact of teacher training on teachers' beliefs and attitudes. In the course of the current research, the theme of teacher training emerged very strongly. I would be interested to see how teacher training affects teaching practices of the English language teachers inside the classroom.

I am also looking forward to conducting a detailed study in which I would individually discuss primary teachers, high school teachers and college and university teachers in order for me to get more specific results and conclusions. I would want to focus on the teachers of one particular age group at one time since each students' interests and needs vary as different age levels. Focusing on levels individually one at a time will certainly yield more specific and in-depth results.

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